

Trimley St Mary – Art and Design Long Term Plan





	Autumn Term	Spring Term	Summer Term
EYFS	Who do you thnk you are? - What makes me	Prickly Plants and Awesame Animals -	Everyday Heroes - Who are the Everyday
	so special?	Would you rather live in a hot place or a	Heroes in our community?
	Paintings of our faces and homes.	cold_place?	Paintings of everyday heroes and where
	Maps of area. Cards for family	Animals from different climates	they work
	Stick puppets. Play dough	Stick puppets	Junk modelling. Play dough
		Props for their play – small world/ home	
		corner	
		Pictures for family. Play dough	
Development Matters	Expressive Arts and Design ELG: Creating with	Expressive Arts and Design ELG: Creating	Expressive Arts and Design ELG:
Links	Materials Children at the expected level of	with Materials Children at the expected level	Creating with Materials Children at the
	development will: - Safely use and explore a	of development will: - Safely use and	expected level of development will: -
	variety of materials, tools and techniques,	explore a variety of materials, tools and	Safely use and explore a variety of
	experimenting with colour, design, texture,	techniques, experimenting with colour,	materials, tools and techniques,
	form and function; - Share their creations,	design, texture, form and function; - Share	experimenting with colour, design,
	explaining the process they have used; - Make	their creations, explaining the process they	texture, form and function; - Share their
	use of props and materials when role playing characters in narratives and stories.	have used; - Make use of props and	creations, explaining the process they
	ELG: Fine Motor Skills Children at the expected	materials when role playing characters in narratives and stories.	have used; - Make use of props and materials when role playing characters in
	level of development will: - Hold a pencil	ELG: Fine Motor Skills Children at the	narratives and staries.
	effectively in preparation for fluent writing -	expected level of development will: - Hold a	ELG: Fine Motor Skills Children at the
	using the tripod grip in almost all cases; -	pencil effectively in preparation for fluent	expected level of development will: - Hold
	Use a range of small tools, including	writing – using the tripod grip in almost all	a pencil effectively in preparation for
	scissors, paint brushes and cutlery; - Begin to	cases; - Use a range of small tools,	fluent writing – using the tripod grip in
	show accuracy and care when drawing.	including scissors, paint brushes and	almost all cases; - Use a range of small
	ELG: Speaking Children at the expected level of	cutlery; - Begin to show accuracy and care	tools, including scissors, paint brushes
	development will: - Participate in small group,	when drawing.	and cutlery; - Begin to show accuracy
	class and one-to-one discussions, offering	ELG: Speaking Children at the expected level	and care when drawing.
	their own ideas, using recently introduced	of development will: - Participate in small	

	wocabulary; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	ELG: Speaking Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Year One	Knowing Me, Knowing You – What makes me who I am? Drawing – Responding to stories. Painting – Modigliani. Self portraits.	graw your own food, or get your food from a shop? Printmaking – Positive/Negative Stencils/Clay blocks Textiles – African Patterns/Fabrics Arcimboldo	Oh we do like to be beside the Seaside – What makes our beach a special place? Collage - Patrick Heron 3D – Clay pebbles. Richard Long / Andy Goldsworthy
National Curriculum Links	to use drawing and painting to develop and share their ideas, experiences and imagination to learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	to use a range of materials creatively to design and make products to sculpture to develop and share their ideas, experiences and imagination to learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space to learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
<u>Year Two</u>	London Calling – Why is London the capital city of the United Kingdom? Drawing – Bridget Riley Collage – Henri Matisse	Medieval Mayhem – Would you rather live in your house or in a castle? 3D (Dragon's Eyes) Painting – Constable / Gainsborough	The Enchanted Wood – Why are woodlands important? Printing – Positive / negative / direct printing – Vincent Van Gogh Textiles (Link with DT, Sewing)
National Curriculum Links	to use drawing and painting and sculpture to develop and share their ideas, experiences and imagination	to use a range of materials creatively to design and make products	to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

	to learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	to use sculpture to develop and share their ideas, experiences and imagination to learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	to learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
Year Three/Four	Enchanting Egyptians – Why did the Egyptians	Revalting Ramans - What did the Ramans	Healthy Heroes - How do we know if
,	stop building pyramids?	ever do for us?	we're healthy?
<u>Cycle one</u>	Textiles - printing blocks - cartouches.	3D mosaics and pottery	Paint,- O"Keefe
	Constructing 3D tomb for Tutankhamen, 3D	Famous Italian artists: Michelangelo,	Collage – Matisse, Bacon, Warhol
	artefacts shabti's and amulets or clay	Raphael and Leonardo Da Vinci.	
	tiles.Egyptian wall art and sculptures in order		
	to learn about life in Ancient Egypt.		
National Curriculum	Use experiences, other subjects across the	Use experiences, other subjects across the	Use experiences, other subjects across
Links	curriculum and ideas as inspiration for	curriculum and ideas as inspiration for	the curriculum and ideas as inspiration
	artwork.	artwork.	for artwork.
	Develop and share ideas in a sketchbook and	Develop and share ideas in a sketchbook	Develop and share ideas in a sketchbook
	in finished products.	and in finished products.	and in finished products.
	Improve mastery of techniques.	Improve mastery of techniques.	Improve mastery of techniques.
	Learn about the great artists, architects and	Learn about the great artists, architects	Learn about the great artists, architects
	designers in history.	and designers in history.	and designers in history.
<u>Year Three/Four</u>	Stones and Bones – Could we survive in the	Remarkable Rainforests - Will there still be	Our Place on Earth - What makes our
	Store Age?	Rainforests when we grow up?	place on Earth special?
<u>Cycle 2</u>	Charcoal – cave painting	Print making, 3D	Compare Trimley Marshes to David
	Turners Stonehenge – water colour and line	Making a Green Man Mask – links to	Hockney's impossible landscape
	details – calendar Cezanne	camouflage.	Art work of environmental issues
		Collage a rainforest in a shoe box –	John Constable
		diorama Henri Rousseau Pointillism	
National Curriculum	Use experiences, other subjects across the	Henri Rousseau Pointillism Use experiences, other subjects across the	Use experiences, other subjects across
Links	curriculum and ideas as inspiration for	curriculum and ideas as inspiration for	the curriculum and ideas as inspiration
LUKS	artwork.	artwork.	for artwork.
	Develop and share ideas in a sketchbook and	Develop and share ideas in a sketchbook	Develop and share ideas in a sketchbook
	in finished products.	and in finished products.	and in finished products.
	Improve mastery of techniques.	Improve mastery of techniques.	Improve mastery of techniques.
	Learn about the great artists, architects and	Learn about the great artists, architects	Learn about the great artists, architects
	designers in history.	and designers in history.	and designers in history.

Year Five/Six	Journey to the Poles	Travelling Through Time	Journey to The Americas
	Who were the first humans to discover	When did the Anglo Saxons settle in	What is life like in the Americas? Who
	Antarctica?	Britain?	are the Mayans? What effects have
Cardel	What was Shackleton's journey like?	Where did they come from?	they had on our lives?
<u>Cycle I</u>	How did Shackletan get to Antarctica?	What evidence is there in modern Britain	Painting – Linking to Pop Art/Andy
	Sketching – Drawing leaves/objects in	that the Anglo Saxons lived here?	Warhol.
	nature.	Who were the Greek gods?	Printing – Linking to Pop Art/Andy
	Collage – Linking to sea creatures/pollution.	How have the Ancient Greeks affected	Warhol.
	<i>o o i</i>	modern life?	
		Sculpture – Clay Ancient Greek statues	
		Drawing - Drawing Anglo-Saxon	
		brooches.	
National Curriculum	- Develop and share ideas in a sketchbook	- Use experiences, other subjects across	- Learn about the great artists,
Links	and in finished products.	the curriculum and ideas as inspiration	architects and designers in history.
	- Improve mastery of techniques.	for artwork.	- Improve mastery of techniques.
	- Improve mastery of techniques Learn	- Improve mastery of techniques.	- Learn about the great artists,
	about the great artists, architects and	- Learn about the great artists, architects	architects and designers in history.
	designers in history.	and designers in history.	- Improve mastery of techniques.
		- Develop and share ideas in a	
		sketchbook and in finished products.	
		- Improve mastery of techniques.	
<u>Year Five/Six</u>	Disaster Zones	Intergalatic Explorers	The War Room
	What years did major natural disasters	Which countries were involved in the	How did the world wors start?
	happen?	Space Race?	When did they start?
Cycle 2	Have we had any local natural disasters?	When did humans first reach the moon?	Who was involved?
a	How have disaster hit countries recovered?	When did the first woman enter space?	How were people affected?
	Sketching – Linking to natural disasters.	Textiles – Creating a planet garland.	Drawing – Designing a propaganda
	Painting – Link to natural disasters/Inspired	Printing – Linking to topic of space and	war poster.
	by Hokusai and Maggie Hambling.	posters of that time.	Painting – Inspired by propaganda
			war posters.

National Curriculum	- Improve mastery of techniques.	- Improve mastery of techniques.	- Use experiences, other subjects
Links	- Develop and share ideas in a sketchbook	- Develop and share ideas in a	across the curriculum and ideas as
	and in finished products.	sketchbook and in finished products.	inspiration for artwork.
	- Use experiences, other subjects across the	- Improve mastery of techniques.	- Develop and share ideas in a
	curriculum and ideas as inspiration for	- Use experiences, other subjects across	sketchbook and in finished products.
	artwork.	the curriculum and ideas as inspiration	- Improve mastery of techniques.
	- Improve mastery of techniques.	for artwork.	- Use experiences, other subjects
	- Learn about the great artists, architects		across the curriculum and ideas as
	and designers in history.		inspiration for artwork.
			- Develop and share ideas in a
			sketchbook and in finished products.
			- Improve mastery of techniques.