

The Elms Primary School

Long Term Plan 2025-26

SUBJECT: ART

Vision: Our vision is to nurture every child's creativity, imagination, and self-expression through art. We aim to inspire a lifelong love of creativity, encouraging students to explore, experiment, and communicate their unique ideas with confidence and joy.



skills that allow them to produce a range of pieces in a variety of media, and to develop their own artistic style, confidence and flair.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Pre-School	Term 1 - Who am I, Who Are you? Nursery rhymes Term 2 - What happens at night? What do we celebrate at this time of year?		Term 3 - What makes a good toy? Term 4 - What makes a good story? Traditional tales		Term 5 - What happens in the garden? Minibeasts and life cycles Term 6 - Where would you like to go?	
Ongoing mixed media exploration, child led play, messy play, mark making, sensory play, playing with colour						
Key Vocabulary	Different, same, chalk, crayons, draw, drawing, lines, marks, objects, pen, pencil, colour mixing, colour, lines, marks, mix, objects, paint, paintbrush, model, modelling dough, shape, tools, cut, join, scissors, shape, snip, colour, fabric, patterns, paint, pattern, repeating pattern, sponge					
SMSC	<p>Spiritual – Creating models encourages pupils to be creative and exercises their imagination. They begin to reflect on their own creation. Moral – Children begin to talk about what they like about their friends' creations.</p> <p>Social – Children will learn to listen to others as they work together.</p> <p>Cultural – Children will begin to show awareness of colour and patterns around them in the natural and human world, Children will have the opportunity to learn about cultures different to their own, children explore a range of natural and manufactured materials to promote awe and wonder.</p> <p>Art is also thread through the continuous provision, allowing the children to explore and develop skills using a wide range of construction resources every day, indoors and in the outside environment. The children make models using a variety of resources throughout the year and we have a making station where the children can explore different materials to create models of their choice.</p>					
Reception	Painting portraits Collage faces Autumn art Clay prints	Using a variety of media to make Rangoli patterns Splatter painting Glass painting diva lamps Colour mixing	Using a variety of media; shaving foam, bubble art, pastels Printing Following instruction to draw	Big art Box modelling	Recreating 'the snail' by Matisse Using a variety of media; shaving foam, pastels Soil painting	Wax resist Printing



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SMSC	<p>Spiritual – Creating models encourages pupils to be creative and exercises their imagination. They begin to reflect on their own creation.</p> <p>Moral – Children begin to talk about what they like about their friends' creations.</p> <p>Social – Children will learn to listen to others as they work together, children will have the opportunity to learn about cultures different to their own</p> <p>Cultural – Children look at seasonal changes or the weather, and cultural festivals such as Diwali</p>
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Year 1	<p>Medium: Drawing Artist: Shantell Martin Final Piece: I can create a line drawing inspired by Shantell Martin that uses flowing lines, shapes, and words to show my identity.</p> <ol style="list-style-type: none"> Meet: Children are introduced to Shantell Martin and shown examples of her expressive, flowing line drawings. They discuss how she uses continuous lines, repetition, and simple shapes to convey ideas, emotions, and personality. The lesson also highlights how she includes writing, captions, and symbols within her artwork to express meaning. Skills: Children explore mark-making using different tools and media such as pens, pencils, brushes, charcoal, or ink. They experiment with line thickness, pressure, direction, and repetition to show emotion and expression, focusing on freedom and playfulness rather than producing perfect lines. 	<p>Medium: Collage Artist: Eric Carle Final Piece: I can create an animal collage inspired by Eric Carle, using painted and textured papers to show shape, colour, and layering.</p> <ol style="list-style-type: none"> Meet: Children are introduced to Eric Carle and shown examples of his animal collages. They discuss how he uses layered, textured painted papers to create bold, colourful images of animals and how his simple shapes and vibrant colours make his work distinctive. Skills: Children experiment with painting papers using different tools such as combs, forks, brushes, or fingers. They focus on creating texture and layering colour without mixing the colours, exploring how texture and brushwork can add interest to their papers. Skills: Children practice cutting and arranging simple shapes from their textured papers to make objects. They explore how different shapes, sizes, and arrangements 	<p>Medium: Water college Artist: Emma Burleigh Final Piece: I can create a watercolour painting inspired by Emma Burleigh, using flowing washes and detailed brushwork to inspire a piece of writing.</p> <ol style="list-style-type: none"> Meet: Children are introduced to Emma Burleigh and watch a video of her demonstrating how to let watercolour move and blend freely across the page. They discuss her wet-on-wet technique and how she uses it to create soft, flowing backgrounds. Skills: Children explore watercolour using the wet-on-wet technique, experimenting with how paint spreads and mixes on wet paper. They focus on observing the effects of colour, movement, and blending, enjoying the fluid, unpredictable qualities of watercolour. Skills: Children watch a second video of Emma Burleigh showing how to add details to her watercolour paintings. They then look at their
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	<ol style="list-style-type: none"> 3. Skills: Children learn how simple lines can be transformed into faces, objects, places, or patterns. They also experiment with adding words, captions, or symbols to represent ideas and identity. During this lesson, children consider composition, spacing, and flow across the page to make their lines engaging and expressive. 4. Plan: Children plan their line-based self-portrait or identity drawing. They decide which features, objects, symbols, or words to include to represent themselves. Children sketch lightly to plan the placement and flow of lines across an A3 page, thinking carefully about how to balance imagery and text in their composition. 5. Final Piece: Children create their finished A3 expressive drawing. They use flowing lines, shapes, and integrated writing to produce a piece that focuses on expression, identity, and creativity. They reflect on how line, repetition, and captions combine to show emotion and personal meaning, creating a final artwork inspired by Shantell Martin. 	<p>can combine to form recognisable images and start thinking about composition.</p> <ol style="list-style-type: none"> 4. Plan: Children plan an animal they would like to create. They consider which colours and textures they will need for different parts of the animal and prepare their painted papers accordingly. They may sketch a rough layout of the animal to guide their cutting and arrangement. 5. Final Piece: Children cut, arrange, and glue their painted papers to create their final animal collage. They focus on composition, layering, and colour, using their prepared papers to build a bold and expressive final piece inspired by Eric Carle. 	<p>previous watercolours and experiment adding details using watercolour and pencil, enhancing their work with textures, patterns, or fine lines.</p> <ol style="list-style-type: none"> 4. Plan: Children plan their final painting based on their writing for the term. They decide which colours and techniques they will need, thinking carefully about which areas will use soft washes and where they will add fine details. 5. Final Piece: Children create their final watercolour painting inspired by their writing. They combine expressive washes, wet-on-wet effects, and detailed enhancements to produce a finished piece that reflects both the atmosphere of their story and their personal artistic choices.
<p>Key Vocabulary</p>	<ul style="list-style-type: none"> - Line – A long mark made by a pencil or pen. - Flow – How the line moves smoothly across the page. - Symbol – A simple picture that shows an idea or object. - Express – To show how you feel or think through art. - Identity – Who you are and what makes you special. 	<ul style="list-style-type: none"> - Collage – Art made by sticking different materials like paper onto a surface. - Texture – How something feels or looks like it feels (e.g. rough, bumpy, smooth). - Layering – Putting colours or shapes on top of each other. - Shape – A flat area with edges, like a circle, square, or triangle. - Cut – To use scissors to change the shape of paper. 	<ul style="list-style-type: none"> - Watercolour – A type of paint that mixes with water to make soft, flowing colours. - Wet-on-wet – A painting technique where you paint onto wet paper so the colours spread and mix. - Blend – When two colours mix gently together. - Detail – Small, careful parts added to make a picture more interesting or clear.



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	- Pattern – A shape or line that repeats again and again.	- Arrange – To move and place shapes to make a picture.	- Bleed – How the paint touches and moves together. - Inspire – To get an idea from something (like a story, memory, or artist).
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SMSC	<p>Spiritual – Children reflect on their own identity and emotions through expressive line work, exploring personal meaning and self-expression. Moral – Children develop patience, care, and responsibility in handling tools and materials while creating their artwork, learning to respect the creative process. Social – Children collaborate, share ideas, and discuss techniques with peers, supporting communication and teamwork during experimentation and planning. Cultural – Children are introduced to diverse contemporary artists from different backgrounds and styles, broadening their cultural awareness and appreciation of global artistic traditions.</p>		
Year 2	<p>Medium: Drawing Artist: Yayoi Kusama Final Piece: I can create a patterned drawing inspired by Yayoi Kusama, using dots, colour, and repetition to fill shapes with bold, expressive designs.</p> <ol style="list-style-type: none"> Meet: Yayoi Kusama – photos, videos, infinity rooms and installations. Talk about her repetition, colour, pattern Skills: explore drawing patterns and dots. Use pencils, felt tips, crayons, paint sticks to fill in shapes (already given to them). Try different density and scales. Black and white as well as bold colours. 	<p>Medium: textiles Artist: Sheila Hicks Final Piece: I can create a textured textile artwork inspired by Sheila Hicks, using colour, wrapping, weaving, and layering to explore materials and form.</p> <ol style="list-style-type: none"> Meet: Sheila Hicks – look at photos, videos and discuss how she uses colour, texture, weaving techniques. Show examples of small weavings, fibre bundles and threat sculptures. Skills: exploring texture and colour through yarn and fabric. Children try wrapping, twisting, knotting yarn and wool. Use a range 	<p>Medium: Printmaking – monoprint with paint, ink, and mark making Artist: Paul Klee Final Piece: I can create a monoprint inspired by Paul Klee, using line, colour, and abstract shapes to express mood and imagination.</p> <p>https://youtu.be/e-ZiBEEVZkc Monoprinting with Paul Klee - ART ED GURU</p> <ol style="list-style-type: none"> Meet: Paul Klee – look at examples of his paintings and prints. Discuss how he uses colour, shape, and line to create mood and expression. Talk about how simple marks can build complex, abstract compositions and



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	<ol style="list-style-type: none"> 3. Skills: children practice drawing objects like flowers or pumpkins and abstract shapes. Make sure to make them big enough and then outlining in black pen. Practice filling these objects with repeating patters/dots. 4. Plan: children choose an object eg animals, plant, or everyday item. Plan tools to create patters, the type of patterns in each shape and colours. 5. Final piece: create final piece, also create a large pumpkin for children to collaboratively and display. Linking back to her immersive/ collaborative work. Can use paint/ stickers/ pens 	<p>of materials to create small samples. Wrap cardboard, sticks, paper or bundles of fabric.</p> <ol style="list-style-type: none"> 3. Skills: introduce basic weaving on cardboard looms. Warp and weft. Explore ways to combine materials using tying, threading or glueing. Mix the colours and textures. 4. Plan: children choose whether they would like to weave, wrap sticks, bundle, or thread their sculptures. Plan colours and fabrics/thread. 5. Final piece: children make their final pieces. 	<p>how repetition and layering add texture and depth. Notice how he often blends imagination with elements from nature, architecture, and music.</p> <ol style="list-style-type: none"> 2. Skills: Children experiment with monoprinting techniques. Using printing plates or acetate sheets, they apply paint or ink with rollers. Encourage them to explore mark making through lines, dots, patterns, and shapes. Emphasise that prints do not need to be perfect – the process is about experimentation and expression. 3. Skills: Children are guided through a blind line drawing. They then have a go at doing their own, drawing different objects. 4. Plan: Children plan a monoprint of a face – this could be imaginative, abstract, or inspired by a photograph or self portrait. They sketch their design on paper first, deciding which shapes, lines, and colours will be layered and where texture will be added. Emphasise experimentation with colour combinations and abstract forms to capture feeling rather than realism. 5. Final Piece: Children create their final monoprint artwork, applying layers of paint, ink, and textures to create an expressive and abstract composition. Encourage individuality and creativity while reflecting on how Paul Klee used line, shape, and colour to express mood and narrative.
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<p>Key Vocabulary</p>	<ul style="list-style-type: none"> - Pattern – A shape or design that repeats. - Dot – A small round mark. - Repetition – Doing the same shape or line again and again. - Bold – Strong, clear, and easy to see. - Shape – A flat space like a circle, square, or pumpkin. - Contrast – When two things (like colours or shapes) look very different and stand out. 	<ul style="list-style-type: none"> - Weave – To pass thread or yarn over and under to make fabric. - Texture – How something feels (e.g. rough, soft, bumpy). - Fibre – A thread-like material used to make fabric. - Wrap – To wind thread or yarn around something. - Knot – A way to tie threads together. - Material – What something is made from (like wool, fabric, or string). 	
<p>SMSC</p>	<p>Spiritual – Children reflect on immersive and infinite patterns, exploring awe, wonder, and personal responses to colour and repetition.</p> <p>Moral – Children develop patience, care, and respect for materials and processes while planning and creating their textile pieces, understanding the value of effort and attention to detail.</p> <p>Social – Children work together on a large, shared artwork, developing teamwork, cooperation, and a sense of community.</p> <p>Cultural – Children are exposed to diverse artistic traditions and abstract styles, appreciating historical and cultural contexts of expressive art forms.</p>		
<p>Year 3</p>	<p>Medium: Drawing with charcoal Artist: Heather Hansen Final Piece: I can create a charcoal artwork inspired by Heather Hansen, using movement, symmetry, and expressive marks to show energy and flow.</p> <ol style="list-style-type: none"> 1. Meet: Heather Hansen – look at photos and videos of her kinetic drawings and performances. Discuss how she uses movement, space and symmetry to show energy. 	<p>Medium: Printing with cyanotype paper Artist: Christian Marclay Final Piece: I can create a cyanotype print inspired by sound and movement, exploring composition, layering, and light</p> <ol style="list-style-type: none"> 1. Meet: Christian Marclay – look at examples of his art where he mixes music, sound, and images. Discuss how he takes something vibrant and everyday (like records or instruments) and turns it into untamed art. 	<p>Medium: Textiles with sewing and mixed media Artist: Alice Kettle Final Piece: I can create a textile artwork combining stitch, fabric, and mixed materials to tell a story inspired by Alice Kettle.</p> <ol style="list-style-type: none"> 1. Meet: Alice Kettle – look at examples of her huge stitched artworks. Discuss how she uses colour, texture, and stitch to tell stories. Talk about how thread becomes like a drawing tool on fabric.



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	<ol style="list-style-type: none"> 2. Skills: children practice using charcoal on paper, using their fingers to break it and move it around the page. Don't worry about symmetry only how the charcoal can move to the page. Experiment with pressure, direction and using two hands at the same time. Encourage freedom in mark making. 3. Skills: children practice using charcoal on more large scale pieces of paper or fabric. Talk about how it is different to before. Then work on using two hands and being symmetrical. Paper or fabric can be folded in half. 4. Plan: children plan whether they would like to use large or small paper, or fabric. They plan what shapes they will make in order to not just create a big black rectangle. Movement needs to be free and flowing but purposeful. 5. Final piece: children create their final piece 	<p>Talk about how exposure to light effects the paper and that it used negative space.</p> <ol style="list-style-type: none"> 2. Skills: Children learn how cyanotype paper works (light-sensitive). Practice placing objects on paper and exposing them to light. Talk about the composition on the page. Experiment with creating echoing patterns by layering and overlapping shapes. Use opaque and translucent objects and talk about the different effects. 3. Skills: Explore using musical objects (CDs, cassette tape, instruments, strings, or even body movements translated into shapes) to create prints. 4. Plan: Children plan their final design. They choose objects that connect to sound or music and think about how they can arrange them in a dense and interesting way on the paper. Sketch ideas first. This could be based on a piece of music. 5. Final Piece: Children create their final cyanotype print, arranging objects with intention and using light to capture their silhouette in blue and white. 	<ol style="list-style-type: none"> 2. Skills: Children learn basic sewing techniques (running stitch, cross stitch). Practice stitching on fabric in hoops. Experiment with colour and line, thinking about how stitch can be like mark making. This does not need to be neat, just experimental. (once learnt this could be morning work practice ready for the next week) 3. Skills: Children add mixed media (fabric scraps, paper, yarn, found materials, can paint on top of papers) and explore composition by arranging and layering them before sewing (children might need a dot of glue just to hold things in place or pins). Talk about how different materials create texture. 4. Plan: Either write a story together, be inspired by a story or use class text as inspiration. They are going to plan either a picture of a person or a scenery. Trying to capture the mood. Children sketch their idea for a textile piece. They decide which materials to use, where stitches will go, and how colours will be layered to show a theme (e.g. nature, people, stories). Make sure 5. Final Piece: Children create their final textile artwork, combining stitching with fabric and mixed media to make a collaborative or individual piece inspired by Alice Kettle.
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<p>Key Vocabulary</p>	<ul style="list-style-type: none"> • Charcoal – a black drawing material made from burnt wood, used for bold marks and shading. • Kinetic – art that is linked to movement and energy. • Symmetry – when both sides of a drawing or shape are the same or balanced. • Mark making – the different lines, textures and patterns made on a surface. • Pressure – how hard or soft you press to make lighter or darker marks. • Scale – the size of the artwork (small, medium, or large). 	<ul style="list-style-type: none"> • Cyanotype – a special type of printing that uses sunlight to make blue pictures. • Exposure – when the paper is left in the light so the image can appear. • Photogram – a picture made by placing objects on light-sensitive paper. • Silhouette – the dark outline or shadow of an object. • Composition – how you arrange the objects in your artwork. • Negative Space – the empty space around and between the objects you place down. 	<ul style="list-style-type: none"> • Textiles – cloth or fabric used in art. • Stitch – the loop made with thread and needle. • Thread – the thin strand used for sewing. • Texture – how something feels or looks like it would feel. • Layering – placing materials on top of each other to build depth. • Mixed Media – using more than one type of material in artwork.
<p>SMSC</p>	<p>Spiritual – Children explore self-expression and the connection between body, movement, and mark-making, fostering reflection and awareness of personal energy.</p> <p>Moral - Children develop patience, responsibility, and care while planning and stitching their pieces, understanding the value of effort and attention to detail.</p> <p>Social – Children collaborate on shared artworks, building teamwork, cooperation, and mutual respect.</p> <p>Cultural – Children are exposed to contemporary artists who combine music, sound, and visual art, broadening cultural understanding and appreciation of multi-sensory art forms.</p>		



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<p>Year 4</p>	<p>Medium: Textiles – wet felting with wool, soap, and water</p> <p>Artist: Steph Jansen</p> <p>Final Piece: I can create a felted artwork using colour, shape, and texture to build a layered scene inspired by Steph Jansen</p> <p>Steph Jansen Fine Felt</p> <p>Simple feltmaking for beginners with Sue</p> <p>1. Meet: Steph Jansen – look at examples of her felted artworks, noticing how she uses colour, shape, and texture to create patterns, abstract forms, and natural-inspired scenes. Discuss how layering and combining colours builds depth and interest, and how the felt becomes both soft and sculptural.</p> <p>2. Skills: Children learn basic wet felting techniques using bubble wrap. In the first lesson, they practise felting small coloured shapes, learning how to layer fibres, apply water and soap, and roll to create a felted piece. Focus on experimentation with colour and texture rather than perfection.</p> <p>3. Skills: In the second lesson, children build on their skills by layering shapes to create simple pictures or compositions on bubble wrap. They explore how overlapping colours and shapes can create patterns, depth, and visual interest. Encourage creativity and playful mark making with fibres.</p> <p>4. Plan: Children plan a felted scene for their final piece. They sketch their design, deciding which shapes, colours, and textures to include, and where fibres will be layered to show the story or mood. Emphasise thoughtful composition and layering for effect.</p>	<p>Sun-Drenched Domestic Environments Built From Carefully Painted Straight Lines by Guy Yanai — Colossal</p> <p>Medium: Painting – acrylic or gouache with flat, linear brushwork</p> <p>Artist: Guy Yanai</p> <p>Final Piece: I can create a painting inspired by Guy Yanai, using bold colour and straight-line brushwork to build texture and form</p> <p>1. Meet: Guy Yanai – look at examples of his work, noticing how he uses bold, flat colours and straight lines to create texture and form. Discuss how his linear approach simplifies objects while still showing depth and interest. Talk about how lines can become both shape and texture.</p> <p>2. Skills: Children practise painting objects provided to them using straight, linear brushstrokes. Focus on controlling the brush, layering lines to build colour and texture, and maintaining consistent spacing and direction in their strokes. Encourage observation of the object’s shape, colour, and form.</p> <p>3. Skills: Children build on their skills by adding a background to their object paintings. The background should also use straight lines, layered in colour to create texture and depth, mimicking Guy Yanai’s technique. They can experiment with direction, spacing, and layering to make the object stand out while integrating it into a textured environment.</p> <p>4. Plan: Children plan their final painting, choosing the object(s) they want to depict. They sketch their</p>	<p>Isis Dove-Edwin — TAFETA</p> <p>isis dove-edwin ceramics - about</p> <p>Medium: Clay – hand building and mixed media</p> <p>Artist: Isis Dove-Edwin</p> <p>Final Piece: I can create a clay sculpture inspired by Isis Dove-Edwin, using shape, texture, and mixed media to express emotion and story</p> <p>1. Meet: Isis Dove-Edwin – look at examples of her sculptures and mixed-media work. Discuss how she explores the human figure, emotion, and movement. Talk about how she uses texture, shape, and form to express ideas and stories, and how small details can convey mood or personality.</p> <p>2. Skills: Children learn basic clay techniques, including pinching, coiling, and slab building. They practice shaping simple forms and experimenting with texture using tools, fingers, or found objects. Emphasise that clay is flexible – mistakes can be reshaped and experimented with.</p> <p>3. Skills: Children explore combining clay with mixed media, such as wire, fabric, or paint, to add texture or detail. They experiment with composition, arranging and layering elements before finalising their sculptures. Discuss how combining materials can enhance the emotional impact or narrative of the piece.</p> <p>4. Plan: Children plan a sculpture inspired by a story, character, or emotion – this could be realistic, abstract, or symbolic. They sketch their ideas, decide which shapes and textures to include, and think</p>
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	<p>5. Final Piece: Children create their final felted artwork, using wet felting to layer fibres, build shapes, and bring their planned scene to life. They combine colour, texture, and form to make a visually rich, expressive piece inspired by Steph Jansen's work.</p>	<p>composition, deciding the placement of the object, colours for layering, and direction of lines for both the object and background. Emphasise thinking about how line and colour will create texture and balance across the painting.</p> <p>5. Final Piece: Children create their final painting, combining straight-line brushwork for objects and background. Encourage layering, consistent line work, and careful colour choices to create a bold, textured composition inspired by Guy Yanai.</p>	<p>about how they will express mood through form. They also plan any mixed-media additions.</p> <p>5. Final Piece: Children create their final sculpture, using handbuilding techniques to form the base shape and adding texture and mixed media to enhance storytelling. Encourage individuality and experimentation, reflecting on how Isis Dove-Edwin expresses ideas and emotion through sculpture.</p>
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<p>Key Vocabulary</p>	<p>Fibre – The soft threads, like wool, that you use to make felt.</p> <p>Layering – Putting one piece of fibre on top of another to make colours and shapes mix or stand out.</p> <p>Texture – How the felt feels or looks like it would feel; soft, bumpy, smooth, or fluffy.</p> <p>Colour – The way things look because of light; different colours can show mood or make your picture interesting.</p> <p>Shape – The outline or form of something; can be simple like a circle or more complicated like a leaf or cloud.</p>	<p>Line – The mark made by a brush moving in one direction; can be straight, curved, thick, or thin, and is used to make shapes and texture.</p> <p>Texture – How a painting looks like it would feel; in this unit, lines are used to create a bumpy, smooth, or layered effect.</p> <p>Colour – The way things look because of light; bright or dark colours can make objects and backgrounds stand out.</p> <p>Shape – The outline or form of something; like the objects we are painting or the areas filled with lines.</p>	<p>Form – The 3D shape of something; how it takes up space and can be viewed from all sides.</p> <p>Texture – How something feels or looks like it would feel; smooth, bumpy, rough, or soft, made with clay or other materials.</p> <p>Shape – The outline or edge of something; can be simple like a circle or square, or more complex and curved.</p> <p>Composition – How all the parts of your sculpture are arranged together to make it interesting and balanced.</p>
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	<p>Composition – How all the parts of your felt picture are arranged to make it look balanced, interesting, or tell a story.</p>	<p>Composition – How all the parts of your painting are arranged to look balanced and interesting. Layering – Putting lines and colours on top of each other to make the painting richer and more textured.</p>	<p>Layering – Adding pieces on top of each other or combining materials to make your sculpture more detailed or textured. Expression – Showing feelings or ideas through your sculpture, like happiness, sadness, or excitement.</p>
SMSC	<p>Spiritual – Children explore creativity, colour, and texture to express ideas and moods, encouraging reflection and personal artistic interpretation. Moral – Children develop perseverance, care, and responsibility while shaping clay and combining materials, appreciating the effort needed to bring ideas to life. Social – Children can share techniques, discuss their designs, and collaborate on compositions, building teamwork, communication, and respect for others' ideas. Cultural – Children are exposed to contemporary artistic styles and approaches, broadening their understanding of modern visual culture and artistic diversity.</p>		
Year 5	<p>Medium: Drawing – realistic self-portraits with coloured pencil Artist: Samuel Silva Final Piece: I can create a realistic self-portrait using coloured pencil, blending tone and colour to capture detail and expression</p> <ol style="list-style-type: none"> Meet: Samuel Silva – look at examples of his coloured pencil portraits. Discuss how he layers colours to create realistic skin tones, hair, and textures. Notice how he uses light and shadow to make the portraits look 3D. In this lesson explain that over the year you will be learning skills to use in the final term for a whole year project. It is vital for the final 	<p>Medium: Drawing and printing – repeated pattern design inspired by Liberty fabrics Artist: Liberty Fabrics Final Piece: I can design and create a repeated pattern inspired by Liberty Fabrics, using drawing and printing to explore symmetry and composition</p> <ol style="list-style-type: none"> Meet: Introduce Liberty Fabrics – look at examples of their classic floral and geometric fabric patterns. Discuss how small shapes are repeated to make a larger composition. Notice the symmetry, colour choices, and intricate detail. Skills: Children practise drawing small motifs (flowers, leaves, shapes). Use liberty fabrics as inspiration on how to draw the flowers, 	<p>NEEDS TO BE TERM 6 TO HAVE THE LONGEST TIME Medium: Mixed media – collaged portrait with repeated pattern background Artists: Samuel Silva, Liberty Fabrics, Kehinde Wiley Final Piece: I can create a collaged portrait inspired by Kehinde Wiley, combining realism with bold repeated pattern backgrounds</p> <ol style="list-style-type: none"> Meet: Kehinde Wiley – look at examples of his portraits. Discuss how he combines realistic figures with bold, patterned backgrounds. Notice how the patterns interact with the portrait and make the figure stand out.



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	<p>project that the children have an outcome for the first 2 terms.</p> <ol style="list-style-type: none"> Skills: Children practice using coloured pencils to blend and layer colours on small sketches of simple objects (geometric shapes). Explore pressure and layering to make tone and texture. Skills: Children practise drawing parts of the face (eyes, nose, mouth, ears) in coloured pencil. Focus on proportion, shading, and capturing subtle differences in colour and light. Then look at proportion on a face. Plan: Children plan their self-portrait. They choose the pose, background (optional), and which coloured pencils to use. Encourage observation of their own face in a mirror or a photo, noting shadows, highlights, and tones. Children use a camera to take a portrait of themselves. Final Piece: Children create their realistic self-portrait using coloured pencils, layering and blending to capture skin, hair, and features accurately. Encourage careful attention to light, tone, and detail. 	<p>focusing on the more funky/abstract prints. Use oil pastels or paint to add colour.</p> <ol style="list-style-type: none"> Plan: Children are given a square piece of paper with very faint lines dividing it into 4 sections. They draw their motifs carefully, making sure to fill the page but not touch the edges. Emphasise creativity while keeping motifs balanced across the square. Plan: Children cut along one of the lines, splitting the square in half. They swap the outside halves and stick them together. Children then fill in the middle, drawing over the edges so the design connects seamlessly. Repeat this process with the other cut so that the design can repeat without leaving white gaps. Once complete, the pattern should be photocopied at least 4 times. Final Piece: Using the photocopies, children cut and arrange the sections to create a larger repeated design. They stick the pieces together, ensuring motifs line up and repeat across the page. Encourage them to check balance, colour, and composition as they assemble the final piece. <p>Instructions (do not need to do after wiggly line) Designing a Repeat Pattern by Hand</p>	<ol style="list-style-type: none"> Skills: Children take their Samuel Silva-inspired self-portrait and their photocopied Liberty-style repeated pattern. They stick the portrait onto one copy of the pattern and experiment layering another copy on top, drawing over it to explore how patterns and portraits can interact. Plan: Children choose someone who inspires them to draw and decide which repeated pattern they want for the background. They practice drawing motifs like flowers and leaves, incorporating elements of the repeated pattern into their sketches. Discuss composition and how to balance the portrait and background. Skills: Children draw their chosen portrait carefully, focusing on proportion, tone, and detail. Encourage careful observation from a photograph or mirror. Skills: Children create the repeated pattern background for their portrait, emphasising motif repetition, symmetry, layering, and colour. Final Piece: Children carefully collage their portrait over the repeated pattern background. They may add extra drawn elements on top to unify the piece. Focus on composition, colour, and harmony, creating a final artwork inspired by Kehinde Wiley that combines realism and pattern.
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skills that allow them to produce a range of pieces in a variety of media, and to develop their own artistic style, confidence and flair.



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<p>Key Vocabulary</p>	<ul style="list-style-type: none"> • Portrait – a drawing or painting of a person. • Proportion – making sure features are the right size and in the right place. • Tone – the lightness or darkness of a colour. • Layering – putting one colour on top of another to create depth. • Blend – smoothing colours together so they mix naturally. • Observation – looking carefully at details before drawing. 	<ul style="list-style-type: none"> • Motif – a small shape or design that can be repeated. • Pattern – the way motifs are repeated across a surface. • Repeat – to do the same shape or design again and again. • Symmetry – when parts of a design match or balance each other. • Composition – how all the motifs are arranged together. • Negative Space – the empty space around and between motifs. 	<ul style="list-style-type: none"> • Portrait – a drawing or painting of a person. • Motif – a small shape or design that can be repeated. • Pattern – how motifs are repeated across a surface. • Composition – how all parts of the artwork are arranged together. • Layering – placing one image or piece on top of another. • Observation – looking carefully at details before drawing.
<p>SMSC</p>	<p>Spiritual – Children reflect on their own identity and appearance, exploring self-awareness and personal expression through careful observation and drawing.</p> <p>Moral Children consider someone who inspires them, exploring admiration, respect, and positive role models through their artwork.</p> <p>Social – Children share ideas, exchange techniques, and collaborate when arranging and assembling repeated patterns, developing teamwork and communication skills.</p> <p>Cultural – Children engage with diverse cultural art practices and contemporary portraiture, broadening their understanding of global artistic traditions and perspectives.</p>		

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<p>Year 6</p>	<p>Medium: Painting – expressive/abstract painting Artist: Jules George Final Piece: I can create an expressive painting inspired by Jules George, using movement, colour, and brushwork to show energy and emotion</p> <p>Lesson Plan</p> <ol style="list-style-type: none"> Meet: Introduce Jules George and his painting <i>Organised Chaos</i>. Show examples of his work and discuss: How he uses chaotic, expressive brushstrokes to convey energy. The use of colour, movement, and emotion rather than realistic forms. How elements are layered to create a sense of action and intensity. Discuss how students will incorporate a horse into their own expressive painting. Skills 1 – Exploring Abstract / Expressive Techniques: Children experiment with creating expressive brushstrokes using thick and thin paint, dry and wet brushes. Explore layering colours, creating textures, and working quickly to convey energy. Encourage freedom in mark-making rather than worrying about realistic detail. Skills 2 – Incorporating a Horse: Practice drawing and painting a horse in a simplified, dynamic form. 	<p>Medium: Collage – photographic collage inspired by David Hockney Artist: David Hockney Final Piece: I can create a photographic collage inspired by David Hockney, arranging images to explore perspective, layering, and movement</p> <ol style="list-style-type: none"> Meet: Introduce David Hockney and his photo collages. Show examples and discuss: How he plans his images before arranging them. How he layers portraits or orders photos to show movement and progression. How he considers composition and spacing to create a cohesive image. Skills: Children experiment with pre-printed sets of images. They: Arrange them in different ways (rows, layered, rotated). Explore how changing the order, overlap, or orientation affects composition, perspective, and visual flow. Discuss which arrangements are most effective and why. Plan: Children plan their own photographic collage. They: Decide what to photograph (objects, people, scenes). Sketch the arrangement, thinking about layering, order, perspective, and movement. Decide which photos will be layered or arranged in rows. 	<p>Medium: Mixed media – theatre set and props design Artist/Influence: West End theatre sets (e.g., <i>Matilda/war horse</i>) Final Piece: I can design and create props and set pieces collaboratively, using colour, texture, and scale to support a theatrical performance</p> <ol style="list-style-type: none"> Meet: Introduce West End theatre sets (e.g., <i>Matilda, Matilda the Musical, or warhorse</i>). Look at examples of professional set designs and discuss how designers use space, colour, and props to tell the story. Highlight how each part of the set contributes to the audience's experience. Plan (Collaborative): As a class, decide what the set should look like for your own play. Consider: <ul style="list-style-type: none"> Background / scenery Key props needed Colours, textures, and materials How each set piece interacts with others Children discuss ideas and vote or agree on final designs. Plan (Individual): Each child chooses a specific prop or set piece to design and create. They make detailed sketches, choose materials, and consider composition and functionality for performance. skills: Children begin creating their chosen prop/set piece, experimenting with materials (card, fabric, paint, recycled objects, etc.) to
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	<p>Experiment with combining the horse with chaotic, expressive backgrounds using layered brushstrokes and colour. Focus on movement, emotion, and composition rather than realism.</p> <p>4. Plan: Children plan their final painting: Decide on the placement of the horse. Choose a colour scheme and areas for abstract, expressive marks. Sketch a rough layout to guide their final piece while leaving space for expressive freedom.</p> <p>5. Final Piece: Children create their full painting, layering chaotic, expressive strokes with their horse as the focal point. Encourage experimentation with colour, movement, and texture to convey action and emotion. Evaluate the final piece for composition, energy, and expressiveness, reflecting on Jules George's style.</p>	<p>4. Final Piece 1 – Taking Photographs: Children take the photographs for their collage according to their plan. Emphasise careful framing, lighting, and composition so the images will work well together.</p> <p>5. Final Piece 2 – Assembling Collage: Children assemble their photographic collage: Cut, layer, and arrange their images according to their plan. Check that layering and order convey movement, perspective, and visual interest. Evaluate the final piece, reflecting on how it was inspired by Hockney's style.</p>	<p>achieve their design. Emphasise craftsmanship, durability, and aesthetic detail.</p> <p>5. Final Piece: Children complete their prop/set piece and assemble the full set collaboratively. Evaluate how each piece fits together and whether it effectively supports the play. Adjust or refine as needed.</p>
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skills that allow them to produce a range of pieces in a variety of media, and to develop their own artistic style, confidence and flair.

<p>Key Vocabulary</p>	<ul style="list-style-type: none"> Abstract – art that does not try to look realistic; focuses on shapes, colours, and emotions. 	<ul style="list-style-type: none"> Collage – an artwork made by assembling different pieces together. 	<ul style="list-style-type: none"> Set – the scenery and background used in a theatre production.
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	<ul style="list-style-type: none"> • Expressive – showing feeling or emotion through brushwork, colour, and composition. • Composition – how all the elements of the painting are arranged. • Layering – placing paint or colours on top of each other to create depth and texture. • Movement – how the painting shows action or energy. <ul style="list-style-type: none"> • Texture – the way paint looks or feels on the surface. 	<ul style="list-style-type: none"> • Composition – how all parts of the artwork are arranged. • Layering – placing images on top of each other to create depth. • Perspective – the way objects appear to show depth and space. • Movement – how the arrangement of images shows action or progression. • Photograph – a picture taken with a camera. 	<ul style="list-style-type: none"> • Prop – an object used by actors in a performance. • Scale – the size of a prop or set piece in relation to the stage and actors. • Composition – how all the elements of the set and props are arranged together. • Texture – how a surface feels or looks like it would feel. • Collaboration – working together to plan and create something as a team.
<p>SMSC</p>	<p>Spiritual – Children explore personal expression, emotion, and energy through abstract and expressive painting, fostering reflection on feelings and creativity.</p> <p>Moral – Children develop responsibility, accountability, and care for collaborative work, understanding the importance of contributing fairly and respecting others’ ideas.</p> <p>Social – Children work together to design and build a shared set, developing teamwork, communication, negotiation, and cooperation skills.</p> <p>Cultural – Children engage with contemporary artistic practices and photographic collage traditions, broadening their awareness of visual culture and modern art influences.</p>		



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<p>Year 7</p>	<p>Formal Elements Know what is meant by the 'Formal Elements' of art. Begin to conceptualise the Formal Elements of Art and associated terminology. Practise and develop shading skills, progressing to show 3D forms. Know and demonstrate how to use parallel lines when constructing cuboid shapes. Consolidate previous learning by draw geometric forms from observation. Use prior knowledge of Formal Elements to create a Matisse inspired</p>	<p>Colour Theory Know what is meant by a primary and secondary colour. Know how the Colour Wheel is arranged. Know what is meant by gradual and directional shading. Apply colour theory, directional shading and gradual tone to draw an apple from observation. Recognise the features of the work of Michael Craig Martin and Sonia Delaunay Consolidate colour theory by blending even secondary colours with only primary-coloured pencils.</p>	<p>Motifs Kadinsky and Delauney Know what is meant by the term 'motif' To enlarge chosen motifs. Understand and apply harmonious and contrasting colours. Know different devices that create the illusion of depth. Recognise the features of the work of Kandinsky. To use music as an artistic stimulus Compare and contrast the work of Kandinsky and Delaunay Combine the features of Kandinsky and Delaunay's work within our own design. To reflect upon work and refine our designs</p>	<p>Abstract Painting Observational Drawing To improve our watercolour technique using directional painting And introducing watering down To use a variety of pencil pressures and marks and patterns to explore mark making to create depth. Know what is meant by an ellipse. To draw from observation with increasing accuracy, showing a range of gradual tone and</p>	<p>Mosaic Painting Know about the artist Gaudi and recognise the features his work. To make connections with other artists such as Haeckel who are inspired by organic design. Consolidate what is meant by primary, secondary, harmonious and contrasting colour schemes. Design own Gaudi inspired tiles by selecting appropriate motifs. To select and refine own designs. Use watercolour with increased brush control. Use watercolour with good consistency and the start of watering down to produce gradual tone</p>	<p>Clay Relief Tiles To use the features of Gaudi's work to inspire their own clay tile design. Know and demonstrate how to securely join clay additions. Know and demonstrate what is meant by detail and texture Know what is meant by a relief tile. Create a Gaudi inspired relief tile showing stable joins and some refined detail. To evaluate our work using art specific terminology</p>
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Folly View and The Elms Primary Schools



Long Term Plan 2022-23

SUBJECT: ART

Vision: For children to be inspired by and appreciate artists from different periods of history, incorporating knowledge, techniques and skills that allow them to produce a range of pieces in a variety of media, and to develop their own artistic style, confidence and flair.

	collage. To begin to evaluate and reflect upon our work			directional shading Explore drawing with ink and water		
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