



Art & Design Long Term Overview – 2025/2026

<p>INTENT</p>	<p>We believe Art & Design Technology are vital parts of a broad and balanced curriculum. All staff are encouraged to utilise Art & Design Technology in rich and positive ways.</p> <p>Art and Design gives children the opportunity to present their sense of vision through observation, experimentation and illustration. Through our progressive scheme of work, they are taught the skills and techniques in mark making, drawing, painting, print making, sculpture and textiles. Our pupils are given the opportunity to use their imagination with a wide range of media such as pencil, paint, ink, fabric, clay, paper, and recycled materials.</p> <p>Manipulative skills are developed as well as an awareness of colour, texture, design and dimension. Children study the work and techniques of a range of diverse artists and research art forms from other cultures.</p> <p>In Design, technology children are taught to use tools correctly and safely to combine their designing and making skills alongside their knowledge and understanding in order to construct products that satisfy needs and challenges.</p> <p>In addition, we offer the children opportunities to cook throughout each year group with a focus on a range of skills and savoury dishes.</p> <p>Children are encouraged to critically evaluate their own work and that of others in order to learn from their experiences. We are very proud of our Art & Design Technology work and present it within our class and invite parents in.</p>					
<p>IMPLEMENTATION</p> <p>Foundation</p>	<p>Autumn 1</p> <p>Exploring colour.</p> <p>Painting with primary colours.</p> <p>Mixing secondary colours.</p> <p>A study of Miro.</p>	<p>Autumn 2</p> <p>Colour and the seasons.</p> <p>Exploring which colours show us different seasons.</p> <p>A study of Pissarro's season paintings.</p>	<p>Spring 1</p> <p>Exploring curved lines and spirals</p> <p>Creating pictures like Hundertwasser using spirals and curved lines.</p>	<p>Spring 2</p> <p>Animals in art. A study of Rousseau's "Tiger in a Tropical Storm". Painting real fish with ink and wax resist.</p> <p>Vincent Van Gogh - Sunflowers drawing – line/sketching.</p>	<p>Summer 1</p> <p>Exploring what we can see in the world around us.</p> <p>Studying how Van Gogh used different marks to draw still life.</p>	<p>Summer 2</p> <p>People in art.</p> <p>Practising drawing people. Creating clay sculptures of "Miro-like" people.</p>

		Cutting: snowflake design	Designing pants	Create: Easter bonnets		
Year 1		Drawing – line Miro and Klee		Collage – Megan Coyle Overlapping papers, exploring the shapes.		Sculpture – Nick Mackman Clay animal sculptures. Pinching – simple coiling.
Year 2		Portraits – self and Tudor Picasso		Printing – Orla Keily Creating a print design onto a t-shirt/material bag	. African Tinga Art to create batik textiles. Colour, pattern, shape. Edward Tinga Tinga Apply applique onto the batik, creating a patchwork blanket.	
Year 3	Andy Goldsworthy – Creating a sculpture, drawing - still life of natural objects, apple, snail shells, looking at spirals, matchsticks sculpture.		Cezanne – still life and form Composition, foreground/background using paints.		William Morris Pattern and printing	
Year 4	Portraits			Rivers artwork – watercolour Monet	Greek pottery	
Year 5	My Urban Landscape Artist: LS Lowry.		Mountain Vista Artists: Pablo Picasso, Georgia O'Keeffe, Anselm Kiefer, Robert Rauschenberg, Gustav Klimt Mixed media unit.			Sketching/Drawing Landscape Artists: Claude Monet, Vincent van Gogh, J.M.W. Turner, Thomas Cole Perspective, shading, line, texture with pencil marks.
Year 6	Silhouettes for WW1 themes.	Eye art A range of different shading and focusing on complementary vs		WW2 skyline silhouette Kara Walker Sketching outlines of towns/villages and using	.	Live drawing – sketching, flowers

		<p>contrasting colour schemes. Used a range of colour types – mainly focused on pencils for shading</p>		<p>layering to build texture and give effect</p>		
<p>IMPACT</p>	<p>By the end of their time at Broomfield we want our learners to have a strong sense of what art is and will have acquired the skills, knowledge and processes they have been taught so that they are proficient in drawing, painting, sculpture and other art, craft, and design techniques. Our children will have a broader knowledge of a range of artists, craftspeople, architects and designers and be able to consider and reflect upon this. With the teaching of progressive skills and knowledge, teachers will ensure that our children are always supported and challenged appropriately to enable them to explore, experiment and take risks within their creative work. We want our children to understand and value the creative process and journey taken to create their art, this being as important as the final product. It is important that our learners are able to find enjoyment and express themselves individually and confidently.</p>					
<p>Article</p>	<p>Article 28 - Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children’s dignity and their rights. Richer countries must help poorer countries achieve this.</p> <p>Article 29 - Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.</p>					