



Art and Design

Upper Key Stage 2 (Y5 and Y6) Long Term Plan

	Year 3			Year 4		
Themes (Number of weeks/Term)	Autumn 1 Canopic jars (4 weeks)	Spring 1 William Morris (5 weeks)	Summer 1 Monet – Gardens (5 weeks)	Spring 1 David Hackney (One point perspective drawing) (5 weeks)	Spring 2 Henry Moore 5 weeks	Summer 2 Orla Keily 5 weeks
NC Content/Coverage	Sculpture using clay	Relief Printing	Painting (Water colour)	Drawing and sketching	Sculpture –Wires	Textiles
Substantive Knowledge/skills	Historical & Context Knowledge - I know that Ancient Egyptians used Canopic Jars to store and protect important parts of the body during mummification. - I know that Canopic Jars often had lids shaped like the heads of gods or animals. - I know that Ancient Egyptians decorated jars with symbols and patterns to show meaning and importance. Art Vocabulary & Concepts - I know that a 3D sculpture has height, width, and depth.	Artist & Movement Knowledge - I know that William Morris was a famous British artist and designer. - I know that William Morris was part of the Arts and Crafts movement. - I know that the Arts and Crafts movement focused on making decorative art and design beautiful and functional. - I know that William Morris often used patterns inspired by nature, such as flowers and leaves. Purpose & Ideas - I know that William Morris	Artist & Historical Knowledge - I know that Claude Monet was a French Impressionist artist. - I know that Monet painted gardens, ponds, flowers, and natural landscapes. - I know that Impressionist artists painted the effects of light, colour, and atmosphere rather than exact details. Art Vocabulary & Concepts - I know that primary colours (red, blue, yellow) can be mixed to create secondary colours (green, orange, purple).	Artist Knowledge - I know who David Hackney is and why he is an important British artist. - I know that David Hackney is known for using bright colours, landscapes and experimenting with different ways of showing space and perspective. - I know that Hackney often creates images made from multiple viewpoints to show more than one perspective in the same artwork. Perspective & Drawing Skills - I know that perspective in art	Artist & Historical Knowledge - I know that Henry Moore was a British sculptor famous for his abstract and figurative sculptures of the human body. - I know that Moore often used natural forms and simplified shapes to – Wire show movement and proportion. - I know that artists can use different materials, like wire, clay, or stone, to create 3D sculptures. Art Vocabulary & Concepts - I know that a 3D sculpture has	Artist & Context Knowledge - I know that Orla Keily is a contemporary textile artist who creates intricate, layered designs using fabric, thread, and other materials. - I know that Keily often experiments with textures, patterns, and mixed materials in her work. - I know that textiles can be used to create both decorative and functional art pieces. Art Vocabulary & Concepts - I know that textiles are materials made



	- I know that the coil technique involves rolling clay into long ropes and building up shapes layer by layer. - I know that pattern, line, texture, and shape can be used to decorate my jar. - I know that proportion and balance are important to make my jar stable and realistic. Making Art – Skills & Techniques - I know how to roll clay into coils of even thickness. - I know how to layer and join coils carefully to build up the shape of my jar. - I know how to smooth the surface of my jar to make it neat. - I know how to add decorative patterns, lines, or symbols to my jar using simple tools.	wanted everyday objects and interiors to be beautiful. - I know that he created detailed, repeating patterns to decorate fabrics, wallpaper, and furniture. - I know that his work is famous for its intricate designs and careful attention to detail Art Vocabulary - I know that pattern means a repeated decorative design. - I know that tone means the lightness or darkness of a colour. - I know that blend means to smoothly mix tones or colours. - I know that space refers to how elements are arranged in a design to make it balanced and pleasing.	- I know that tints are made by adding white and shades by adding black. - I know that tone, hue, and saturation help make a painting look realistic or expressive. - I know that brushstrokes can show texture, movement, and light. - I know that composition is how I arrange shapes, colours, and lines in a painting. Making Art – Skills & Techniques - I know how to mix colours carefully to create subtle shades and tints. - I know how to layer and blend colours to show depth and light in a garden scene. - I know how to use different brushstrokes to create texture for	is a way of showing depth and distance in a picture. - I know how to use a horizon line and vanishing point to place objects in correct perspective. - I know that objects appear smaller the further away they are and larger when closer. - I know how to use line and scale to create the illusion of depth. - I know how to use overlapping shapes to show what is in front and what is behind. Sketching & Techniques - I know how to use a pencil to show different tones by changing pressure. - I know how to use shading to make objects look 3D. - I know how to develop my drawing through	height, width, and depth. - I know that form refers to the shape and structure of a sculpture. - I know that proportion, balance, and scale are important to make a sculpture look realistic or expressive. - I know that line and contour can be used to suggest movement and shape in wire sculptures. Making Art – Skills & Techniques - I know how to manipulate wire safely to create the outline or skeleton of a human figure. - I know how to bend, twist, and join wire to make strong, stable shapes. - I know how to use lines, curves, and angles to show the posture and movement of the human body.	from fibres, such as cloth, fabric, felt, or yarn. - I know that joining techniques are ways of connecting materials together in textile art. - I know that applique is sewing or sticking fabric shapes onto a base fabric. - I know that stitching, layering, and gluing are common ways to join textile materials. - I know that texture, pattern, and colour can be combined to make textiles more visually interesting. Making Art – Skills & Techniques - I know how to cut and shape different textile materials safely. - I know how to join materials using sewing, stitching, gluing, or layering. - I know how to experiment with
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	I know how to shape a lid inspired by an animal or god's head.	Making Art (Skills & Techniques) - I know how to practise using tone to create different shades in my artwork. - I know how to use key vocabulary (tone, blend, soft, hard) when creating and describing my art. - I know how to use space effectively when planning a design inspired by William Morris. - I know how to identify which techniques William Morris used most in his work.	flowers, water, and foliage. I know how to observe a garden closely to capture colours, shapes, and patterns.	light sketching, adjusting, and refining details. I know how to evaluate my sketch and suggest improvements.	I know how to develop my sculpture step by step, adjusting shapes to improve proportion and balance.	different materials to create textures and patterns. - I know how to plan and arrange materials before fixing them permanently. - I know how to combine colour, texture, and pattern to enhance my design.
Disciplinary Knowledge/Skills	Developing & Evaluating Work - I know how to plan my jar by sketching ideas first. - I know how to practise my coil technique before starting my final jar. - I know how to evaluate my work and decide what	Developing & Evaluating Work - I know how to compare my artwork with William Morris's designs to see what is similar and different. - I know how to plan my ideas and sketches before creating a final design.	Developing & Evaluating Work - I know how to plan my painting by sketching the garden and deciding which colours to use. - I know how to practise mixing colours before starting my final piece.	Personal Response & Creativity - I know that artists make choices about colour, viewpoint and composition to express ideas. - I know how to talk about my own artwork using art vocabulary (line, tone, texture, perspective, scale).	Developing & Evaluating Work - I know how to plan my sculpture by sketching ideas and thinking about posture and proportions. - I know how to practise techniques with wire before starting my final sculpture.	Developing & Evaluating Work - I know how to plan my textile artwork by sketching ideas and choosing materials. - I know how to practise joining techniques before creating my final piece.



	went well and what could be improved. I know how to talk about my sculpture using words like coil, texture, pattern, shape, line, proportion, and balance.	- I know how to evaluate my artwork using the elements of art (line, shape, colour, texture, tone, pattern, space). - I know how to identify what elements I could add to make my work more effective or closer to the style of William Morris.	- I know how to evaluate my work by looking at how well I captured light, colour, and atmosphere. - I know how to talk about my painting using words like tone, hue, brushstroke, texture, composition, tint, shade, and blending.	I know how to create my own artwork inspired by David Hockney while still developing my own style.	- I know how to evaluate my sculpture and decide what worked well and what could be improved. - I know how to talk about my sculpture using art vocabulary like form, line, proportion, balance, contour, scale, and movement.	- I know how to evaluate my textile work and suggest improvements. - I know how to talk about my artwork using words like textiles, joining, stitch, applique, layer, texture, pattern, and colour.
Key vocabulary	Malleable Coil Pinch and bond Form	William Morris Line Pattern Sketch	Claude Monet Tertiary Impressionist Composition	Perspective Line Value Landscape Horizon Vanishing point David Hockney	Henry Moore Scale Figurative Abstract Sculpture	Stitches Applique Layer Texture Pattern
Additional/ Cross Curricular Opportunities	History Geography	History Maths (Space)	History	Maths		
Commentary: Why are we teaching what we are teaching, in the order we are teaching it? What does each unit build on/prepare children for? How are resources and skills changing over time?	This unit links to historical knowledge with practical art skills. Children first learn the purpose and symbolism of Canopic Jars in Ancient Egypt, providing context and meaning for their work. They then develop art vocabulary and 3D concepts – including	This unit links cultural and historical learning about William Morris and the Arts and Crafts movement with practical art skills. Pupils explore Morris's nature-inspired patterns and understand how decorative design was	This unit develops pupils' understanding of Impressionism through studying Claude Monet and painting garden scenes in his style. Pupils learn about Monet's life, themes and the key principles of the Impressionist movement, helping	This unit introduces pupils to David Hockney and focuses on one-point perspective drawing , exploring depth, scale and composition. Pupils learn about Hockney's use of colour, landscape and viewpoint,	This unit introduces pupils to Henry Moore and focuses on creating wire sculptures inspired by his figure work. Pupils begin with planning and observational sketching, considering posture, proportion and movement.	This unit introduces pupils to contemporary textile art through Orla Kelly, focusing on layered, textured designs using fabric, thread and mixed materials. Pupils learn about Kelly's experimental style and the decorative and



	coil building, texture, proportion, and balance – which support both making and discussion of their art. Next, children practise and apply clay techniques such as rolling and joining coils, shaping lids, smoothing surfaces, and adding decorative patterns. They progress from guided practice to creating a final, independent sculpture, reflecting on their design and evaluating their work against their initial sketches and historical examples. Resources and skills develop gradually =, from sketches and simple clay tools to detailed construction and decorative tools, ensuring a logical progression that prepares children for future sculpture projects.	used to beautify everyday objects. Children develop key vocabulary and concepts such as pattern, tone, blend and space, supporting their design planning and discussion. They practise printing skills, including creating tone, blending shades and representing repeating patterns, before producing a final printed design. Pupils compare their work to Morris's, reflect on their choices and evaluate their use of artistic elements. The unit builds confidence in design and technical skills, preparing them for future pattern and printing projects.	them make informed artistic choices. Children build vocabulary and concepts such as colour mixing, tone, hue, brushstrokes and composition, then apply these skills through watercolour techniques including layering, blending and varied brushwork to create texture, light and depth. The unit emphasises careful observation of gardens, planning, creating and evaluating work. Pupils reflect on how successfully they captured colour, light and atmosphere, and identify improvements. By the end, pupils confidently create and discuss artwork inspired by Monet, preparing them for further painting studies.	connecting their work to professional practice. Building on prior learning from Years 3 and 4, pupils extend sketching skills through more complex perspective drawing. They learn to use horizon lines, vanishing points, scale and overlapping shapes to create depth, and apply tone and shading to make objects appear three-dimensional. Practical work develops from initial sketches to refined drawings, with pupils evaluating and improving their work. The unit encourages creative choices in viewpoint, colour and composition, supporting personal response and independent thinking. By the end, pupils confidently create perspective-based compositions and use art vocabulary to discuss their artistic decisions, preparing	They then develop practical skills in manipulating wire, experimenting with form, balance and scale to create confident three-dimensional figures. The unit concludes with evaluation, where pupils reflect on their work using art vocabulary such as form, contour, proportion, balance and movement. Building on drawing and observational skills from Years 3–6, this unit extends learning into 3D form and prepares pupils for more advanced sculpture and mixed-media projects in Year 7.	functional purpose of textile art. They develop key vocabulary and techniques such as appliqué, stitching, layering, texture, pattern and colour, enabling them to plan and discuss their designs. Practical work focuses on cutting, joining and arranging materials before fixing them, building independence and design confidence. Pupils sketch ideas, practise techniques and evaluate their outcomes, preparing them for more complex mixed-media and 3D textile projects in Year 7.
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