



Gillingsstool – Art and Designs - Long Term Plan

Reception – EXPRESSIVE ARTS AND DESIGN – ELG: Creating with Materials			
	Autumn	Spring	Summer
Unit	All About Me / Celebrations	Superheroes / Journeys	Growing / The Farm
Year R	<p><u>Painting / Mixed medium</u></p> <p>Focus Artist: Wassily Kandinsky (+ Guiseppe Achimboldo)</p> <p>Link to topic and English text 'Elmer'.</p>	<p><u>Painting / mixed medium</u></p> <p>Focus Artist: Eric Carle (illustrator)</p> <p>Link to topic: Journeys</p>	<p><u>3D sculpture</u></p> <p>Focus Artists: Andy Goldsworthy</p> <p>Link topic: Growing</p>
	<p>Investigate and explore: The children will start by looking at pattern and shapes. They will talk about the colours and patterns around them on everyday objects, on Elmer the Elephant (English Text) and in the art work of Kandinsky. They will talk about their favourite colours and patterns.</p> <p>Experimenting: The children will have a variety of opportunities to mix ready-made and powder paints in response to a range of things such as: autumn leaf colours / pumpkins. They will name primary colours. They will also have opportunities to experiment with shape and colour through a range of planned CP activities involving using mixed materials, such as coloured papers, tissue papers etc. Challenge the children to create a range of simple patterns. The children will follow simple instructions to create their own 3D Elmer using the top part of a plastic milk bottle. They will cover using tissue papers and then use other materials to apply their own design pattern and wiggly eyes.</p> <div style="text-align: center;">  </div> <p>Final product: The children will use a range of materials to create their own Elmer painting with a simple repeating pattern e.g. stripes, printed patterns. They should be encouraged to mix their own colours using the primary.</p> <p>Evaluation: A walking gallery will be used to talk about each other's art work.</p>	<p>Investigate and explore: Children will explore a range of landscape paintings / images using a range of techniques. They will talk about the colours, shapes, their likes and dislikes. They will also look at the illustrations in a range of Eric Carle books and talk about how he creates his pictures using collage.</p> <p>Experimenting: The children will explore using a range of medium including paints, crayons as well as 3D materials such as beads, buttons, shells etc to create an abstract image giving the impression of a range of landscapes e.g. sea, jungle, desert, cold icy place. They will experiment with the colours associated with these places and name the colours. They will use a range of tools, including fingers and hands to mark make in a range of materials. For instance, using shells to print in salt dough and clay to give idea of the sea scape.</p> <p>Final product: The children will produce a mixed medium collage to give an impression of a chosen place (link to journeys – e.g. seaside, woods, jungle).</p> <div style="text-align: center;">  </div> <p>Evaluation: Individual children will talk about their work and what there are most proud of.</p>	<p>Investigate and explore: Children will explore the work of Goldsworthy and talk about how his work is made and the shapes he makes. They will talk about how his work is different from other artists e.g. compare to the shape painting of Kandinsky and Mondrian.</p> <p>Experimenting: The children will have the opportunities through CP to make their own shape patterns with a range of natural materials such as cereals, rice, pasta, cones, seeds, sticks, leaves, flower heads etc. Can they make different shapes and patterns?</p> <p>Final product: The children will be challenged to create their own piece of art work using a range of fruits, seeds and flowers (link to growing). They will then have their artwork photographed for a display.</p> <div style="text-align: center;">  </div> <p>Evaluation: Invite children to talk about their artwork in small groups. What have they used? What patterns have they used? What part of it do they really like? What are they proud of?</p>



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		Autumn	Spring	Summer
Unit		Thornbury/Cardiff	Pioneers	Pirates
Year 1/2	A	<p><u>Drawing and Painting</u></p> <p>Focus Artist: Vincent Van Gogh Link to Science: Habitats and Living Things</p>	<p><u>Printing and Textiles</u></p> <p>Focus Artist: William Morris Link to Science: Plants</p>	<p><u>Drawing</u></p> <p>Focus Artists: Leonardo da Vinci, Henri Matisse, Gustav Klimt, Vincent Van Gogh and Andy Warhol. Link to Science: Animals, including humans</p>
		<p>Investigate and explore: The children will start by looking at and discussing Vincent Van Gogh's 'Sunflowers' painting. They will explore their likes and dislikes, the colours and techniques used to produce the painting. They will also read the story: 'Camille's Sunflowers'.</p> <p>Painting: The children will explore mixing and matching the primary colours to make secondary. They will go on a nature walk and take small cuttings of leaves and flowers – stick in sketch books and colour mix paints to match colours.</p> <p>Drawing: The children will explore using sketch pencils to make a detailed sketch of a range of flower heads eg. daisy, sunflower</p> <p>Final product: The children will work towards drawing and then painting their own flower picture in the style of Van Gogh's 'Sunflowers' painting. They will be able to choose from a range of real flowers to draw and paint. They produce an A3 painting which will then be mounted for display, along with photos of children painting their pictures</p> <p>Evaluation: A walking gallery will be used to talk about each other's art work.</p>	<p>Investigate and explore: Children will be exploring plants in Science and this will be inspiration for looking at plants and flowers in art work. The children will explore the work of William Morris. They will learn that his work is produced in a different way to Van Gogh's. It is printed and used to create designs for home furnishings. They will explore patterns and how they are repeated as well as symmetry.</p> <p>https://content.twinkl.co.uk/resource/81/60/1-ad-820-ks2-ages-7-11-art-william-morris-wallpaper-video-lesson_ver_1.mp4?_token=-exp=1638302797-oci=%2fresource%2f81%2f6%2f1-ad-820-ks2-ages-7-11-art-william-morris-wallpaper-video-lesson_ver_1.mp4%2A-hmac=1844f105ee41aeb45474d205507c1f231212f6be0e3084f54934124924648a5a</p> <p>Printing: Children will explore how to make simple printing blocks using card, foam and string. They will experiment with overlapping to build a more detailed design. They will use stencils to add extra detail. This will be in sketchbooks.</p> <p>Final product: The children will print a repeating or symmetrical pattern onto fabric and will embellish their design using beads or sequins.</p> <p>Evaluation: Individual children will talk about their work and what there are most proud of. They will go on to consider any changes they would make to improve their work if they could.</p>	<p>Investigate and explore: Children will be exploring the human body in Science and will know the features of their face. They will start by exploring their own face in detail by looking at themselves in a mirror and describing themselves to a partner. They will then go on to look at a collection of self-portraits by a range of artists. Which do they like the most – why? Do they all add the detail we have described to our partners? Why / why not? Explore how self-portraits can be produced in different ways. Can the children produce their own self-portrait using coloured paper squares, with pebbles, rice, pasta etc?</p>  <p>Drawing: The children will be shown how to draw eyes, ears, noses and mouths in detail on a 2x2 grid in sketch books. Use sketch pencils to explore. They will then be shown how to use a simple folded grid of paper to find correct proportions for drawing a face. They can have a go at drawing themselves. Show them how to draw hairline accurately.</p> <p>Final product: The children will sketch and use chalk pastels to draw a self-portrait.</p> <p>Evaluation: Keep the artist of each drawing a secret. Use the walking gallery to guess who each self-portrait is. How did you know? – What detail helps you to guess?</p>



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Unit		Weather around the World	Flight	Castles
Year 1/2	B	<u>Painting and Textiles</u> Focus Artists: The 'Paisley' Weavers, a collection of weavings from around the world Link to Geography: Weather / climates	<u>Painting</u> Focus Artist: Claude Monet Link to Geography: Flight (views and landscapes)	<u>3D Sculpture: clay</u> Focus Artists: Pablo Picasso, plus a range of contemporary clay / porcelain sculptors Link to Science: Environment / Habitats
		<p>Investigate and explore: The children will begin this topic by looking at their clothes through a magnifying glass to gain an insight into how the fabrics are created by weaving. They will explore a range of photos of fabrics and wall hangings that have been woven from around the world. Look at and explore the variety of colours. Go on to look at the 'Paisley' weaving company in Scotland. The children will then go on to explore and make a simple paper weaving.</p> <p>Painting: Children will explore how the primary colours can be mixed to make the secondary, and then will mix colours to create a 'colour wheel'. They will then use blocks of colour mixing to capture a hot or cold environment, and talk about how colour makes them feel.</p> <p>Weaving: The children should have opportunities to experience weaving with different materials in pairs or small groups on larger items such as outdoors on a fence. Photograph evidence.</p> <p>Final product: The children will then take inspiration from a photo of a specific environment such as desert, rainforest, Arctic and produce a weaving using mixed medium (fabrics, wool, paper, foils, cellophane etc) to create a weaving to depict this. They may embellish it with simple felt, beads or sequins to add trees, animals etc. The weaving may be created on a simple frame, wheel, paper plate or basket.</p> <p>Evaluation: The children will talk in small groups about their weaving and then feedback about their inspiration for it.</p>	<p>Investigate and explore: The children will start by talking about the views you may see from a plane or hot air balloon. What different views may you see as you travel around the world? They will then explore the landscape paintings of Claude Monet and talk about their favourite, likes and dislikes. What techniques and mediums have been used?</p> <p>Painting: Children will have already experienced colour mixing and should now focus on colour matching. The children will have a 'B&Q' paint chart with one colour going from light to dark. They will stick this in sketchbooks and then aim to colour match and create their own to match in paints. They will then go on to explore how to use a range of painting techniques using a variety of brush stokes, finger printing, sponges, forks etc to produce marks to give the impression of grass, flowers and water – in style of Monet.</p> <p>Final product: The children will use a range of painting techniques to create their own A4 landscape painting in the style of Monet.</p> <p>Evaluation: Individual children will talk about their work and say what they are most proud of. They will go on to consider any changes they would make to improve their work if they could.</p>	<p>Investigate and explore: The children will start by looking at a collection of pots and containers made by Pablo Picasso and a range of contemporary sculptors. What do you think inspired their art work? E.g. flowers, the sea, animals etc. Children will have the opportunity to use playdough or modelling clay to make their own piece of artwork in response to a piece of music (this maybe based on the sea or beach).</p> <p>Modelling: Children should have opportunities to use playdough or salt dough to explore a range of ways to make a relief print using a range of materials both man-made and natural, such as shells, bark, fir cones. <i>Science Link: The children should be encouraged to talk about the materials they are using and talk about how the material can be twisted, bended, squashed etc and will hold a shape.</i></p> <p>Final product: The children will be able to take inspiration from their favourite place (sea, beach, woods, park etc) and will make either a pinch or coil pot and decorate using a range of tools and relief prints.</p> <p>Evaluation: Use a walking gallery to talk about each pot and guess the inspiration for it. What clues are there to help guess?</p>



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Unit		Disasters	WW2 in Thornbury and Bristol	Stone Age – Iron Age
Year 3/4	A	<p style="text-align: center;"><u>Painting and Printing</u></p> <p style="text-align: center;">Focus Artist: Hokusai Link to Geography: Disasters</p>	<p style="text-align: center;"><u>Drawing</u></p> <p style="text-align: center;">Focus Artwork: A range of WW2 posters asking for the support of women during the war Link to History: WW2</p>	<p style="text-align: center;"><u>3D form and sculpture</u></p> <p style="text-align: center;">Focus Artists: Pre-historic art Link to History: Stone Age – Iron Age</p>
		<p>Investigate and explore: The children will begin this topic by exploring the paintings of Mount Fuji by the Japanese artist Hokusai. They will explore how the paintings have been created using painting and wood block printing, and the effect of the seasons and weather on different paintings. They will talk about how he has captured mood and movement in his paintings. They will also learn facts about Hokusai himself. https://kids.kiddle.co/Katsushika_Hokusai</p> <p>Painting: Children will have learned about tsunamis and will focus on the power and movement of the sea (also depicted in many of Hokusai's paintings). They will use a range of water colour, ready mix and acrylic paints to experiment in creating a variety of images of the sea to show mood and movement, using a range of brushes and mark-making tools. They may divide a sketch book page into a grid of 4 or 6 to experiment with this.</p> <p>Printing: The children have previous knowledge of how to make a simple printing block and stencil. They should develop these skills further experimenting with building and layering images using foam and block printing techniques.</p> <p>Final product: The children will select their favourite image of Mount Fuji and recreate their own piece of artwork using a range of printing techniques in acrylic. This should be displayed with a range of photos of the children working through the processes and also with facts about Hokusai.</p> <p>Evaluation: The children will work with the teacher to mount their artwork and create a display. They will talk about the skills they have learnt and applied and the mood they captured in their art work. What are they proud of?</p>	<p>Investigate and explore: The children will start by exploring a range of posters asking for the support of women during WW2. E.g.</p> <div style="text-align: center;">  </div> <p>They will talk about the features of a good poster – the clear heading / slogan, woman at the forefront of poster, the planes and sun give the poster perspective and make it seem 'alive'.</p> <p>Drawing: The main skills will focus on teaching the children how to draw to show dimension and perspective. They will be shown how to draw a variety of simple shapes such as cubes, cuboids and pyramids using parallel lines. They will then experiment with turning a simple cuboid into a building. They will use a centre point to position lines so they appear to be in the distance (as in advert with the sun) and use of size (as in advert with planes).</p> <p>Final product: The children have talked about other jobs of women during the war: https://www.tes.com/teaching-resource/role-of-women-in-wwii-6089740 They will design and create their own poster using sketch and coloured pencils.</p> <p>Evaluation: Individual children will talk about their work and talk about what they are most proud of. They will self-evaluate their poster against the design criteria and suggest ways they could improve it in the future.</p>	<p>Investigate and explore: The children will start by exploring images of cave art around the world. They will talk about how they think it has been created – how were the 'paints / inks' made? What do they think the purpose and meanings of these were? They will also explore how simple pots were carved from stone and formed from clay. They may look at how many art work, including Aboriginal may have told a story.</p> <p>Trialling: Children will have opportunities to experiment with mark making on stones and pebbles using chalks and charcoals to illustrate a story – it can be fixed using varnish. They will experiment with creating their own colour dye using plants, vegetables and fruits (link to school garden) and will produce patterns and images using these on fabrics.</p> <p>Final product: The children will create their own coil or slab pot and decorate it using relief prints and patterns. They will then paint / glaze and seal it using a clear spray fix.</p> <p>Evaluation: Create a 'cave gallery' in group room or corridor displaying all creations and invite other classes and parents in to the gallery. What feedback do you have from your visitors?</p>



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		Autumn	Spring	Summer
Unit		Greece / Crete	Romans / Invader and Settlers	A Journey Down The Nile
Year 3/4	B	<p style="text-align: center;"><u>Pattern and Sculpture</u></p> <p style="text-align: center;">Focus Artwork: Greek Architecture Link to History: Greece</p>	<p style="text-align: center;"><u>Drawing and Painting</u></p> <p style="text-align: center;">Focus Artist: Steven Brown Link to Science: Animals including humans</p>	<p style="text-align: center;"><u>Texture and painting</u></p> <p style="text-align: center;">Focus Artwork: Ancient Egyptian papyrus paintings Link to History: A Journey Down The Nile</p>
		<p>Investigate and explore: The children will begin this topic by looking at famous Ancient Greek buildings and will discuss the symmetry and geometrical patterns used. They will discuss how it may have been built.</p> <p>Drawing: Children will experiment with drawing and creating their own geometric patterns using black ink / pens.</p> <p>Designing: Children will work in small groups to design their own model of a Greek Temple – paying attention to symmetry and geometrical patterns.</p> <p>Final product: The children will work in small groups to create their 3D free standing model of a Greek Temple using a range of materials such as cardboard, tubes, mod-roc. These should be then be decorated appropriately.</p> <p>Evaluation: The children will work in their group to evaluate their model. How easy was it to use the chosen materials? How sturdy is it? How has it been decorated? What improvements could be made?</p>	<p>Investigate and explore: The children will start by exploring the paintings of Steven Brown e.g.</p>  <p>They will talk about the use of complimentary and contrasting colours on the mood and theme of the paintings. What do they think Steven's inspiration is? They will find out facts about the life of the artist.</p> <p>Painting: The children will already be familiar with the primary and secondary colours and the colour wheel. They will now move on to explore contrasting colours. They may produce a simple colour wheel chart of their own to experiment with this concept. They should experiment with different ways to make brush stokes e.g. dot, fine, thick, thick to thin marks etc.</p> <p>Final product: The children select a simple photo from a collection of animals of 'Mother and baby'. They will explore how to make a simple sketch – they should trial a few in their sketch book. They will then chose one to draw on a larger scale and produce a painting using colour in the style of Steven Brown.</p> <p>Evaluation: A walking gallery will be used to critically analysis the work of themselves and others. What techniques have been used / how has the colour been used / what mood has been created?</p>	<p>Investigate and explore: The children will watch a film clip showing the inside of an Egyptian tomb. They will talk about the artwork and pattern. How do they think it was created? They will look at the use of hieroglyphics. Explore the paintings of the gods/goddesses. What is used to show their importance and power? (Colours / dress / jewellery etc). Look at the symbolism of these in art work.</p> <p>Drawing: Children will have opportunities to experiment drawing gods and goddesses in this style. They may go onto paint them in sketch books.</p> <p>Create: Children will follow instructions to make their own version of papyrus paper. Dried flowers / seed heads maybe added to this mix. https://www.twinkl.co.uk/resource/t2-h-5707-papyrus-craft-activity</p> <p>Final product: The children will paint their own god or goddess in acrylic paints on the papyrus paper.</p> <p>Evaluation: The children will discuss their painting and talk about what effects / drawings they have used to show the power of their god.</p>



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Unit		Energy	Medicine	Ancient Greece
Year 5/6	A	<p style="text-align: center;"><u>Print-making</u></p> <p style="text-align: center;">Focus Artist: Banksy Link to Science: Forces</p>	<p style="text-align: center;"><u>Drawing</u></p> <p style="text-align: center;">Focus Artists: Eadweard Muybridge, Nolde, Boccioni, Mach, Matisse, Picasso Link to Science: Animals including humans</p>	<p style="text-align: center;"><u>Drawing and sculpture</u></p> <p style="text-align: center;">Focus Artist: Damien Hirst Link to Science: Earth and Space / Light</p>
		<p>Investigate and explore: The children will begin this topic by exploring the local artwork of a range of graffiti artists, with a focus on Banksy. If possible, they will go on the Banksy tour in Bristol City Centre. They will talk about the meaning behind his artwork and examine how it is created through a range of layered stencils, stippling and stray painting. They will discuss how perspective is achieved.</p> <p>Creating: They will create their own stencils using a range of card and plastics, and trial layering to add detail and perspective.</p> <p>Designing: Children will work in pairs to design and produce a piece of 'graffiti art' in response to a current affair or link to other topic work. They will draw their design in sketchbooks, using detail and perspective to achieve a 3D effect.</p> <p>Final product: The children will work in pairs to create a range of stencils and will then use these to create their own individual graffiti artwork. This could be produced using ready-made paints outside on paving slabs – and evidence photographed.</p> <p>Evaluation: A walking gallery will be used and each pair will be 'interviewed' by the others asking questions about the inspiration behind the artwork.</p>	<p>Investigate and explore: The children will start by looking at a collection of photos of athletes in action. They will discuss the movement and power of each. They will go on to look at the work of Eadweard Muybridge and how he focuses on capturing movement in his photos and art work.</p> <p>Drawing: The children should rehearse body gesture and movement. Ask the children to imagine in 'slow motion' the act of falling, sprinting from a start line or a dance move. Discuss ideas and feelings about this. They will make a series of short poses that describe the sequence of an action and record the poses as outline drawings in their sketchbooks. Then swap roles. Use stick figures, then circle and tube technique as basis for drawings. They will go on to make a simple 'flick book' to show movement. The inspiration for this should come from individuals (e.g. love of football / dance / martial art / tik tok style etc).</p> <p>Explore and try: The children will now look at more abstract forms of capturing movement. Explore:</p> <ul style="list-style-type: none"> • Nolde: Wildly dancing children • Boccioni: Cyclist • Mach: Snowball collage; • Matisse: Dancers • Picasso: Dancers <p>Analyse paintings and discuss the techniques used. Allow children to trial creating some of these images.</p> <p>Final product: Work in groups to take photos of each other in motion. Re-create this in 3 different styles using a variety of medium e.g. oil pastels, sketch pencils, felt pens.</p> <p>Evaluation: The children will talk about the image they are most proud of. How have they managed to capture movement? What could they do to improve this effect?</p>	<p>Investigate and explore: The children will look at a collection of images and paintings of space and the planets. How is perspective and 3D effect achieved? Use of size / shading / shadows etc.</p> <p>Drawing: Children will be taught how to use shading and shadow to draw a sphere, and allowed to trial this in sketch books. They will go on to explore how to use colour and a highlight white spot to draw a collection of planets using 3D effects.</p> <p>Investigate and explore: Explore a collection of work by Damien Hirst – look at use of symmetry.</p> <p>Design: Plan to make a collection of models of the planets using a range of 3D medium including papier mache.</p> <p>Final product: The children will work in groups to create their own sculptures of the planets using papier mache – these will be split into 2 to display the inside of the planets. The children should display these suspended from ceiling in the style of Damien Hirst.</p> <p>Evaluation: The class may give a presentation to another class or to parents about their Earth and Space topic and use these sculptures to inform others of their learning about the planets. They will also consider if their sculpture fulfils the design criteria.</p>



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Unit		Climate	Slavery / Fair Trade	Mayan / Amazon Basin
Year 5/6	B	<u>Drawing</u> Focus Artist: Van Gogh, Monet, Klee, Renoir, Hockney Link to Geography: Climate	<u>Textile: Batik</u> Focus Artists: A range of crafts people Link to Science: Properties and changes of materials	<u>Sculpture: Upcycling</u> Focus Artist: Andy Goldsworthy Link to cross-curricular topic
		<p>Investigate and explore: The children compare and contrast a collection of paintings by a range of landscape artists. They will talk about painting styles used, likes and dislike, as well as how they capture movement and emotion. How is perspective achieved?</p> <p>Investigate and explore: Teacher to model how to capture 3D perspective using a range of techniques: size, layering, shading, vanishing points, building on the skills from previous topic. Children to use a 2X2 grid in sketch books to experiment with these techniques. Children will then go on to draw a landscape from a photograph of a particular scene e.g. desert, woodland, lake – focus on 3D perspective and layering. They will go on to explore how to use a range of brush techniques to capture a real-life images using a view finder to focus on a specific part of photo / view. e.g. grass, sky, clouds, trees, buildings, a silhouette of a group of people / animals.</p> <p>Final product: The children will choose from a collection of landscape photos and produce their own painting of it.</p> <p>Evaluation: The children will use talk partners to answer questions, such as: Why did you select this photo to paint? What techniques have been used to capture the idea of perspective? How has movement been achieved in the painting? What are you proud of? Would you make any changes if you painted this scene again?</p>	<p>Investigate and explore: The children will explore ways to make a pattern on a fabric. They will explore images of print-making, tie-dye and batik. They will briefly look at the history of dye and how natural dyes are used to colour.</p> <p>Investigate and explore: The children will use scrap pieces of white cotton material to investigate ways to colour and dye the materials using natural items: e.g. tea, onion skins, berries, etc. Are they able to find which items give the brightest results? They will also make up their own flour and water paste to make their own resist and experiment with this to make a simple batik pattern.</p> <p>Design: The children will explore a range of traditional and cultural patterns e.g. geometric, Islamic, Mhendi. They may look at where these are used, such as furnishings, architectural, tattoos. They will experiment with drawing a collection of their own designs for a fabric design.</p> <p>Final product: The children will create their own batik design using a flour paste resist and cold water dyes. They will create their own design for a T-shirt.</p> <p>Evaluation: The children will evaluate their T-shirt against design criteria, and discuss effectiveness of dye and pattern.</p>	<p>Investigate and explore: The children will look at the work of Andy Goldsworthy and discuss what they think his inspiration for a range of art work is. They will talk about the patterns, use of colour and materials used. They will then move on to look at patterns in Mayan art.</p> <p>Explore and create: The children will explore ways materials can be re-used and upcycled in art work. They will experiment with using a range of natural products to create a Mayan pattern in the style of Andy Goldsworthy. They will then photograph this and edit it in a paint programme to create their own piece of art work. They may repeat, rotate or change graphics.</p> <p>Final product: The children will work in groups to create their own piece of Mayan inspired artwork using a range of recyclable materials. They should produce a semi-permanent piece of large scale work. Ideally this should be produced outdoors on field. They will take photos as evidence, and may use photos to create a permanent piece for display – making a simple photo frame from natural materials.</p> <p>Evaluation: Children will give a tour of their artwork to pupils / parents.</p>



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Scaffolds to support children with SEND

Art and Design is a curriculum subject that allows children to achieve and flourish in a unique way, which is non-judgemental. Children should be encouraged to experiment and express themselves through their Art and Design work. However, there may be a requirement to plan for and direct children towards using Art and Design equipment and medium that allows them to access the curriculum and therefore the following should be considered:

- Is the size of the project they are working suitable and at a suitable working level? A project may be more suitable at a different scale / height or position. Some children may prefer to stand to work rather than sit.
- Is the project of a suitable size? Some children may benefit from being able to work on a project on a larger scale to support poor hand / eye or poor fine motor skills. It may be necessary to work using larger paper, material or other medium.
- Are the tools and medium the child is using the correct size? We have a range of sizes in tools such as: pencils, crayons, paint brushes, needles and scissors for children to use. A SEND child may wish to be given the choice of using slightly larger tools which will support both hand / eye and fine motor skill co-ordination.
- Does the child need extra health and safety measures in place? Most children will be able to work with the planned medium and use tools to work with these such as craft scissors, needles, hot glue guns, and craft knives. However, it may be desirable to access the child's need and plan to use alternative equipment such as safety scissors, large plastic needles or to give extra support when using some more advanced equipment.