



EYFS and KS1 Art Long Term Plan and Rationale

'Every child is an artist.'
 Pablo Picasso

Early year outcomes in 'Expressive Arts and Design' are prerequisite skills for art and design in KS1. EYFS pupils are given opportunities to be imaginative, explore different materials and develop their ideas. Children are encouraged to practise their handling, moving and control skills (for example, by painting or using textiles). Materials are always accessible for children to develop and explore their ideas and to be imaginative. In KS1, the basic skills of drawing, printmaking, painting and making are built upon as pupils are introduced to using techniques in using colour, pattern, texture, line, shape, form and space. These skills are worked on in sketchbooks and pupils understand that sketchbooks can be used as a tool to express their ideas. Pupils focus on the work of artists, sculptors and designers by asking and answering questions, such as: 'What is it like?' 'What do I think about it?' 'How is this similar?' 'How is this different?' as well as making links to their own work.

N	Exploring and Using Media and Materials (All about Me)	Paint (Nursery Rhymes)	Collage/painting/drawing (Art & Artists)
	It is vital that children learn to express themselves through mark marking and becoming familiar with colour. During this unit of work, children will learn to name colours and experiment how they can be changed. This is a fundamental stage in supporting development through other areas of art throughout the school. Children will start to understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects.	Continuing their exploration stage, children will be start to develop their fine-motor skills. They will be encouraged to use paint to also create a scene from their favourite nursery rhyme. Children learn through play.	During this 'unit' of work, children will study the work of Kandinsky. His work uses a range of colours and circles. Children will use paint, simple printing using objects, collage and drawing implements to replicate his work. Pupils learn to select and name circle, square, triangle and rectangle and use mathematical terms to describe them
R	Exploring and Using Media and Materials (Marvellous Me)	Paint (Let's celebrate)	Collage/painting/drawing (Art & Artists)
	Children will expand on their previous knowledge and begin to experiment with different textures. They will learn that materials can be cut and joined together. They will start to consider the paper they are drawing on and how this can impact their outcome.	Children will learn to become familiar with different tools that can be used to paint with. Children will develop their exploration stage by using sponges, larger brushes, marbles etc. to make poppies to show their respects.	During this 'unit' of work, children will be studying the work of Kandinsky. His work uses a range of colours and circles. Children will use paint, simple printing using objects, collage and drawing implements to replicate his work.

Y1	Drawing (Where do I live?)	Textiles/Collage (Black History Month)	Printing (Wonderful Weather)	Painting (Art and Artists)
	<p>Drawing underpins everything in the Art & Design curriculum therefore is important that pupils develop their skills by experimenting and investigate with a variety of drawing tools. Pupils will learn that pressing harder/lighter with a material can change the mark made.</p> <p>Children will use their observations from their fieldwork visit to showcase the different buildings found in Old Yardley Village. Pupils will study the work of Roger Hargreaves.</p>	<p>Pupils will study Rosa Parks as a significant individual. They will then build on their knowledge of materials from EYFS and Science to manipulate materials to create a collage of Rosa Parks. Pupils will learn that materials can be joined using glue. They will use a combination of materials that are cut, torn and glued. Through this study, children are able to learn to value diversity and individuality.</p>	<p>Although the main drive of this unit is printmaking, children will start by completing preliminary drawing activities before transferring the skills into print. Pupils will develop their knowledge of where printing can be found: on fabrics, in books, posters and pictures. Then they will make repeating patterns using a range of hard and soft materials e.g. cork, pen lids, cotton reels, sponge, card and string. When pupils experiment using more advanced printing techniques in UKS2, they will understand what a print is and how it can be made.</p>	<p>Paul Horton's work predominately focuses on elements of weather (a topic that is focussed on in Spring 1). Year 1's Science topic is seasonal changes so by completing this study here, it will provide pupils with the opportunity to draw on their knowledge of every season to create a final piece. Children will decide which season to base their work on and choose colours linking to their first lesson where they experimented with primary colours to create secondary colours. Paul Horton was born in Birmingham which links to topic of 'Where do I live?' as well as providing the children with aspiration. Geography links to the local area.</p>
Y2	Drawing/Collage/Painting (Masai Mara)	Sculpture (Black History Month)	Collage (Living in the Freezer)	Printing (Art and Artists)
	<p>Children will learn that drawing is the starting point for work in other materials. This unit of work will encourage children to develop their drawing techniques from Year 1 and design their own Masai mask. Pupils will then join, position and manipulate cardboard with some independence to build texture before painting. Children will study examples of masks and evaluate</p>	<p>Pupils will study Mary Seacole for Black History Week. Pupils will use natural resources found around school and recyclable materials to create a sculpture of Mary Seacole. Year 2 pupils will be able to navigate around school grounds in small groups collecting suitable materials. Children will then take images of their work and annotate in their sketchbook. This activity allows time</p>	<p>Pupils will be learning to create animals found in Antarctica using tissue paper. This unit of work encourages children to rip/tear/fold/cut tissue paper to create desired effect. Children will learn the difference between the techniques and how tissue paper can be manipulated. Children will come together to create a group final piece.</p>	<p>Paul Klee's work predominately focusses on castles and repeating patterns. Year 2 will study the topic of castles in Summer 2 and pupils will start to make links with their history work. Children will study Paul Klee's history and inspiration before using his work as a stimulus for creating own piece focusing on line, shape and repeating pattern.</p>

	<p>and analyse aspects they like/dislike before planning their own. This unit of work encourages children to engage in an experimental approach (joining materials, painting on new textures) which will provide them with a bank of knowledge for when they develop these skills in later year groups.</p>	<p>for simple reflection which Year 2 children are capable of.</p>		
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