**Art Long Term Plan**

| Year Group | Autumn | Spring | Summer |
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|  | Drawing | Painting/Printing | Sculpture/Textiles |
| Little Buds | Covered through ‘in the moment’ planning* Explore different materials using all their senses to investigate them.
* Manipulate and play with different materials.
* Use their imagination to consider what they can do with the materials.
* Make simple models which express their ideas.
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| Nursery | * Explore different materials freely, in order to develop their ideas about how to use them and what to make.
* Develop their own ideas and then decide which materials to use to express them.
* Join different materials and explore different textures.
* Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
* Draw with increasing complexity and detail, such as representing a face with a circle and including details.
* Use drawing to represent ideas like movement or loud noises.
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| Reception | **Natural Art****Andy Goldsworthy****Male, British Sculpture / land art** **Georgia O’keefe maybe****•** Natural • Colour• Pattern• Shape • Sculpture – sand – playdough – fimo • Environmental and contemporary art• Self portraits • Outline of faces• Cutting leaves • Forest school • Ourselves Songs and Rhymes and songs from around the world.• Create collaboratively sharing ideas, resources and skills. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing a range of well-known nursery rhymes and songs.**Autumn 2****Jackson Pollock – Male, American Painter, abstract** **Bridget Riley – British, woman, Op art.** **Wassily Kandinski – Male - Abstract**• Abstract • Line and shape• Printing • Pattern• colour• Flicking • Dripping • Painting• Responding to Music and Songs • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Sing in a group or on their own, increasingly matching the pitch and following the melody• Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups.• Sing a range of well-known nursery rhymes and songs | **Roy Lichtenstien – Male – Pop Art****GEORGES SEURAT****Mondrian** **Revisit Andy Goldsworthy environmental work** **•** Drawing• Painting • colour• Oils • Responding to Music and Songs • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups.• Sing in a group or on their own, increasingly matching the pitch and following the melody• Sing a range of well-known nursery rhymes and songs**Spring 2****Friedensreich Hundertwasser – Male – Austrian –**• Drawing• Painting • colour• Oils • Responding to Music and Songs • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups.• Sing in a group or on their own, increasingly matching the pitch and following the melody• Sing a range of well-known nursery rhymes and songs | **Henri Mattise** **French, Male, Abstract** **•** Abstract Art • Collages • Shape and colour• Songs, instruments, dance and dances from around the world. • Animal Songs/noises, Instruments and Music • Develop storylines in their pretend play. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing a range of well-known nursery rhymes and songs**Summer 2****Georgia O’Keeffee****American, Female, abstract art** • Drawing• Line • Painting• Pop Art • Food • colour• Art using technology • Sculpting – fimo- clay• Layering • Responding to Music and Songs • Plant Growth Songs, Instruments and Music ALMA THOMAS Looking at pattern.• Drawing• Painting • colour• Oils • Responding to Music and Songs Sara Sze (Seamless)• Sculpture• Model• Problem solving • Line • Shape• Sturdy |
| Year 1 | **Liverpool landmarks**2D drawing of buildings to create a skyline of Liverpool.**Jazz Stan** | **Toys**Produce a print using polystyrene tiles and foil printing techniques based on toys from the past.**Andy Warhol** | **Hot & cold**TextilesWeaving using hot and cold colours and a range of materials.**Gunta Stolz** |
| Year 2 | **Seaside**Drawings of shells and other seaside items using chalk, oil pastels and coloured pencils.**Alfred Wallis** | **Great Fire of London**Use a range of techniques to create a textured painting. **Vincent Van Gogh** | **World, Continents and Oceans**SculptureCreate a thumb pot and decorate as the world or related theme.Clay sculpture of Anthony Gormley**Anthony Gormley** |
| Year 3 | **Football in Liverpool**Produce a scene of supporters attending the match, in the style of**L.S. Lowry** | **The Stone Age**Use printing techniques to create a class wall hanging.**Pablo Picasso** | **Volcanoes**Textiles/sculpturePuppet making the characters from the book, Escape to Pompeii’.**Chris Barlow (Puppet maker)** |
| Year 4 | **Rivers**Drawings of wildlife found by the river’s edge.**Adonna Khare** | **Mountains**Use paint to create a landscape painting**Georgia O keefe** | **Egypt** SculptureCreate a clay sphinx in the style of Alberto Giacometti. **Alberto Giacometti** |
| Year 5 | **Victorians**Study Victorian architecture and create a drawing of St George’s Hall.**Alfred Waterhouse** | **Settlements & Land Use**Portraits of settlers**Amedeo Modigliani** | **Biomes**TextilesLayered textile pictures of a chosen biome. It’s plants, flowers or animals. Using stitching, quilting and other techniques to add detail.**Barbara Shaw** |
| Year 6 | **WW2**Produce a large scale scene of the Battlefield in WW2, using a range of sketching techniques.**Paul Nash** | **Vikings**Landscape of a Fjord with a silhouette of a long boat **Nicholas Roerich** | **North America bpe** SculptureClay Tilem**Clarice Cliff** |