**Long Term Overview for Art and Design Technology at Springfield**

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| **INTENT** | We offer a curriculum that is broad and balanced where the children are taught substantive knowledge for Art and Design in a topic based approach at a level that is personalised to meet their level of development. | | |
| **IMPLEMENTION** | At Springfield we plan a sequence of lessons using a topic based approach to ensure there is a clear sequence of lessons demonstrating progression throughout each unit of work. We use the long term overview substantive knowledge to ensure a wide range of coverage is included in our Medium Term Plans that is suited to the current cohort of children. Disciplinary knowledge (using our skills trackers) is also identified on the medium term plans and these link directly to the developmental stages of the current cohort of children. | | |
| **IMPACT** | Children will make progress in developing their disciplinary knowledge and their substantive knowledge each year.  Evidence will be found in children’s topic books and tracked on their skills trackers. | | |
| **Level expected of the end of EYFS** | We have selected the Early Learning Goals that link most closely to the Art and Design National Curriculum.  For more detail about linked subject progression within the EYFS Framework.  **Expressive Arts and Design (Exploring and Using Media and Materials)**  Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  **Expressive Arts and Design (Being Imaginative)**  Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. | | |
| **National Curriculum Expectations**  **Substantive Knowledge KS1** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Exploring and Developing Ideas**   |  | | --- | | Children start to understand how ideas are developed through processes. Children |   build up resilience to getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer feedback to improve.  To produce creative work, exploring their ideas and recording experiences.  **Children can:**  **a** respond positively to ideas and starting points;  **b** explore ideas and collect information;  **c** describe differences and similarities and make links to their own work;  **d** try different materials and methods to improve;  **e** use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.  **Drawing**   |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.  To become proficient in drawing techniques.  To use drawing to develop and share their ideas, experiences and imagination.  **Children can:**  **a** draw lines of varying thickness;  **b** use dots and lines to demonstrate pattern and texture;  **c** use different materials to draw, for example pastels, chalk, felt tips;  **d** use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.  **Painting**   |  |  |  |  | | --- | --- | --- | --- | | Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.  To become proficient in painting techniques.  To use painting to develop and share their ideas, experiences and imagination.  **Children can:**  **a** name the primary and secondary colours;  **b** experiment with different brushes (including brushstrokes) and other painting tools;  **c** mix primary colours to make secondary colours;  **d** add white and black to alter tints and shades;  **e** use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.  **Sculpture**   |  |  | | --- | --- | | Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.  To become proficient in sculpting techniques.  To use sculpture to develop and share their ideas, experiences and imagination. |  | |  |   **Children can:**  **a** use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;  **b** use a variety of techniques, e.g. rolling, cutting, pinching;  **c** use a variety of shapes, including lines and texture;  **d** use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.  **Collage**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work.  To become proficient in other art, craft and design techniques – collage.  To develop a wide range of art and design techniques in using texture, line, shape, form and space.  **Children can:**  **a** use a combination of materials that have been cut, torn and glued;  **b** sort and arrange materials;  **c** add texture by mixing materials;  **d** use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.  **Textiles**   |  |  | | --- | --- | | Children have the opportunity to look at and practise a variety of techniques, e.g. weaving, dyeing and plaiting. They explore which textiles are best to use and produce the best result. Children will also explore decorating and embellishing their textiles to add detail, colour and effect.  To become proficient in other art, craft and design techniques – textiles.  To develop a wide range of art and design techniques in using colour, pattern and texture. |  |   **Children can:**  **a** show pattern by weaving;  **b** use a dyeing technique to alter a textile’s colour and pattern;  **c** decorate textiles with glue or stitching, to add colour and detail;  **d** use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.  **Printing**   |  |  |  | | --- | --- | --- | | Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges.  To become proficient in other art, craft and design techniques – printing.  To develop a wide range of art and design techniques in using colour and texture.  **Children can:**  **a** copy an original print;  **b** use a variety of materials, e.g. sponges, fruit, blocks;  **c** demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing;  **d** use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.  **Work of other artists**   |  |  | | --- | --- | | Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history throughout KS1.  To understand the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. |  |   **Children can:**  **a** describe the work of famous, notable artists and designers;  **b** express an opinion on the work of famous, notable artists;  **c** use inspiration from famous, notable artists to create their own work and compare;  **d** use key vocabulary to demonstrate knowledge and understanding in this strand: Andy Goldsworthy, LS Lowry, Paul Klee, Monet, Joan Miró, Jackson Pollock, Robert Delaunay, Wassily Kandinsky, Piet Mondrian, van Gogh, Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild. | |  | |  | |  | | | |
| **National Curriculum Expectations**  **Substantive Knowledge KS2** | **Exploring and Developing Ideas**  Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practise and share their learning and skills with others, giving and receiving feedback to improve.  Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.  To create sketchbooks to record their observations and use them to review and revisit ideas.  **Children can:**  a use sketchbooks to record ideas;  b explore ideas from first-hand observations;  c question and make observations about starting points, and respond positively to suggestions;  d adapt and refine ideas;  e use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.  **Drawing**  Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin.  To become proficient in drawing techniques.  To improve their mastery of art and design techniques, including drawing, with a range of materials.  **Children can:**  a experiment with showing line, tone and texture with different hardness of pencils;  b use shading to show light and shadow effects;  c use different materials to draw, e.g. pastels, chalk, felt tips;  d show an awareness of space when drawing;  e use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.  **Painting**  Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood.  To become proficient in painting techniques.  **Children can:**  a use varied brush techniques to create shapes, textures, patterns and lines;  b mix colours effectively using the correct language, e.g. tint, shade, primary and secondary;  c create different textures and effects with paint;  d use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.  **Sculpture**  To improve their mastery of art and design techniques, including painting with a range of materials.  Children still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction, asking and answering questions such as, ‘How can it go higher?’ Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail.  To become proficient in sculpting techniques.  To improve their mastery of art and design techniques, including sculpting with a range of materials.  **Children can:**  a cut, make and combine shapes to create recognisable forms;  b use clay and other malleable materials and practise joining techniques;  c add materials to the sculpture to create detail;  d use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.  **Collage**  Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage.  To improve their mastery of art and design techniques with a range of materials – collage.  **Children can:**  a select colours and materials to create effect, giving reasons for their choices;  b refine work as they go to ensure precision;  c learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage;  d use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.  **Textiles**  Children develop their weaving and colouring fabric skills further. They are also introduced to the skill of stitching in Lower KS2.  To improve their mastery of art and design techniques with a range of materials – textiles.  **Children can:**  a select appropriate materials, giving reasons;  b use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects;  c develop skills in stitching, cutting and joining;  d use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.  **Printing**  Children use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture.  To improve their mastery of art and design techniques with a range of materials – printing.  **Children can:**  a use more than one colour to layer in a print;  b replicate patterns from observations;  c make printing blocks;  d make repeated patterns with precision;  e use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.  **Work of other artists**  Children continue to study the works of famous artists. They have more opportunity to offer opinion and to compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and processes.  To learn about great artists, architects and designers in history.  **Children can:**  a use inspiration from famous artists to replicate a piece of work;  b reflect upon their work inspired by a famous notable artist and the development of their art skills;  c express an opinion on the work of famous, notable artists and refer to techniques and effect;  d use key vocabulary to demonstrate knowledge and understanding in this strand: Anselm Kiefer, Salvador Dalí, Paula Rego, Gainsborough, Sonia Boyce, Lucian Freud, Howard Hodgkin, Anish Kapoor, Caravaggio, Le Corbusier, Coco Chanel, Jackson Pollock, John Constable, Thomas Cole, Claude Monet, Henri Matisse, Paul Cézanne, Julian Opie, Henry Moore, Giacometti, Vivienne Westwood, Louise Bourgeois, Jennifer Angus, Braque, Claesz, Kalf, Carl Warner, Michael Brennand-Wood. | | |
|  | Autumn | Spring | Summer |
| Rabbits Class (2021-2022) | Marvellous Me  Painting  3D modelling and paper mache  Exploration of malleable materials  Use a range of tools | Down in the Garden  Painting – Colour mixing  3D modelling  Create hand puppets  Observational drawing  Use a range of tools | Off on an Adventure  Mask making  Explore a range of media  Make instruments  Collage  Create clay model  3D junk modelling |
| Rabbits Class 2(2022-2023) | Night and Day  Explore a range of media  Blow painting techniques and splattering  Printing techniques  Mixing different medias | Once upon a Time  Junk modelling  Use of construction  Painting  Collage  Look a shades of colours  Use a range of tools | Pirates and the Seaside  Bubble painting  Large scale junk modelling  Drawing  Explore a range of media  Cutting and Sticking  Use a range of tools |
| Hedgehogs Class | Everyday Life  Draw, collage paint self portraits  Look at the work of Lowry | Space  Use paint techniques, create space pictures  Create models of the planets | Animals and Wildlife  Draw, paint collage animals and scenes of nature  Create patterns with animal prints |
| Hedgehogs and Butterflies Class (2022-2023) | People Who Help Us  Draw paint and collage people who help us  Design and make uniforms for people who help us | Fantasy  Create nature sculptures- Andy Goldsworthy  Experiment with colour and texture | Places  Draw, paint, collage buildings cities and landscapes  Look at the work of Monet |
| Squirrels Class (2021-2022) | School Days  Sketching  Self portraits  Using colour to add detail  Design an ideal school  Build ideal school using recycled materials | Get Out of My Swamp  Mud painting  Natural pictures  Artist – Andy Goldsworthy  Exploring and using photography  Cooking | Heroes  Design and create a medals for sporting heroes  Design mascots and logos |
| Squirrels Class 2(2022-2023) | Toys  Portrait paintings  Collage  Digital art software to create digital drawings  Design and make own toy | Poles Apart  Painting  Creating dioramas of the poles | Flight  Design and create a paper mache hot air balloon  Impressionist Art and techniques used.  Junk model rocket |
| Badgers Class | The Victorian Times  Draw and paint self-portraits in the style of Queen Victoria  Victorian crafts  Explore the work of William Morris | Africa  Print and create vibrant African fabrics  Collage African art using mosaics  Make African pottery | Dinosaurs  Draw and paint dinosaurs  Make models of dinosaurs  Make dinosaur puppets |
| Badgers Class (2022-2023) | Travel and Transport  Draw and create pictures using collage of different forms of transport. | Food  Still life – foods  Print with fruits and vegetables | Castles and Knights  Create models of castles  Create costumes and weapons for knights. |
| Blackbirds Class (2021-2022) | The Home Front  Paintings – Watercolours  Make propaganda posters | Indian Spice  Pattern (Rangoli) | North and South America  Make models of rainforests  Create own textiles and printing based on patterns from North and South America  Draw, paint and collage animals native from South America |
| Blackbirds Class 2 (2022-2023) | London’s Burning  Design a monument  Famous artwork of the Great Fire of London | Wonder Women  Beatrix Potter drawings  Large scale castle models – Elizabethan period | Pioneers  Famous Modern Art – Banksy  Pointillism – Georges Seurat  Making a Victorian Souvenir |
| Foxes Class (2021-2022) | The Great War  Design and create own propaganda posters  Design and create your own Zeppelin | China  Design and make Chinese inspired clay dragons  Design and make a Chinese dragon masks. | Record Breakers  Design own Olympic logos and mascots. Draw and design ancient Greek buildings. |
| Foxes Class 2 (2022-2023) | Meet the Flintstones  Drawings – line and shadow  Malleable materials - Design and make a pot or necklace – using archaeological findings.  Create weapons – using moulds  Cave Paintings – Shape, line, tone. | A Journey Through Europe  Famous art and architecture across Europe (Van Gogh, Da Vincy, Gaudi)  2D or 3D creations of architecture | Extreme Survival  Colours and Textures linked to Polar regions and deserts  Design and make energising snacks for extreme conditions  Make models of a desert or polar landscape |
| Enrichment Activities | Visit to school from a local artist  Leek in Arts Festival  Art / D& T Wow day | | |