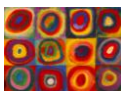








Wrockwardine Wood Infant School & Oakengates Nursery Federation  
 'Love, Laugh, Learn'

**Art and Design  
 Long Term Planning**

**EYFS**

Term	First Half Term	Second Half term
<p><b>Autumn</b></p> 	<p><b>Exploring texture and movement</b>  <b>Jackson Pollock</b></p> <ul style="list-style-type: none"> <li>• Handling, manipulating, and enjoying using materials.</li> <li>• Sensory experience</li> </ul> 	<p><b>Painting- Exploring colour.</b>  <b>Vasily Kadinsky</b></p> <ul style="list-style-type: none"> <li>• Experimenting with and using primary colours</li> <li>• Naming</li> <li>• Mixing (not formal)</li> <li>• Learn the names of different tools that bring colour.</li> <li>• Use a range of tools to make coloured marks on paper.</li> </ul> 
<p><b>Spring</b></p> 	<p><b>Collage</b>  <b>Henri Matisse Uzo Egonu</b></p> <ul style="list-style-type: none"> <li>• Explore different collage materials.</li> <li>• Explore different joining techniques.</li> <li>• Construct with materials</li> </ul> 	<p><b>Sculpture/Ceramics</b>  <b>Barbara Hepworth</b></p> <ul style="list-style-type: none"> <li>• Handling, feeling, enjoying, and manipulating materials.</li> <li>• Constructing</li> <li>• Building and destroying</li> <li>• Shape and model</li> </ul>
<p><b>Summer</b></p> 	<p><b>Representational drawing and painting</b>  <b>Pablo Picasso</b></p> <ul style="list-style-type: none"> <li>• Explore a variety of drawing tools.</li> <li>• Encourage accurate drawings of their faces.</li> <li>• Explore different textures.</li> <li>• Explore different lines.</li> </ul>	<p><b>Printing</b>  <b>Piet Mondrian</b></p> <ul style="list-style-type: none"> <li>• Rubbings</li> <li>• Print with variety of objects.</li> <li>• Print with block colours.</li> <li>• Repeating Patterns Creating a simple pattern.</li> <li>• Repeating patterns</li> <li>• Explore simple symmetry.</li> </ul> 

**Textiles**





In Knowledge of the world children will have opportunities to:

- discuss different kinds of textile, what they are used for and why such as fabric, wool, yarn, string
- talk about different textiles and 'tell a story' about where they came from wool from sheep
- list words to describe how textiles feel to the touch - for example, fluffy, warm, silky, smooth, cosy, shiny, waxy.
- consider why people wear certain types of clothing, such as uniforms, and how these clothes are made and designed (for example, made for warmth, protection, camouflage, or ceremony).
- discuss aspects of clothing and their purpose, for example, pockets, collars, and hoods.
- make collages with buttons, lace, ribbons and bows, sequins, and beads.
- explore a range of materials in different forms e.g., felt, raw wool, Shetland wool, dyed Merino wool, decorative wool.
- look at different fabrics through a magnifying glass or microscope and use a variety of materials and media to explore responses.
- use graphic materials such as oil pastels, pens, and wax crayons to make marks and drawings on fabric.
- explore fabrics with holes, such as nets, lace, hessian, mats, or the fence outside, and use as a frame for weaving. Experiment with shining light through woven and holey constructions
- use a large piece of fabric to make a wall hanging with a painted or printed background. Add features with graphic materials, acetate, paint, fabric, or threads.

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**Art and Design  
 Long Term Planning**

**Year 1**

	<b>First Half Term</b>	<b>Second Half term</b>
<p><b>Autumn</b></p>  	<p><b>Theoretical Knowledge</b>  <b>Study Vincent Van Gogh- Expressionism</b></p> <ul style="list-style-type: none"> <li>• how the artist use paint</li> <li>• what tools and techniques, he uses</li> <li>• about the relationship between the artist and the movement of art</li> <li>• the meaning of the artwork</li> <li>• why he has chosen different shapes and form.</li> </ul> <p><b>Practical Knowledge</b>  <b>Painting-Seasonal Change</b></p> <ul style="list-style-type: none"> <li>• Hold a small and large paint brush correctly.</li> <li>• Make marks using paint with a variety of tools.</li> <li>• Consider consistency when applying paint.</li> <li>• Ensure they know the names of all the colours.</li> <li>• Begin to introduce mixing of colours to make new colours.</li> <li>• Find collections of colours e.g., different sorts of green, blue, purple etc. Use language to evaluate – light/dark.</li> <li>• Continues to explore applying colour with a range of tools for enjoyment.</li> </ul>	<p><b>Theoretical Knowledge</b>  <b>Ancient art of Rangoli and the celebration of Diwali</b></p> <ul style="list-style-type: none"> <li>• The historic and cultural development of Rangoli patterns</li> <li>• the relationship between the Rangoli pattern and the festival of Diwali</li> <li>• the meaning of Rangoli patterns</li> <li>• shape, form, and symmetry used.</li> </ul> <p><b>Practical Knowledge</b>  <b>Sculpture</b></p> <ul style="list-style-type: none"> <li>• Use natural materials to make Rangoli Patterns</li> </ul> <p><b>Ceramics making a diva lamp.</b></p> <ul style="list-style-type: none"> <li>• Use both hands and tools to build.</li> <li>• Construct to represent personal ideas.</li> <li>• Use materials to make known objects for a purpose.</li> <li>• Carve into media using tools.</li> <li>• Create simple joins using clay.</li> <li>• Pinch and roll coils.</li> <li>• Experience and learn different clay techniques.</li> </ul>
<p><b>Spring</b></p>  	<p><b>Theoretical Knowledge</b>  <b>Study Henri Matisse-Fauvism,</b></p> <ul style="list-style-type: none"> <li>• how the artist use printing</li> <li>• what tools and techniques, he uses</li> <li>• about the relationship between the artist and the movement of art</li> <li>• the meaning of the artwork</li> <li>• why he has chosen different shapes and form.</li> </ul> <p><b>Practical Knowledge Printing</b></p> <ul style="list-style-type: none"> <li>• Awareness and discussion of patterns around.</li> <li>• Experiment creating repeating patterns on paper using drawing and creating/printing own design.</li> <li>• Create patterns and pictures by printing from objects using more than one colour.</li> <li>• Develop impressed images with some added pencil or decorative detail.</li> <li>• Relief printing - string, card, etc.</li> <li>• Use equipment and media correctly, to produce clean image.</li> <li>• Use appropriate language to describe tools, process, etc</li> </ul>	<p><b>Theoretical Knowledge</b>  <b>Study Andy Goldsworthy-Environmental art</b></p> <ul style="list-style-type: none"> <li>• how he uses natural materials to create sculptures</li> <li>• about the tools and techniques, he uses with natural materials.</li> <li>• about the relationship between the artist and the movement of 'environmental art'</li> <li>• how his works fit into the natural and urban environments they are positioned in and how this can change how the viewer perceives the work</li> <li>• why he has chosen different shapes and form.</li> </ul> <p><b>Practical Knowledge</b>  <b>Sculpture (wood and stone)</b></p> <ul style="list-style-type: none"> <li>• Create using a range of materials/natural materials.</li> <li>• Use texture to provide information – e.g., manmade/natural materials, a "journey of Spring"</li> </ul>

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<b>Summer</b>	<p><b>Theoretical Knowledge</b>  <b>Study the historical and cultural significance.</b></p> <ul style="list-style-type: none"> <li>the history and cultural aspect of Kente cloth</li> <li>the relationship between Africa and Kente cloth</li> <li>what the colours symbolise</li> </ul> <p><b>Practical Knowledge Textiles</b>  <b>Designing and weaving Kente Cloth Inspired by The Spider Weaver Story</b></p> <ul style="list-style-type: none"> <li>Simple paper and/or material weaving using a card loom.</li> <li>Mix colours and paint strips of paper to weave with.</li> <li>Explore colour in weaving.</li> <li>Discuss how textiles create things – curtains, clothing, decoration.</li> </ul>	<p><b>Theoretical Knowledge</b>  <b>Study David Hockney</b></p> <ul style="list-style-type: none"> <li>how the artist uses line and tone</li> <li>what tools and techniques, he uses</li> <li>about the relationship between the artist and the movement of art</li> <li>the meaning of the artwork why has chosen different people to draw.</li> </ul> <p><b>Practical Knowledge</b>  <b>Self Portraits</b></p> <ul style="list-style-type: none"> <li>Begin to control lines to create simple drawings from observations.</li> <li>Explore different lines using thick felt tip pens/chalks/charcoal/wax crayon/pastel.</li> <li>Draw on smaller and larger scales.</li> <li>Begin to add detail to line drawings. Accurate drawings of facial features/symmetrical body</li> <li>Using pencil to add texture and detail.</li> </ul>
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**Art and Design  
 Long Term Planning**

Year 2		
	First Half Term	Second Half term
<b>Autumn</b>	<p><b>Theoretical Knowledge</b>  <b>Study Georges Seurat-Impressionism, Pointillism</b></p> <ul style="list-style-type: none"> <li>how the artist has used media and materials.</li> <li>what tools and techniques, he uses</li> <li>about the relationship between the artist and the movement of art</li> <li>the meaning of the artwork</li> <li>why he has chosen different shapes and form.</li> </ul> <p><b>Practical Knowledge</b>  <b>Painting (Colour)</b></p> <ul style="list-style-type: none"> <li>Begin to describe colours by objects olive green.</li> <li>Make as many tones of one colour as possible using primary colours and white.</li> <li>Darken colours without using black.</li> <li>Mix colours to match those of the natural world – colours that might have a less defined name.</li> </ul>	<p><b>Theoretical Knowledge</b>  <b>Study Aboriginal Art</b></p> <ul style="list-style-type: none"> <li>how the artists have used media and materials.</li> <li>what tools and techniques have been used</li> <li>about the historical and cultural aspect</li> <li>the meaning of the artwork</li> <li>different shapes and form</li> </ul> <p><b>Practical Knowledge</b></p>

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<p><b>Spring</b></p>	<p><b>Theoretical Knowledge</b>  <b>Toni Sian Williams-The Iron Bridge Ogre Study</b></p> <ul style="list-style-type: none"> <li>• how the artist has used media and materials.</li> <li>• what tools and techniques, he uses</li> <li>• about the relationship between the artist and the movement of art</li> <li>• the meaning of the artwork</li> <li>• why he has chosen different shapes and form.</li> </ul> <p><b>Practical Knowledge</b>  <b>Sculpture</b></p> <ul style="list-style-type: none"> <li>• Awareness of natural and Man-Made forms and environments</li> <li>• Expression of personal experiences and ideas in work</li> <li>• Also, able to shape and form from direct observation.</li> <li>• Use a range of decorative techniques: applied, impressed, painted, etc.</li> <li>• Use a range of tools for shaping, mark making, etc.</li> <li>• Replicate patterns and textures in a 3-D form.</li> <li>• Begin to make simple thoughts about own work and that of other sculptors.</li> </ul>	<p><b>Theoretical Knowledge</b>  <b>Orla Kiely</b></p> <ul style="list-style-type: none"> <li>• how the artist has used media and materials.</li> <li>• what tools and techniques, she uses</li> <li>• about the relationship between the artist and the movement of art</li> <li>• the meaning of the artwork</li> <li>• why she has chosen different shapes and form.</li> </ul> <p><b>Practical Knowledge</b>  <b>Textiles</b></p> <ul style="list-style-type: none"> <li>• Designing more complex patterns using different colours/materials.</li> <li>• Discuss the purpose of how different textiles are used to create different objects for their purpose.</li> <li>• Use a range of tools and techniques to make a wax resist design.</li> <li>• Plan a fabric design.</li> <li>• Follow a process for a fabric design</li> </ul>
<p><b>Summer</b></p>	<p><b>Theoretical Knowledge</b>  <b>Study David Hockney</b></p> <ul style="list-style-type: none"> <li>• how the artist has used media and materials.</li> <li>• what tools and techniques, he uses</li> <li>• about the relationship between the artist and the movement of art</li> <li>• the meaning of the artwork</li> <li>• why he has chosen different shapes and form.</li> </ul> <p><b>Practical Knowledge</b>  <b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Texture and detail/light and dark shading/tones</li> <li>• Draw a way of recording experiences and feelings.</li> <li>• Draw portraits to show emotions.</li> <li>• Moving figures</li> <li>• Sketch to make quick records of something.</li> <li>• Work out ideas through drawing.</li> </ul>	<p><b>Theoretical Knowledge</b>  <b>Study William Morris</b></p> <ul style="list-style-type: none"> <li>• how the artist use printing</li> <li>• what tools and techniques, he uses</li> <li>• about the relationship between the artist and the movement of art</li> <li>• the meaning of the artwork</li> <li>• why he has chosen different shapes and form.</li> </ul> <p><b>Practical Knowledge</b>  <b>Printing</b></p> <ul style="list-style-type: none"> <li>• Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning.</li> <li>• Look at natural and manmade patterns and discuss.</li> <li>• Discuss regular and irregular – what does it mean?</li> <li>• Follow a process observing techniques, patterns, colours, shapes, designing, making print blocks using polystyrene,</li> </ul>