



## Art and Design

### Lower Key Stage 2 (Y3 and Y4) Long Term Plan

|                                 | Year 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Year 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| Themes (Number of weeks/Term)   | Autumn 1<br>Stone Age Cave Painting<br>(5 weeks)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Spring 1<br>Bell Beaker Pots<br>(4 weeks )                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Summer 1<br>Georgia O’Keeffe,<br>Flowers<br>(5 weeks)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Autumn 1<br>Mosaics<br>(5 weeks)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Autumn 2<br>Building and landmarks<br>around Europe –<br>architect Elizabeth<br>Catlett<br>(4 weeks)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Summer 2<br>POP Art -Andy Warhol<br>(5 weeks)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| NC Content/Coverage             | Drawing and sketching<br>(using pastels, charcoal<br>and chalks)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Sculpture using clay                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Painting (watercolour)<br>and colour mixing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 3D Sculpture with tiles                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Printing- String block<br>printing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Drawing and sketching<br>(POP art Andy Warhol                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Substantive<br>Knowledge/skills | <b>Historical &amp; Artist Knowledge</b> <ul style="list-style-type: none"> <li><i>I know that cave art was created by early humans during the Stone Age.</i></li> <li><i>I know that Stone Age cave drawings were often found on cave walls and ceilings.</i></li> <li><i>I know that Stone Age people used natural materials (like clay, charcoal, chalk and crushed stones) to make colours.</i></li> </ul> <b>Purpose and Meaning</b> <ul style="list-style-type: none"> <li><i>I know that Stone Age cave art often showed animals, hunting scenes and handprints.</i></li> </ul> | <b>. Historical &amp; Context Knowledge</b> <ul style="list-style-type: none"> <li><i>I know that Bell Beaker people lived during the Bronze Age.</i></li> <li><i>I know that Bell Beaker people made clay pots to store food, drink, or other items.</i></li> <li><i>I know that these pots often had patterns and decorations made by hand.</i></li> </ul> <b>Art Vocabulary &amp; Concepts</b> <ul style="list-style-type: none"> <li><i>I know that a 3D sculpture is an artwork that has height, width, and depth.</i></li> <li><i>I know that pattern, texture, line, and shape are</i></li> </ul> | <b>Artist &amp; Historical Knowledge</b> <ul style="list-style-type: none"> <li><i>I know that Georgia O’Keeffe was an American artist known for painting flowers and plants in close-up detail.</i></li> <li><i>I know that O’Keeffe’s work shows flowers in bright, bold colours and unusual perspectives.</i></li> <li><i>I know that artists can study nature to inspire their artwork.</i></li> </ul> <b>Science &amp; Observation</b> <ul style="list-style-type: none"> <li><i>I know that flowers have different shapes, petals, and structures (stamen, pistil, leaves).</i></li> <li><i>I know that looking closely at plants</i></li> </ul> | <b>Geography &amp; Context Knowledge</b> <ul style="list-style-type: none"> <li><i>I know that coastal areas have features like beaches, cliffs, waves, and rocks.</i></li> <li><i>I know that mosaics can be used to represent landscapes, including coastal scenes.</i></li> <li><i>I know how to choose colours to show land, sea, and sky in a mosaic.</i></li> </ul> <b>Art Vocabulary &amp; Concepts</b> <ul style="list-style-type: none"> <li><i>I know that a mosaic is a picture made from small pieces of material, called tiles or tesserae.</i></li> <li><i>I know that pattern, shape,</i></li> </ul> | <b>Artist &amp; Historical Knowledge</b> <ul style="list-style-type: none"> <li><i>I know that Elizabeth Catlett was a 20th-century artist and sculptor who used prints to share her ideas.</i></li> <li><i>I know that Catlett often used printmaking to show people, places, and important ideas in her work.</i></li> <li><i>I know that prints can be used to make many copies of the same image.</i></li> </ul> <b>Art Vocabulary &amp; Concepts</b> <ul style="list-style-type: none"> <li><i>I know that a print is an image made by transferring ink from a surface onto paper or fabric.</i></li> </ul> | <b>Artist &amp; Movement Knowledge</b> <ul style="list-style-type: none"> <li><i>I know that Andy Warhol was a famous American artist.</i></li> <li><i>I know that Andy Warhol was part of the Pop Art movement.</i></li> <li><i>I know that Pop Art used images from popular culture, such as celebrities, packaging, and everyday objects.</i></li> <li><i>I know that Pop Art often used bright, bold colours to stand out.</i></li> </ul> <b>Purpose &amp; Ideas</b> <ul style="list-style-type: none"> <li><i>I know that Pop Art often made ordinary objects look special or interesting.</i></li> </ul> |



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|                                      | <ul style="list-style-type: none"> <li><i>I know that these drawings told stories or showed what life was like in the Stone Age.</i></li> </ul> <b>Colour &amp; Materials</b> <ul style="list-style-type: none"> <li><i>I know how to mix and use earthy colours such as browns, reds and yellows to match Stone Age style.</i></li> <li><i>I know that natural colours are sometimes called pigments.</i></li> </ul> | <p><i>important when decorating clay pots.</i></p> <ul style="list-style-type: none"> <li><i>I know that <b>sculpture skills</b> include moulding, pinching, pulling, rolling, and smoothing clay.</i></li> </ul> | <p>helps me notice details I can include in my artwork.</p> <ul style="list-style-type: none"> <li>I know that mixing colours can help me match the colours I see in real flowers.</li> </ul> <b>Art Vocabulary &amp; Concepts</b> <ul style="list-style-type: none"> <li>I know that <b>primary colours</b> are red, blue, and yellow and can be mixed to make <b>secondary colours</b> like green, orange, and purple. (Retrieval)</li> <li>I know that <b>value</b> is how light or dark a colour is.</li> <li>I know that <b>shade</b> is made by adding black and <b>tint</b> is made by adding white.</li> <li>I know that <b>composition</b> is how I arrange the elements in my painting.</li> </ul> | <p><b>line, texture, and colour</b> are important when creating mosaics.</p> <ul style="list-style-type: none"> <li>I know that <b>arranging pieces carefully</b> helps to make a clear and balanced image.</li> </ul> | <ul style="list-style-type: none"> <li><i>I know that <b>string block printing</b> is when string is glued to a block to create a stamp.</i></li> <li><i>I know that <b>line, shape, and pattern</b> can show the details of buildings and landmarks.</i></li> <li><i>I know that <b>scale</b> and <b>proportion</b> are important to show buildings realistically.</i></li> </ul> | <ul style="list-style-type: none"> <li>I know that Andy Warhol repeated images to make a strong visual impact.</li> </ul> <b>Art Vocabulary</b> <ul style="list-style-type: none"> <li>I know that <b>bold</b> means strong and eye-catching.</li> <li>I know that <b>repetition</b> means using the same image again and again.</li> <li>I know what <b>contrast</b> means: light vs dark or bright vs dull colours.</li> <li>I know that <b>printmaking</b> is a way of making multiple copies of the same image.</li> </ul> |
| <b>Disciplinary Knowledge/Skills</b> | <b>Drawing &amp; Mark-Making Skills</b> <ul style="list-style-type: none"> <li><i>I know how to make marks using different tools (sticks, fingers, charcoal, chalk).</i></li> </ul>                                                                                                                                                                                                                                   | <b>Making Art – Skills &amp; Techniques</b> <ul style="list-style-type: none"> <li><i>I know how to shape clay using my hands to create a pot.</i></li> </ul>                                                     | <b>Making Art – Skills &amp; Techniques</b> <ul style="list-style-type: none"> <li>I know how to mix colours carefully to create new shades for my painting.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Making Art – Skills &amp; Techniques</b> <ul style="list-style-type: none"> <li>I know how to cut or select tiles of different shapes and colours safely.</li> </ul>                                                | <b>Making Art – Skills &amp; Techniques</b> <ul style="list-style-type: none"> <li><i>I know how to look carefully at buildings and landmarks to notice</i></li> </ul>                                                                                                                                                                                                             | <b>Making Art (Skills &amp; Techniques)</b> <ul style="list-style-type: none"> <li><i>I know how to draw simple, clear shapes to create a Pop Art style image.</i></li> </ul>                                                                                                                                                                                                                                                                                                                                                  |



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| <ul style="list-style-type: none"> <li>• <i>I know that I can create texture by pressing lightly or firmly when drawing.</i></li> <li>• <i>I know how to create shapes using lines and simple outlines.</i></li> </ul> <p><b>Creating My Own Cave Art</b></p> <ul style="list-style-type: none"> <li>• <i>I know how to plan a cave-inspired drawing by sketching ideas first.</i></li> <li>• <i>I know how to layer marks to build up detail.</i></li> <li>• <i>I know how to create a final piece that looks similar in style to Stone Age cave art.</i></li> </ul> <p><b>Talking About My Artwork</b></p> <ul style="list-style-type: none"> <li>• <i>I know how to describe my artwork using words like <b>line, shape, texture and pattern</b>.</i></li> <li>• <i>I know how to say what I like about my work and what I might change to improve it.</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>I know how to use <b>pinching and pulling</b> to form the sides of a pot.</i></li> <li>• <i>I know how to <b>roll clay</b> to make coils or shapes for decoration.</i></li> <li>• <i>I know how to <b>add lines, patterns, and textures</b> to my pot using simple tools or my fingers.</i></li> <li>• <i>I know how to <b>smooth</b> the surface of my clay to make it neat and even.</i></li> </ul> <p><b>Developing &amp; Evaluating Work</b></p> <ul style="list-style-type: none"> <li>• <i>I know how to plan my pot by sketching or talking about my ideas first.</i></li> <li>• <i>I know how to practise my clay techniques before making my final pot.</i></li> <li>• <i>I know how to look carefully at my work and decide what went well and what I could improve.</i></li> <li>• <i>I know how to talk about my artwork using words like <b>pattern, texture, shape, line, mould,</b></i></li> </ul> | <ul style="list-style-type: none"> <li>• I know how to use different brushes and brushstrokes to show texture and detail.</li> <li>• I know how to paint flowers inspired by observation, showing shape, size, and colour.</li> <li>• I know how to layer colours to make my painting more vibrant and realistic.</li> </ul> <p><b>Developing &amp; Evaluating Work</b></p> <ul style="list-style-type: none"> <li>• I know how to plan my painting by sketching flowers first.</li> <li>• I know how to practise colour mixing before starting my final painting.</li> <li>• I know how to look at my painting and think about what went well and what I could improve.</li> <li>• I know how to talk about my painting using words like <b>colour, value, tint, shade, shape, texture, and composition</b>.</li> </ul> | <ul style="list-style-type: none"> <li>• I know how to place tiles closely together to create patterns or images.</li> <li>• I know how to use <b>adhesive</b> to fix tiles securely.</li> <li>• I know how to use <b>grouting or filling</b> to finish my mosaic neatly.</li> <li>• I know how to create <b>depth and movement</b> in my mosaic by choosing different colours and sizes of tiles.</li> </ul> <p><b>Developing &amp; Evaluating Work</b></p> <ul style="list-style-type: none"> <li>• I know how to plan my mosaic by sketching a coastal scene first.</li> <li>• I know how to practise arranging tiles to see how they look before fixing them permanently.</li> <li>• I know how to look at my work carefully and decide what went well and what could be improved.</li> <li>• I know how to talk about my mosaic using words like <b>pattern, texture,</b></li> </ul> | <p><i>their shapes and details.</i></p> <ul style="list-style-type: none"> <li>• <i>I know how to draw a simplified version of a building to use for printing.</i></li> <li>• <i>I know how to create a string print block.</i></li> <li>• <i>I know how to apply ink carefully and press my block to make a clear print.</i></li> <li>• <i>I know how to repeat or layer prints to create interesting patterns and effects.</i></li> </ul> <p><b>Developing &amp; Evaluating Work</b></p> <ul style="list-style-type: none"> <li>• <i>I know how to plan my print by sketching ideas and testing colours.</i></li> <li>• <i>I know how to choose shapes, lines, and patterns to make my landmark recognisable.</i></li> <li>• <i>I know how to use art vocabulary (print, line, shape, pattern, scale, string print bl) to talk about my work.</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>I know how to choose bright and contrasting colours to make my artwork stand out.</i></li> <li>• <i>I know how to create a repeated pattern of the same image, inspired by Andy Warhol.</i></li> <li>• <i>I know how to use printing techniques such as <b>press printing or stamping</b> to repeat a design.</i></li> </ul> <p><b>Developing &amp; Evaluating Work</b></p> <ul style="list-style-type: none"> <li>• I know how to plan my ideas by sketching first.</li> <li>• I know how to think about colour choices before I begin my final piece.</li> <li>• I know how to talk about my artwork using art vocabulary (bold, contrast, repeated pattern).</li> <li>• I know how to say what went well in my work and what I could improve next time.</li> </ul> |
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|                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | pinch, pull, roll, and smooth.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | shape, line, colour, and placement.                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li><i>I know how to evaluate my final print and suggest improvements or changes.</i></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Key vocabulary</b>                                                                                                                                                                                                 | handprints<br>value<br>line<br>shape<br>smudge<br>blend<br>pigment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | moulding<br>pinching & pulling<br>rolling<br>line<br>Form<br>smoothing                                                                                                                                                                                                                                                                                                                                                                                                                                        | Stroke<br>Colour<br>mixing<br>line<br>shape<br>Texture                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Mosaic<br>Geometric<br>Motif<br>Tesserae                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Paint<br>Repeated<br>Print<br>Line<br>Pattern<br>Shape                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Pop Art<br>Comic book<br>Replicate<br>Grid lines                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Additional/ Cross Curricular Opportunities</b>                                                                                                                                                                     | History                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | History                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Geography                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Geography and History                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Commentary: Why are we teaching what we are teaching, in the order we are teaching it?</b><br><b>What does each unit build on/prepare children for?</b><br><b>How are resources and skills changing over time?</b> | <p>In Year 3, we introduce Art and Design through the Stone Age theme, which links directly to the children's engaging Stone Age day in their first week at junior school. This unit builds on Year 2 learning about light and dark tones and texture by introducing the disciplinary language of value and developing skills in smudging.</p> <p>Children revisit colour mixing and learn to create earth colours, while expanding their drawing skills by using new mediums such as chalk, pastels and charcoal. This broad exposure to different</p> | <p>This unit introduces Year 3 pupils to more complex 3D forms through clay sculpture, using the Bronze Age Bell Beaker culture to strengthen cross-curricular links with History. Children learn how everyday objects can reveal information about past societies.</p> <p>The sequence builds on KS1 experience of simple modelling by developing skills in pinch and pull techniques before progressing to pattern, texture and form. This approach supports growing confidence, fine motor control and</p> | <p>This unit consolidates early colour knowledge and introduces more advanced painting skills using Georgia O'Keeffe's flower paintings. The enlarged forms and strong contrasts provide clear examples of scale, blending and composition, while links to science support close observation of plant structure and vocabulary.</p> <p>Building on prior learning of primary and secondary colours, pupils learn to mix secondary and tertiary colours, adjust value, and use controlled brushwork and layering</p> | <p>This unit develops pupils' 3D skills by combining sculpture and mosaics, building on earlier clay and modelling work. The coastal theme links strongly to geography and environmental studies, encouraging exploration of natural textures, shapes and patterns.</p> <p>The sequence begins with simple 3D forms and surface design before introducing mosaic techniques, allowing skills to develop gradually. Pupils strengthen hand-building, observation, colour, texture and</p> | <p>This Year 4 unit introduces printing as a 2D art form, linked to European architecture and landmarks, creating cross-curricular links with geography and history. Through studying Elizabeth Catlett, pupils learn how artists use line, shape and texture to represent buildings and structures.</p> <p>The sequence begins with observational drawing and progresses to experimenting with printing techniques, building on KS1 mark-making and pattern work. Pupils develop their designs onto printing surfaces,</p> | <p>This unit introduces Year 4 pupils to Pop Art and the work of Andy Warhol, focusing on how artists use line, repetition, scale and bold colour to transform everyday objects. Warhol's style provides an engaging context for developing drawing, sketching and composition skills.</p> <p>Building on Years 1–3 learning, pupils experiment with outlines, simplified shapes and repeated motifs, while using sketchbooks to explore ideas. They progress from basic pencils to fine liners and begin</p> |



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|  | <p>materials helps pupils become confident in choosing appropriate equipment, supporting their progression towards more independent work in Year 6 and beyond.</p> <p>The unit also prepares learners for future learning, including perspective drawing, where they will apply value through light and dark shading.</p> | <p>understanding of clay as both a historic and creative medium.</p> <p>Pupils use basic clay tools to explore primitive techniques similar to those used in the Bronze Age, preparing them for more advanced ceramic methods in later years. This unit directly supports future learning, such as the Year 5 coil technique and joining skills used to create a Canopic Jar.</p> | <p>to create depth. They also develop skills in detailed observation, scale and artistic intent.</p> <p>These foundations prepare pupils for later KS2 painting units, including Andy Warhol in Year 4 and Monet in Year 5, supporting a progression from guided tasks to more independent and expressive artwork.</p> | <p>composition through structured progression.</p> <p>By the end of Year 4, pupils are more confident handling 3D materials, combining textures and colours, and planning and refining multi-layered outcomes. This prepares them for more complex sculpture in Years 5 and 6.</p> | <p>moving from simple single-colour prints to layered effects.</p> <p>This unit also develops cultural awareness through research into global artists and diverse perspectives, preparing pupils for more advanced KS2 printmaking, including lino printing.</p> | <p>using artist references and digital images to support their work.</p> <p>This unit prepares pupils for more advanced drawing in Year 6, including proportion and perspective, and strengthens their ability to evaluate artwork using appropriate vocabulary.</p> |
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