

THOMAS EATON LONG-TERM SEQUENCE FOR ART & DESIGN **CYCLE A** (EYFS – Year 6)

BIG IDEAS - SUGGESTED SUBSTANTIVE CONCEPTS						
Drawing & Painting		Printmaking		Textiles & Collage		3D
Pre-School 2-year-olds	Pre-School 3–4-year-olds	Reception	Year 1 & 2	Year 3	Year 4 & 5	Year 6
Autumn Term						
Finger painting/body art Explore different materials, using all senses to investigate them.	Artists who painted themselves; Van Gogh, Frida Kahlo, Picasso. Self portraits. Variety of tools to apply paint (brushes of different sizes, sponges, fingers)	Colour mixing Self- portraits Firework pictures	Autumn 1: Drawing Block A Yr1 <i>Range of marks using different tools</i> Autumn 2: Painting Block B Yr1 <i>Identify names and shades of primary colours</i>	Autumn 1 Drawing and Painting Block A Identify lines and patterns in nature Use a range of specific painting techniques Autumn 2 Printmaking Block B Make a variety of printed marks including •mono printing •block printing	Autumn 1; Drawing and Painting Block A Yr4 <i>Assemble objects to create an interesting composition</i> <i>Use a viewfinder Use fine control to add detail</i> Autumn 2 - Printmaking Block B Yr4 <i>Make comparisons and form opinions</i> <i>Create an abstract painting of a natural object</i>	Autumn 1 Drawing and Painting Block A <i>Refer to previous knowledge and skills to make creative choices</i> <i>Apply and refine printmaking and collage techniques</i> Autumn 2 Collage Block B <i>Create a still life using a variety of colours, textures and materials, including paint</i>
Spring Term						
Manipulate different materials in a variety of ways. Use representation to communicate, e.g. drawing a line and saying, 'That's me.'	Create closed shapes with continuous lines, use these shapes to represent objects. Draw with increasing complexity and detail. Represent ideas like movement or loud noises. Draw identifiable pictures.	Process art (Andy Goldsworthy) Animal prints Symmetrical butterflies Eric Carle artwork	Spring 1: Printmaking Block C Yr1 <i>Apply paint using controlled brushstrokes and stippling Combine printing techniques such as stencilling and relief printing</i> Spring 2: Textiles and collage Block D Yr1 <i>Mixed media, including fabrics, yarn and beads</i> <i>Combine a range of materials to produce textile art</i>	Spring 2 Textiles and Collage Block C <i>Create collaged patterns within concentric circles</i> <i>Tell a story using textiles and collage</i>	Spring 1 Textiles and Collage Block C Yr4 <i>Create printing to represent Kente designs</i> <i>Use tie dye to create colour designs Combine media to create texture</i> Spring 2: 3D Block D Yr4 <i>Assemble pieces of paper to create the illusion of movement</i> <i>Create figures that are in proportion and out of proportion</i>	Spring 2 Printmaking & textiles Block C <i>Apply wax to the surface of fabric and dye it to create coloured designs</i> <i>Create a simple one-point perspective sketch</i>
Summer Term						
Enjoy mark-making opportunities. Draw a person with identifiable features.	Artists/artwork- (Rousseau's Tiger) Animal prints.	Aboriginal art Space art- marbling Sand art Colour mixing by adding black/white Rainbow fish collages	Summer 1: 3D Block E Yr1 <i>Select materials based on their properties</i> <i>Take inspiration from the work of an artist</i> Summer 2: Creative Response Block F Yr1 <i>Build up layers, using collage to create a background Tear paper and use scissors to cut for precision</i>	Summer Creative Response Block F <i>Use knowledge of techniques and skills to make creative choices using painting and printmaking</i>	Summer 1: Painting Block E Yr4 <i>Position images on a plane to create space</i> <i>Add grey to a colour to create a tonal change</i> <i>Add white to a colour to create tints</i> Summer 2: Creative Response Block F <i>Refer to previous knowledge and skills to make creative choices</i> <i>Apply and refine previously taught drawing and textile techniques</i>	Summer 1 3D Block D <i>Use different media to create shapes and forms</i> <i>Match visual and tactile elements to their intentions to create visual balance</i> Summer 2 Painting Block E <i>Select and combine appropriate techniques to create the illusion of water and depth</i> Creative response Block F <i>Refer to previous knowledge and skills to make creative choices</i> <i>Apply and refine drawing and textile techniques</i>

THOMAS EATON LONG-TERM SEQUENCE FOR ART & DESIGN **CYCLE B** (EYFS – Year 6)

BIG IDEAS - SUGGESTED SUBSTANTIVE CONCEPTS						
Drawing & Painting		Printmaking		Textiles & Collage		3D
Pre-School 2 year olds	Pre-School 3-4 year olds	Reception	Year 1 & 2	Year 3	Year 4 & 5	Year 6
Autumn Term						
Finger painting/body art Explore different materials, using all senses to investigate them.	Artists who painted themselves; Van Gogh, Frida Kahlo, Picasso. Self portraits. Variety of tools to apply paint (brushes of different sizes, sponges, fingers)	Colour mixing Self- portraits Firework pictures	Autumn 1: Drawing Block A Yr2 <i>Use a range of mark makers to create a variety of effects</i> Autumn 2: Painting Block B – Yr2 <i>Select colours and painting tools Make painted marks to express feelings</i>	Autumn Painting Block E Use a range of techniques to create backgrounds for effect Paint backgrounds that create a negative space	Autumn 1; Drawing Block A Yr5 <i>Combine drawing techniques, making informed decisions based on knowledge of what could happen Transfer and enlarge an image Work in the style of an artist</i> Autumn 2 - Painting Block B Yr5 <i>Create reduction prints and explain and record the process</i>	Autumn 1 Drawing and Painting Block A <i>Refer to previous knowledge and skills to make creative choices Apply and refine printmaking and collage techniques</i> Autumn 2 Collage Block B <i>Create a still life using a variety of colours, textures and materials, including paint</i>
Manipulate different materials in a variety of ways. Use representation to communicate, e.g. drawing a line and saying, 'That's me.'	Create closed shapes with continuous lines, use these shapes to represent objects. Draw with increasing complexity and detail. Represent ideas like movement or loud noises. Draw identifiable pictures.	Create closed shapes with continuous lines, use these shapes to represent objects. Draw with increasing complexity and detail. Represent ideas like movement or loud noises. Draw identifiable pictures. Process art (Andy Goldsworthy) Animal prints Symmetrical butterflies Eric Carle artwork	Spring 1: Printmaking Block C – Yr2 <i>Create repeated patterns Combine printing techniques</i> Spring 2: Textiles Block D – Yr2 <i>Select appropriate pre-used images, colours and textures to create a new picture</i>	Spring 3D Block D Produce relief work, placing objects into gesso Make an insect installation using wire to create structure and form	Spring 1 Printmaking and Textiles Block C Yr5 <i>Combine fabrics in a range of ways Weave, braid and construct art using natural objects</i> Spring 2: 3D and Collage Block D Yr5 <i>Use armatures to produce 3D forms Join two or more pieces of clay</i>	Spring 2 Printmaking & textiles Block C Apply wax to the surface of fabric and dye it to create coloured designs Create a simple one-point perspective sketch
Summer Term						
Enjoy mark-making opportunities. Draw a person with identifiable features.	<u>Artists/artwork-</u> (Rousseau's Tiger) Animal prints.	Aboriginal art Space art- marbling Sand art Colour mixing by adding black/white Rainbow fish collages	Summer 1: 3D Block E – Yr2 <i>Join materials together to form a 3D work of art Make a small rough draft of a sculpture to explore ideas</i> Summer 2: Collage Block F – Yr2 <i>Refer to previous knowledge and skills to make creative choices Apply and refine previously taught drawing and collage techniques</i>	Summer Drawing and Painting / Significant Artists Block A Identify lines and patterns in nature (rocks and fossils) Use a range of specific painting techniques	Painting Block E Yr5 <i>Select materials to create specific marks using watercolour paint</i> Creative Response Block F Yr5 <i>Refer to previous knowledge and skills to make creative choices Apply and refine printmaking and collage techniques</i> Significant artists – hexagon connections	Summer 1 3D Block D <i>Use different media to create shapes and forms Match visual and tactile elements to their intentions to create visual balance</i> Summer 2 Painting Block E <i>Select and combine appropriate techniques to create the illusion of water and depth</i> Creative response Block F <i>Refer to previous knowledge and skills to make creative choices Apply and refine drawing and textile techniques</i>

