

Burton Road Primary School
Art and Design Long Term Plan Cycle 1 and 2

Term	Autumn 1	Spring 2
Cycle 1 2025-2026		
Unit of Work	Drawing and Sketching	Sculpture
EYFS		
KS1	<p>Key Artist/Stimulus: Fruit</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • To know how to draw basic shapes to create outlines. • To know how to draw freehand shapes accurately. • To know how to draw an outline that can be used to represent shapes. • To know how to control the size of shapes. • To know how to grip a sketching pencil so I can apply pressure accurately. • To know that different grips will create different pressures. • To know how to create light and dark pencil lines using different grips. • To know what 'shading' is and to know why shading is added to sketches. • To know that shading can add texture and make a shape look 3D. • To know how to use patterns and lines so I can add details to my sketch. • To know how to draw different types of lines: short, long, straight, wavy, dark, light, thin, wide. 	<p>Key Artist: Andy Goldsworthy</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • To know who Andy Goldsworthy is • To know the materials used in his sculptures • To know the patterns and shapes used in AG's sculptures • To know how AG uses colour, pattern and texture. so we can create a mood board for our own ideas. • To know that sculptures can represent people, places, things or feelings • To know how a sculpture is made from natural materials so we can create our own design • To know how to make a sculpture from a design in the style of Andy Goldsworthy.

	<ul style="list-style-type: none"> • To know that crosshatching can add detail and depth to a sketch. • To know what still life is so I can observe and draw fruit. • To know that you can observe fruit from different angles to get different sketches. • To know how to begin a sketch of fruit – with an outline. • To know how to add detail and texture through lines and shading. • To use drawing to develop and share ideas, experiences and imagination • To develop art and design techniques in using texture, line, shape, form and space • To make links between artists’ work and their own work. 	
<p>LKS2</p>	<p>Key Artist/Stimulus: Flowers</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • To know how to vary lines to give different effects for different flowers. • To know a range of line and pattern skills that will be used within flower drawing. • To know what still life is so I can observe and draw flowers. • To know that you can observe flowers from different angles to get different sketches. • To know that you can arrange flowers in different ways to create different types of sketches. 	<p>Key Artist: Barbara Hepworth</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • To know about the artist Barbara Hepworth • To know that Barbara Hepworth uses abstract shapes in her art to remind us of people. • To know how to use mouldable materials to recreate a famous piece of art. • To know how to design my own sculpture inspired by Barbara Hepworth’s ‘Family of Man’ using clay

	<ul style="list-style-type: none"> • To know how to begin a sketch of flowers – with an outline of the main shapes. • To know how to add detail and texture through lines and shading to draw stems and leaves. • To know how to add finer details including pollen or stamen. • To know how to observe flowers and sketch only what can be seen. • To know how to combine the skills I have learnt so I can produce a sketch of flowers. • To create sketch books to record their observations and use them to review and revisit ideas • To improve their mastery of art and design techniques including drawing 	
<p>UKS2</p>	<p>Key Artist/Stimulus: Human Form</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • To know how to vary lines to give different effects for different close ups e.g. eye, hand, ear. • To know a range of line and pattern skills that will be used within human figure drawing. • To know a range of different techniques to make a variety of marks whilst creating tonal shading • To know how to use basic shapes as an outline and different lines and shading techniques. • To know what still life is so I can observe and draw the human figure. • To know that still life is drawing objects that you can see – in this case, parts of the human body. 	<p>Key Artist: Antony Gormley</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • To know what sculpture is • To understand where it can be displayed • To give a personal response to it (realistic or abstract) • To know the work of Antony Gormley and begin to identify themes in his art (subject, material, location). • To know themes in Antony Gormley's work including: subject, location, size, material, style, methods • To know the similarities and differences between AG's pieces.

	<ul style="list-style-type: none"> • To know that you can observe figures from different angles to get different sketches. • To know how to sketch parts of the human body such as hands, eyes and ears from observation. • To know that sketches will be different depending on observation. • To know how to combine the skills I have learnt so I can produce a sketch of a close up of a part of the human body. • To know how to begin a sketch of human body parts – with an outline of the main shapes. • To know how to add detail and texture through lines and shading to draw skin, wrinkles, eyelashes etc. • To know how to add finer details including freckles, knuckles, jewellery. • To know how to observe humans and sketch only what can be seen. • To know how to combine the skills I have learnt so I can produce a sketch of a close up of a human hand/eye. • To create sketch books to record their observations and use them to review and revisit ideas • To improve their mastery of art and design techniques including drawing 	<ul style="list-style-type: none"> • To know how to create a clay figure in the style of 'Field'. • To know how to form and support a clay sculpture made from multiple pieces • To know how to form an armature to support a 'body form' sculpture • To know how to use an armature so I can create a realistic 'body form' sculpture
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Cycle 2 2026-2027

	Drawing and Painting Portraits	Printing
EYFS		
KS1	<p><u>Key Artist: Pablo Picasso</u></p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • To know how to communicate something about themselves in their painting • To know whether to choose thick and thin brushes appropriately in their work • To be able to paint a picture of something they can see • To know the names of the primary and secondary colours and to begin to know what primary colours to mix to make secondary colours • To know how to mix and match colours, and predict outcomes • To know how to make tints by adding white • To know how to make tones by adding black 	<p><u>Key Artist: Orla Kiely</u></p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • To know how to create patterns and pictures by printing from objects using one or more colours • To know how to create relief prints (cutting out parts of the print) • To know how to use equipment and media correctly to produce a clean image • To experiment with order, symmetry and irregularity • To know how to extend repeating patterns • To experiment overlapping prints using two colours • To know how to use appropriate language to describe the printing tools and process • To know that printing takes place on different forms and be able to identify them e.g. books, pictures, wallpaper, fabrics • To know that natural and manmade objects to create relief prints • To be able to talk about their own work and that of other artists
LKS2	<p><u>Key Artist: Frida Kahlo</u></p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • To know about colour mixing and be able to predict with accuracy the colour that they mix 	<p><u>Key Artist: Escher</u></p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • To know about the impressed printing process (<i>Carving out shapes</i>)

	<ul style="list-style-type: none"> • To know where each of the primary and secondary colours sits on the colour wheel • To know how to mix their own shades of brown • To know how to create a background using a wash • To know how to use a range of brushes to create different effects • To know how to create all the primary and secondary colours they need independently • To know how to create a specific mood/feeling in their paintings 	<ul style="list-style-type: none"> • To begin to explore variety of textures through deliberate selection of materials • To know about colour mixing by overlapping prints deliberately using two or more colours • To begin to know about complementary and contrasting colours and experiment with these • To know how to create own impressed printing design • To ensure art workbooks are used to record textures/patterns <p>To know how to discuss their own work and that of other artists using detailed language and vocabulary linked to the medium of printmaking</p>
<p>UKS2</p>	<p><u>Key Artist: Leonardo Da Vinci</u></p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • To know how to create a range of specific moods/atmosphere in their paintings • To know how to express their emotions accurately through their painting and sketches • To know about complimentary and contrasting colours • To know how to use a wide range of techniques in their work previously learned • To know why they have chosen specific painting techniques linked to their own style or that of another artist and be able to explain using artistic vocabulary 	<p><u>Artist/Stimulus: African Art- Edward S. Tingatinga (Cultural Focus)</u></p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • To know about different cultures linked to printmaking- African Art • To know about relief and impression printmaking • To know about complementary and contrasting colours and experiment using a wide selection of colours • To know how to create their own printing block(s) for a particular purpose • To build up drawings and images of whole or parts of items to produce an end piece using previously taught techniques e.g. relief, impressed printing • To know why they have chosen a particular material, texture

		<ul style="list-style-type: none">• To know how to evaluate their own work, their peers work and that of other artists using key vocabulary
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