

Whole School Art Long Term Plan 2025-26

Ballifield is a member Access Art

Year Group	Autumn 1	Autumn 2	Spring	Spring 2	Summer 1	Summer 2
F1	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.	Begin to show different emotions in their drawings – happiness, sadness, fear etc.	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. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour-mixing.	Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	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. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing.
F2	The dot – Kandinsky (Art) • paint, collage drawing • exploring with colour	Fireworks (Art) • painting, collage, drawing, printing • mixed media artwork			Observational Art (Art) • texture • mini beast/ plants	

	• colour mixing • favourite colours Applying skills: Colour mixing - powder paints Drawing and Painting - Self Portraits Concepts: line, shape, colour	• chalk • texture Applying skills: Painting and printing – Winter art 2 step artwork - background and ship overlay Concepts: tone, texture, line, shape, colour, form			• paint, collage, drawing, 3D art Applying skills: Observational drawings of plants/animals Clay mini beast Mixed media mini beast Concepts: tone, texture, line, shape, colour, form	
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Year group	Autumn Drawing & Sketchbooks	Spring Paint, Surface, Texture	Summer Working in Three Dimensions
Year 1	<u>Spirals</u> Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks. Disciplines: Drawing, Collage, Sketchbooks Key Concepts:	<u>Exploring Watercolour</u> Exploring watercolour and discovering we can use accidental marks to help us make art. Disciplines: Painting (Watercolour) Key Concepts:	<u>Making Birds</u> Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2D to 3D to make a bird. Disciplines: Sculpture, Drawing, Collage Key Concepts:

	• 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 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.	• 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 the individual results can then be brought together to make a whole artwork.
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Year 2	<u>Explore & Draw</u> Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills Disciplines: Drawing, Sketchbooks, Collage Key Concepts: • That artists explore the world, seeing things around them in new ways, and bring things back to their studios to help them make art.	<u>Expressive Painting</u> Explore how painters use paint in expressive and gestural ways. Explore colour mixing and experimental mark making to create abstract still lifes. Disciplines: Painting, Sketchbooks Key Concepts: • That artists sometimes use loose, gestural brush marks to create expressive painting.	<u>Stick Transformation Project</u> Artists use their creative skills to re-see and re-imagine the world. Explore how you can transform a familiar object into new and fun forms. Disciplines: Making, Drawing, Sketchbooks Key Concepts: • That artists use their creativity to look at the world in new ways, and use their hands to transform materials into new things.
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	• That we can go into our own environments, even when they are very familiar to us, and learn to see with fresh eyes and curiosity. • That we can use the things we find to draw from, using close observational looking. • That we can explore and use art materials, be inventive with how we use them, taking creative risks and enjoying accidents as well as planned successes. • We can use the shape of the page, and the way we arrange elements on the page, to create compositions which we like.	• Expressive painting can be representational or more abstract. • Artists use Impasto and Sgraffito to give texture to the painting. • Artists sometimes use colour intuitively and in an exploratory manner. • That we can enjoy, and respond to, the way paint and colour exist on the page.	• That making art can be playful and fun. That we can create things for other people to enjoy/use. • That we can use our imagination to help us shape the world.
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Year 3	<u>Gestural Drawing with Charcoal</u> Making loose, gestural drawings with charcoal, and exploring drama and performance. Disciplines: Drawing, Sketchbooks Key Concepts: • That when we draw we can use gestural marks to make work.	<u>Pathway: Working with Shape and Colour</u> Pathway for Years 3 & 4 Disciplines: Printmaking (Stencil/Screen Print), Collage Key Concepts: • That we can be inspired by key artworks and make our own work in creative response. • That we can use shape and colour as a way to simplify elements of the world.	<u>Making Animated Drawings</u> Explore how to create simple moving drawings by making paper “puppets” and animate them using tablets. Disciplines: Drawing, Animation, Sketchbooks Key Concepts: • That artists can make animations by creating drawings which move in a sequence.
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	• That when we draw we can use the expressive marks we make to create a sense of drama. • That when we draw we can move around. • That when we draw we can use light to make our subject matter more dramatic, and we can use the qualities of the material (charcoal) to capture the drama.	• That shapes have both a positive and negative element. • That we can arrange shapes to create exciting compositions. • That we can build up imagery through layering shapes. • That we can use collage to inspire prints.	• That we can use all our mark making skills and imagination to make our drawings visually engaging. • That we can use our moving drawings to share narratives.
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Year 4	<u>Storytelling Through Drawing</u> Explore how artists create sequenced drawings to share and tell stories. Create accordion books or comic strips to retell poetry or prose through drawing. Disciplines: Drawing, Sketchbooks Key Concepts: • 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.	<u>Exploring Still Life</u> Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired art work Disciplines: Painting, Drawing, Collage, Sketchbooks, Relief Key Concepts: • That when artists make work in response to static objects around them it is called still life. • That still life has been a genre for many hundreds of years, and is it still relevant today.	<u>Sculpture, Structure, Inventiveness & Determination</u> What can artists learn from nature? Nurture personality traits as well as technical skills. Disciplines: Drawing, Sketchbooks, Sculpture Key Concepts: • That artists can learn from the world around them. That artists can draw parallels with other beings/events to help us understand things about ourselves. • That artists take creative risks. That artists try to say new things by manipulating and representing the materials of the world.
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	That we can use line, shape, colour and composition to develop evocative and characterful imagery.	- That when artists work with still life, they bring their own comments and meaning to the objects they portray. - That we can make a still life creative response in many media: drawing, painting, collage, relief... - That we can use line, shape, colour, texture, and form to help us give meaning to our work, and explore composition, foreground, background, and negative space.	- That we can feel safe enough to take creative risks in our own work. That we can explore materials and ideas feeling free from criticism. - That we can express our personality through the art we make. - That we can use materials, tools and the ideas in our head to explore line, shape, form, balance and structure. - That making art can be hard, but that doesn't mean we aren't doing it right or aren't good at it. It just means we are doing it.
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Year 5	<u>Typography & Maps</u> Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual. Disciplines: Design: Typography, Drawing, Collage, Sketchbooks Key Concepts:	<u>Mixed Media Land & City Scapes</u> Explore how artists use a variety of media to capture spirit of the place. Focus upon exploratory work to discover mixed media combinations. Disciplines: Painting, Drawing, Sketchbooks Key Concepts: That artists use a variety of media often combining it in inventive ways, to	<u>Set Design</u> Explore creating a model set for theatre or animation inspired by poetry, prose, film or music. Disciplines: Set Design, Making, Drawing, Sketchbooks Key Concepts: That designers and makers design "sets" which form the backdrop/props to give
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	• That when designers work with fonts and layout it is called Typography. • That we can use the way words look to help us communicate ideas and emotions. • That we can create our own typography and combine it with other visual elements to make artwork about chosen themes.	capture the energy and spirit of land or city scapes. • That artists often work outside so that all their senses can be used to inform the work. • That as artists we are able to experiment with materials, combining them to see what happens. We can feel free and safe to take creative risks, without fear of getting things “wrong”. • We can share our artistic discoveries with, and be inspired by each other. • We can use sketchbooks to focus this exploration and we do not always need to create an “end result” – sometimes the exploratory journey is more than enough.	context to drama (theatre, film or animation). • That we can use many disciplines including painting, making, drawing to create sets, as well as thinking about lighting, scale, perspective, composition, and sound. • That we can create our own “sets” to create models for theatre design, or backgrounds for an animation. • That we can take our inspiration from the sources of literature or music to inform our creative response and to capture the essence of the drama.
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Year 6	<u>Pathway: 2D Drawing to 3D Making</u> Pathway for Years 5 & 6 Disciplines: Drawing, Sculpture, Graphic Design, Collage, Sketchbooks Key Concepts:	<u>Pathway: Exploring Identity</u> Pathway for Years 5 & 6 Disciplines: Collage, Drawing, Sketchbooks Key Concepts: • That artists embrace the things which make them who they are: their culture,	<u>Pathway: Shadow Puppets</u> Pathway for Years 5 & 6 Disciplines: Making, Drawing, Sketchbooks Key Concepts:
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	• 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 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.	background, experiences, passions – and use these in their work to help them create work which others can relate to. • That people are the sum of lots of different experiences, and that through art we can explore our identity. • That we can use techniques such as working with layers to help create imagery which reflects the complex nature of our identities. • That as viewers we can then “read” imagery made by other people, unpicking imagery, line, shape, colour to help us understand the experience of the artist.	That there are many traditions of using intricate cutouts as shadow puppets to narrate archetypal stories. • That artists and craftspeople adapt the traditions they inherit to make them their own, and to reflect the culture they live in. • That we can take inspiration from other artists and cultures and make the processes and techniques our own by using materials, tools and narratives which are important to us. • That we can work in collaboration with others to make a shared experience.
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