

BEDS Art Long Term Plan Year B 2024/2025

Beech	Continuous Provision	<p>Physical Development Develop their small motor skills so that they can use a range of tools competently, safely and confidently, including scissors, paintbrushes and cutlery. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Begin to show accuracy and care when drawing.</p> <p>Expressive Arts and Design Explore, use and refine a variety of artistic effects to express their ideas and feelings (collage, clay, sculpture, printing, paint/colour, drawing) Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.</p>		
Oak	Unit	Paint - Spirals	3D/ Textiles - Creativity Medal	Collage/ Print /3D – Minibeast Flora and Fauna
	Generating ideas	Explore their own ideas using a range of media. Look and talk about what they have produced. Explain what they liked about their final piece		
	Evaluating	Explore their own ideas using a range of media. Look and talk about what they have produced. Explain what they liked about their final piece		
	Knowledge	Name the primary colours and identify them on a colour wheel. Name the secondary colours – know what two colours are needed to mix a secondary colour. Green, purple orange Know what a pastel is and that it can be used to blend colours. That drawing is a physical and emotional activity. That when we draw, we can move our whole body. That we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move. That we can draw from observation or imagination. That we can use colour to help our drawings engage others.	That when we make art in 3 dimensions it is often called Sculpture. That we can generate ideas through playful exploration. That we can build understanding of the properties of materials through manipulation. That making sculpture is a partnership between materials, ideas, hands and tools. Note – Medal to be a circular pendant on a ribbon around neck – change from access art	That artists can be inspired by the flora and fauna around them. That we can use careful looking to help our drawing, and use drawing to help looking. That we can use a variety of materials to make images, and that the images we make can become imaginative. That we can create individual artwork, and that we can bring that artwork together to make a shared artwork.
	Suggested Artists	Kandinsky	Linda Bell	Flora and Fauna artists - Botanical
	Responding to Artists	Look at and talk about work of other artists, explain what they notice.		
	Further Skills	I can draw from my finger tips, my wrist, my elbow, my shoulder, my body. I can make a drawing using a continuous line for a minute or two.. I can draw from observation for a few minutes at a time. I can make choices about which colours I'd like to use in my drawing.	I can match and sort fabrics and threads for colour and texture I can apply decoration using beads, buttons, feathers. I can use my hands to make small sculptures out of lots of different materials. I can bend, twist, fold, cut and fasten.	I can look closely at insects and plants and make drawings using pen/ pencil to describe what I see. I can experiment using graphite and oil pastel and make my own insects. I can cut out shapes in different colours, and use these shapes to make an insect or bug. I can think about its body parts and what I would like them to look like.

			<i>I can use my hands to make sculptures without designing first. I can just see what happens if...</i>	<i>I can Select/ sort and layer collage pieces to create an image</i>	
	Drawing Knowledge Skills	Confidently hold a pencil/ drawing tool with the correct tripod grip. Experiment with a range of drawing tools. – Focus Pastels Begin to apply pressure for darker lines’ lighter lines Experiment with continuous line drawing			
	Sketch Books	Introduce a ‘sketchbook’ as being a place to record their ideas.			
	Vocab	Primary/ Secondary Colours, mix, shade, brighter, darker Drawing – pen, pencil charcoal,			
	NC links	To use a range of materials creatively to design and make products. To use drawing, painting to develop and share their ideas, experiences and imagination 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 a range of materials creatively to design and make products. To use sculpture to develop and share their ideas, experiences and imagination 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 a range of materials creatively to design and make products. To use drawing, to develop and share their ideas, experiences and imagination 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.	
	Sticky Knowledge Oak	Paint – Spirals <ul style="list-style-type: none"> You can create a spiral using a continuous line. You can apply pressure to make the line darker. Art work can be created on different scales. Oil pastels can be blended to mix colours Red and yellow makes orange. Blue and red makes purple. Yellow and blue makes green Adding different amounts of colour changes the shade of the primary colour. <i>Kandinsky</i> 	<ul style="list-style-type: none"> 3D Form / Textiles 	Collage/ Print /3D – Flora / Fauna spring 2? <i>Flora and Fauna artists - Botanical</i>	
Elm	Unit	3D - Making birds	Print Simple printing	Paint – Watercolour	
	Generating Ideas	Explore their own ideas using a wider range of media. Look and talk about what they have produced describing simple techniques used. Explain what they liked about their final piece.			
	Knowledge	That there is a relationship between drawing & making – we can transform 2d to 3d. That we can use observational drawing and experimental mark-making together to make art. That we can work from similar stimulus or starting point but end up with very different individual results.	That we can make a “plate” from which to “print” That there is a relationship between plate and print: e.g. negative / positive. That we can use print to create “multiples” That we can explore line, shape, colour and texture to explore pattern, sequence, symmetry and intention.	I know that watercolour creates different effects to acrylic. That watercolour paint has special characteristics. That we can use the elements of surprise and accident to help us create art. That we can develop our painting by reflecting upon what we see, and adding new lines and shapes to help develop imagery I know how to make a secondary colour.	
	Suggested Artists	<i>Andrea Butler</i>	<i>Local artist – Philip Kingsbury - lino prints</i>	<i>Emma Burleigh</i>	
	Responding to Artists	Look at and talk about work of other artist expressing their likes, dislikes. Explore the work of a range of artists, craft makers and designers, and making links to own work.			

	Further Skills	<p><i>I can look carefully at photos and films of birds, take in the details and overall shapes, and then made drawings of what I have noticed.</i></p> <p><i>I can draw from life looking closely.</i></p> <p><i>I can experiment with a variety of drawing materials and test ways to make marks that describe what I see.</i></p> <p><i>I can use colour in my drawings and mix two or more different media together.</i></p> <p><i>I can fold, tear, crumple and collage paper to transform it from 2d to 3d.</i></p> <p><i>I can use a variety of materials to make my own sculpture, and I have taken on the challenge of making my sculpture balance and stand.</i></p>	<p><i>I can make simple prints.</i></p> <p><i>I can explore my environment and take rubbings of textures I find.</i></p> <p><i>I can use my rubbings to make an image.</i></p> <p><i>I can push objects I find into plasticine and make prints.</i></p> <p><i>I can cut shapes out of foam board and stick them on a block to make a plate. I can print from the plate.</i></p> <p><i>I can draw into the surface of the foam board and print from the plate.</i></p> <p><i>I can use colour, shape, and line to make my prints interesting.</i></p> <p><i>I can create a repeat print.</i></p> <p><i>I can create a symmetrical or sequenced print.</i></p>	<p><i>I can explore watercolour and understand the different effects I can achieve.</i></p> <p><i>I can name and use primary colours and secondary colours, and understand how colours mix to make secondary colours.</i></p> <p><i>I can use white to make a colour shade lighter.</i></p> <p><i>I can think about the marks I make, and develop them further</i></p>
	Drawing Knowledge Skills	<p>Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, and grip.</p> <p>Continue to investigate tone by drawing light/dark lines, Draw lines/marks from observations.</p> <p>Demonstrate control over the types of marks made with a range of media</p>		
	Sketch Books	<p>Introduce a 'sketchbook' as being a place to record their ideas . Use sketch books to help make decisions about what to do next.</p>		
	Vocab	3Dimensional, photo, charcoal, rubbing, sculpture, foamboard.	3Dimensional, collage , crumple, overlap	Fine/ flat/thick brushPaint wash LayerDab/ dot/ lineShade, dark/ light, bright, dull
	NC links	<p>To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 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.</p>	<p>To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 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.</p>	<p>To use a range of materials creatively to design and make products. To use painting and to develop and share their ideas, experiences and imagination 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.</p>
	Sticky Knowledge Elm	<p>3D - Making birds</p> <ul style="list-style-type: none"> • Photos can be used to develop our observation skills when drawing from life • A wide range of mark making tools can create an image. • Rubbing a textured surface with charcoal or crayon or pastels can create an image. • 2d paper can be manipulated into 3D form • Foam board and wire can be used to create a sculpture. <p><i>Andrea Butler</i></p>	<p>Print Simple printing</p> <p><i>Local artist - Philip Kingsbury - lino prints</i></p>	<p>Paint - Watercolours</p> <p><i>Emma Burleigh</i></p>

Birch	Unit	3D/Print/ Collage – Telling stories Drawing and making	Paint/ Draw – Landscape painting	Print – Making Cyanotypes/ Anthotypes (paint with natural pigments)
	Skills Generate Ideas Evaluate	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. Look and talk about what they have produced describing simple techniques used. Explain what they liked about their final piece and suggest improvements.		
	Knowledge	That we can take inspiration from other artforms such as film and literature and make work in 3 dimensions in response. That through making work in another medium we can make the work our own, re-interpreting and re-inventing. That we can explore character, narrative and context and create objects (sculptures) which convey these qualities through their form, texture, material, construction and colour.	Paintings have a foreground, middle and background. Secondary colours are mixed from primary colours. Shades can be made lighter and darker by adding white or more colour/black. A famous painter called Turner painted Malmesbury Abbey. Perspective – things in the foreground are bigger than things in the background.	That we can use the world around us as “ingredients” with which to make art. That photographs are created when a light sensitive surface is exposed to light. That we can manipulate the world around us, transforming it into art.
	Suggested Artists	Quentin Blake	Turner - Malmesbury Abbey	Frances Hatch/ Anna Atkins
	Responding to Artists	Look at and talk about own work and that of other artists and the techniques they had used expressing their likes and dislikes. Explore the work of a range of artists, craft makers and designers, describing the differences and similarities, and making links to their own work.		
	Further Skills	<i>I have understood how artists sometimes use sketchbooks to understand and explore their own response to art works such as poems, literature. I can make a sculpture using materials to model or construct which is inspired by a character in a book or film. I can reflect and share how the way I made my sculpture helps capture my feelings about the original character. I can use marbling to create a plinth to display my work. I can take photographs of my work thinking about focus, background and lighting.</i>	<i>I can mix a range of colours and change the colour shade. I can begin to think about painting a fore/ middle and background. I can begin to apply perspective by painting objects bigger in the foreground.</i>	<i>I have explored how artists make art from natural materials around them, such as pigments from plants, the ground, and sunlight. I have understood how materials can be transformed through my actions. I can make a finished piece, which might be part of a larger class artwork .I can use a camera or device to take photographs of my work.</i>
	Drawing Knowledge Skills	Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, and grip. Understand tone through the use of different grades of pencils (HB, 2B, 4B) – label observations of different pencils in sketch books Continue to investigate tone by drawing light/dark lines, Draw lines/marks from observations. Demonstrate control over the types of marks made with a range of media.		
	Sketch Books	Use a ‘sketchbook’ as being a place to record their ideas, visual notes from a range of sources Use sketch books to help make decisions about what to do next and test ideas.		
	Vocab	Visual notes, illustration, marbling, plinth, plasticine		Cyanotype anothype pigment
	NC links	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.to create sketch books to record their observations and use them to review and revisit ideas .To improve their mastery of art and design techniques, including sculpture with	Pupils should be taught to develop their techniques, including their control and their use of paint with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and	Pupils should be taught to develop their techniques, including their control and their use of paint with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

		a range of materials. To learn about great artists, architects and designers in history.	design techniques in painting. To learn about great artists, architects and designers in history	To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques in painting. To learn about great artists, architects and designers in history
	Sticky Knowledge Birch	3D/Print/ Collage – Telling stories Drawing and making <ul style="list-style-type: none"> A sketchbook is used to record visual notes and test ideas. Pencils can be used in a variety of grades. A poem can be used for inspiration for artwork. Marbling is an oil and water technique used to create and transfer an image onto paper. Collage is a techniques that allows assembling and collating a range of materials to create a new piece of art. Illustrations can be used to inspire 3D models. 	Paint/ Draw - Landscape painting	Print - Making Cyanotypes/ Anthotypes <i>Frances Hatch/ Anna Atkins</i>
Rowan	Unit	Print/ collage - Exploring pattern	Paint/ Draw - Story telling through Drawing	Textiles/ 3D - The art of Display - Plinth people
	Skills Generate Ideas Evaluate	ng knowledge of how materials and medium act, to help develop ideas. Discuss own and others work, expressing thoughts and feelings and identify modifications/ improvements, looking how changes can be developed further.		
	Knowledge	That the act of making drawings can be mindful. That we can use line, shape and colour to create patterns. That we can use folding, cutting and collage to help us create pattern. That we can create repeated patterns to apply to a range of products or outcomes.	That we can tell stories through drawing. That we can use text within our drawings to add meaning. That we can sequence drawings to help viewers respond to our story. That we can use line, shape, colour and composition to develop evocative and characterful imagery.	That artists think carefully not just about what they make, but also how they present what they make. That when we view sculpture (or other art), the context (way it is presented) affects how we react to it. That how something will be seen can help us shape what is made. That we can give thought to how we display the art we make, to help us understand how people will view our work.
	Suggested Artists	<i>Andy Gilmore</i>	<i>Laura Carlin</i>	<i>Thomas J Price</i>
	Responding to Artists	Continue to explore 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.		
	Further Skills	<i>I can relax into making a sensory drawing using a pencil, making marks on the page without having a predefined outcome.</i> <i>I have explored the work of an artist who creates artwork inspired by pattern. I have thought about where we use pattern in our life to make our worlds brighter.</i> <i>I can explore the work of a surface pattern designer and make my own repeating pattern, exploring colour, shape and composition.</i>	<i>I can use a sketchbook to generate ideas about how I might respond to a piece of poetry or prose.</i> <i>I can use line, shape, and colour using a variety of materials to test my ideas.</i> <i>I can think about how I might use composition, sequencing, mark making and some text in my drawings.</i> <i>I can create a finished piece which contains sequenced images to describe a narrative</i>	<i>I can use my sketchbook to think about my interests/personality traits which I am proud of.</i> <i>I can imagine how I could create a version of myself that I would like to see on a plinth.</i> <i>I can make a sculpture/ plinth from construction materials which shows a version of myself, using things like body position, clothes, props and fine details to give the sculpture character.</i>
	Drawing Knowledge	Apply understanding of tone through the use of different grades of pencils (HB, 2B, 4B) Work in a sustained and independent way to create a detailed drawing. Use different techniques for different purposes i.e. shading, hatching within their own work.		

	Skills	Start to develop their own style using tonal contrast and mixed media including charcoal/ biro, pastel, ink.		
	Sketch Books	Use a sketchbook to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Express likes and dislikes through annotations.		
	Sticky Knowledge Rowan	Print/collage/ Digital media - Exploring pattern <ul style="list-style-type: none"> • Art can be a response to all of our senses. • Ideas can be explored by your own processes criteria. • Artists can create surface pattern designs that can b then printed to make products eg fabric, lam shades mugs. • Colours and shapes, and the relationship between these components can be used to create an overall balanced pattern. • A design can be scanned into the computer and repeated to create pattern Rachel Parker	Paint/ Draw - Story telling through Drawing Laura Carlin	Textiles/ 3D - The art of Display - Plinth people Thomas J Price
	Vocab	Fabric paint, running stitch, weave, fabric, texture	Repeating pattern, tessellation, digital media	plinth
	NC links	Pupils should be taught to develop their techniques, including their control and their use of paint with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques in painting. To learn about great artists, architects and designers in history	Pupils should be taught to develop their techniques, including their control and their use of paint with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques in painting. To learn about great artists, architects and designers in history	Pupils should be taught to develop their techniques, including their control and their use of paint with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques in painting. To learn about great artists, architects and designers in history
	Willow	Unit	3D - 2D to 3D - Sculpture option	Paint/Draw - Activism
	Skills Generating Ideas Evaluate	Look at art forms beyond the visual arts and explore how they relate to your visual art form – literature, media etc. Explore how ideas translate and develop through different medium (i.e. a drawing in pencil or a drawing in charcoal). Test out and develop ideas – recording the thought process. Analyse and Evaluate Discuss own and others work, expressing thoughts and feelings and identify modifications, looking how changes can be developed further. Act upon these changes to investigate improvements.		
	Knowledge	That drawing and making have a close relationship. That drawing can be used to transform a two dimensional surface, which can be manipulated to make a three dimensional object. That when we transform two dimensional surfaces we can use line, mark making, value, shape, colour, pattern and composition to help us create our artwork.	That artists can use art as a way to express their opinions, using their skills to speak for sectors of society. That artists acting as activists often use print because it allows them to duplicate and distribute their message.	That designers bring their own culture, experiences and passions into their designs, for other people. That as individuals we can grow our experience of the world by experiencing (seeing, listening, taking the time to understand) the creativity expressed by other people. That we can use colour, pattern, line, shape, form, material, texture to express our creativity.

	That we can use methods such as the grid method and looking at negative space to help us draw. That there is a challenge involved in bringing two dimensions to 3 dimensions which we can solve with a combination of invention and logic.	That a carefully chosen image can be a powerful way to communicate as it is direct and crosses boundaries of language. That through art as activism we can come together.	That when we design fashion, we can understand what it might feel like to wear the clothes. How would they change the person wearing or seeing them? That when we design clothes, we can build an awareness of how 2d shapes might become 3d forms.
Suggested Artists	<i>Lubaina Himid</i>	<i>Luba Lukova</i>	<i>Fashion Designers</i>
Responding to Artists	Identify artists who have worked in a similar way to their own work. Recognise the art of key artists and begin to place them in key movements or historical events. Continue to explore 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.		
Further Skills	<i>I can use line, mark making, tonal values, colour, shape and composition to make my work interesting. I can use negative space and the grid method to help me see and draw. I can explore typography and design lettering which is fit for purpose. I can transform my drawing into a three dimensional object. I can photograph my three dimensional work, thinking about presentation, lighting, focus and composition.</i>	<i>I have seen how artists use their skills to make art which speaks about things which matter, often on behalf of whole communities. I have explored how I can find out what I care about, and find ways I might share my ideas with us. I have seen how my classmates may have different things they care about, or share things we care about, but they are all valid. I can create visuals and text which communicate my message. I can use line, shape and colour to make my artwork. I can use typography to make my messages stand out. I can combine different techniques such as print, collage and drawing.</i>	<i>I have explored the work of contemporary fashion designers and I can see how their interests and experiences feed into their work. I can use my sketchbook work to inform how I make a 2d (or 3d) design, using paint, paper and collage. I can understand how 2d shapes can become 3d form and the relationship they have to our bodies. .I can take photographs of my work, thinking about presentation, lighting and focus.</i>
Drawing Knowledge Skills	Work from a range of sources including observation and photographs Work in a sustained and independent way to create detailed drawings Use different techniques for different purposes e.g. shading, hatching etc Use gridding to reduce or enlarge an image.		
Sketch Books	Use a sketchbook to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Express likes and dislikes through annotations. Adapt their work according to their views and describe how they might develop it further. Develop their own style experimenting with mixed media.		
Vocab			
NC Links	Pupils should be taught to develop their techniques, including their control and their use of paint with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques in painting. To learn about great artists, architects and designers in history	Pupils should be taught to develop their techniques, including their control and their use of paint with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques in painting. To learn about great artists, architects and designers in history	Pupils should be taught to develop their techniques, including their control and their use of paint with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques in painting. To learn about great artists, architects and designers in history

	Sticky Knowledge Willow	3D - 2D to 3D - Sculpture option <i>Lubaina Himid</i>	Paint/Draw - Activism •	Collage/Print Paint - Fashion Design <i>Fashion Designers</i>
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Beech

Drawing	3D	Collage	Textiles	Print
<p>Mark making with a range of materials including chalk, crayons, pencil pastels.</p> <p>Draw a circle</p> <p>Draw a recognisable face.</p> <p>Draw basic shapes that join.</p> <p>Draw a basic stick person</p>	<p>Junk modelling opportunities in play</p> <p>Clay - rolling and flattening clay to make a shape.</p> <p>Pushing in objects to create effects and decoration.</p> <p>Roll ball - push in thumb to make simple pot</p> <p>Make a clay coil - fossil</p>	<p>Collage materials to explore textures. Colour, shape.</p> <p>Sort, select, assemble and layer.</p>	<p>Basic weaving with thick wool on large loom.</p> <p>Paper weaving</p> <p>Weaving with natural materials</p> <p>Combine fabrics with glue.</p> <p>Decorate fabrics with beads buttons feathers using glue.</p>	<p>Experiment with simple prints such as hand/ finger prints.</p> <p>Basic block print eg - fruit potato</p> <p>Butterfly symmetry printing</p>