**Art Long Term Plan**

| Year Group | Autumn | Spring | Summer |
| --- | --- | --- | --- |
|  | 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. | | |
| 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. | | |
| 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**  Textiles  Weaving 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**  Sculpture  Create 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/sculpture  Puppet 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**  Sculpture  Create 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**  Textiles  Layered 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**  Sculpture  Clay Tilem  **Clarice Cliff** |