



Ings Farm Primary Long Term Plan

Art and Design 2016-2017

Skills &
Processes

1	drawing
2	painting
3	sculpture
4	evaluate
5	analyse
6	great artists, craft makers, architects or designers

Skills & Processes involved - Indicate by term or C for continuous

Year	Term 1	Term 2	Term 3	1	2	3	4	5	6
Nursery	Continuous provision for free exploration + directed tasks linked to topics: Drawing - pencils, pencil crayons, felt tips, wax crayons, chalk, pastels (all thick and thin), variety of objects for observational drawing. Painting - ready mixed paint, powder paint for colour mixing, variety of brushes, splatter painting, drip painting, blow painting, printing, large and small scale. Sculpture - play dough, paper mache, moon sand.			C	C	C			
Reception	Continuous provision for free exploration + challenges in areas and more directed tasks linked to topics: Drawing - as Nursery + more focus of choosing colour for a purpose. Painting - as Nursery + finer brushes, palettes (children encouraged to change water, clean own palettes for colour mixing), marbling, blow painting. Sculpture - as Nursery + cloud dough, plasticine and use of finer tools.			C	C	C			
Year 1	Painting Colour mixing	Sculpture Andy Goldsworthy	Drawing/ Printing Charlie Renee Macintosh	3	1	2	C	C	C
Year 2	Watercolour Painting L.S Lowry	Drawing Local area - possible artist/gallery link	Sculpture Salvador Dali	2	1	3	C	C	C
Year 3	Printing Textiles	Drawing Illustrations	Sculpture Anthony Gormley	2	1	3	C	C	C
Year 4	Painting Impressionism - Van Gogh	Sculpture Fabric manipulation	Drawing People in motion - Sport's Day	3	2	1	C	C	C
Year 5	Sculpture - clay Ancient Greek	Drawing Tudor portraits	Painting Romanticism - William Turner	3	2	1	C	C	C
Year 6	Painting William Morris - wallpaper	Drawing Ancient Chinese Art	Painting WW1 Project Use of art and propaganda	2	1 and 3		C	C	C
Whole School	Art project linked to History and Geography whole school topic - Ancient Egypt/The Aztecs (achievements of the earliest civilisations).								
Core themes									