



## ART long-term plan 2021-2022

### Key Stage 2

#### INTENT

#### KS 2 NATIONAL CURRICULUM:

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:

- ♣ to create sketch books to record their observations and use them to review and revisit ideas
- ♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- ♣ about great artists, architects and designers in history

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

| Year   | Autumn   | Spring  | Summer   |
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| 3      | Painting, drawing, pattern, form, line, space, texture. Exploration and control of media and mark making. Colour mixing and colour wheels. Picasso and Cubism.   | 3D, drawing, painting, collage. Exploration of art from other cultures and periods of time. Collage, bas relief. Ancient Egyptian death masks. Facial proportion. Use of Modroc, packing tape or papier mâché.  | Printing, drawing. Romero Britto. Contemporary Brazilian Pop Art. Study of iconography and art in the environment. Explore diversity of both subject matter and media, including painting on cars and other uncommon bases. Focus on appropriate icons to celebrate.   |
| Skills | Experiment with a variety of media; grades of pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. Control the types of marks made with the range of media. Experiment with the potential of various pencils. Close observation. Draw both the positive and negative shapes. Initial sketches as a preparation for painting. Colour mixing – make colour wheels. Mix colours and know which are primary, secondary and tertiary colours. Introduce different types of brushes and techniques. | Shape, form, model and construct (malleable and rigid materials) Plan and develop. Understanding of different adhesives and methods of construction – aesthetics. Join and manipulate materials for the intended purpose. Fold, crumple, tear and overlap papers. Predict with accuracy the colours to be mixed. Accurate drawings of people, particularly faces. Select materials. | Control of media, accuracy on a variety of scales. Inks, water colour, felt tip markers and pencil. Refer back to prior learning: colour wheels and colour mixing from primary colours. Relief and impressed printing. Recording textures/patterns. Mono-printing. Colour mixing through overlapping colour prints. Use of card, string and small lino tiles to create block prints. |

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| 4      | <p>3D, drawing. Clay Greek Pots.<br/>Design pot/ amphora paintings in sketchbooks to illustrate moments from myths. Make Greek pots/ amphora from clay. Complete with myth related imagery in black and orange acrylic paint.</p>   | <p>Gabriele Münter and the German Expressionists. Landscape and pattern in the environment. Design using ICT. Make patterns on a range of surfaces featuring symmetry. Explore environmental and man-made patterns – tessellation. Sketch out of doors.</p>   | <p>Printing and mixed media. Laurel Burch, Louis Wain- Psychedelic Cats. Stencils, masks, resists and prints. Abstract cat images. Ready mix paint in fluorescent colours. Artist study and discussion, neuro diversity focus.</p>  |
| Skills | <p>Plan, design and make models from observation or imagination Join clay adequately and construct a simple base for extending and modelling other shapes. Create surface patterns and textures in a malleable material. Experiment with ways in which surface detail can be added to drawings. Use sketchbooks to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level.</p> | <p>Experiment with ways in which surface detail can be added to drawings. Use sketchbooks to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level. Identify and draw the effect of light – scale and proportion – accurate drawings of landscape including proportion and placement. Work on a variety of scales. Computer generated drawings.</p> | <p>Colour mixing and matching; tint, tone, shade. Observe colours. Select colours and suitable equipment for the task. Colour to reflect mood. Use paints and chalk pastels. Compare watercolour and acrylic tints, tones and shades. Use of card and sponges to explore stencils, masks and resists, initially in sketchbooks to apply independently to images on a cat theme. Increased control of potentially messy media.</p> |

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| 5      | <p>Post- impressionism. Still life with fruit and flowers, Cezanne. Impressionist colour theory and complementary colours. Composition.</p>   | <p>Colour, line, tone, form, space, texture. Explore themes repeated across a number of images. Collect ideas for small group, large-scale mixed media fantasy images. Charcoal and chalk pastels: form and tone. Marc Chagall.</p>   | <p>Tudor Portraiture. Develop skills taught during Cezanne focus working on partner portraits in the style of Holbein and Hilliard intended to flatter the subject. Acrylics and watercolours on brown cardboard box card. Proportion in faces revisited and extended to the human body- look at Marvell and DC super heroes. Christian Furr comparison.</p>   |
| Skills | <p>Be able to identify primary secondary, tertiary, complementary and contrasting colours. Use of acrylics, beginning with a warm brown wash, then adding cool blue to draw images, to create depth. Composition- describe our work and that of others considering composition. Effect of light on objects and people from different directions. Mix and match colours to create light, thinking about direction of light and its effect on images.</p> | <p>Revisit and consolidate the effect of light on objects and people from different directions. Interpret the texture of a surface. Develop understanding of the concept of perspective by exploring how colours and detail change with distance. Explore blending in chalk and charcoal, considering the desired effects when working.</p> | <p>Produce increasingly accurate drawings of people. Use different media to create tints, tones, shade and mood – ink, paint, pastels oil and chalk Identify how colour can portray emotion and use this in their own artwork. Continue to develop an awareness of composition, scale and proportion in their image making e.g. foreground, middle ground and background. Build on understanding of iconography.</p> |

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| 6      | Yayoi Kusama, modern sculpture. Use of artists' wire to construct initial frame which is then overlaid with fabric, Modroc or papier mâché. Cutting, stitching and joining.   | Bicycles. Observational drawing- bicycles: pencil, chalk, charcoal, paint, pen and ink. Use of view finders to focus in on detail. Line, tone, form.  | Nike Davies-Okundaye. Use of abstract pattern in textiles and in collage. Nigerian art and tradition/ heritage. Large scale collaborative collage work.  |
| Skills | Plan and develop ideas. Shape, form, model and join from observation or imagination. Properties of media. Discuss and evaluate own work and that of other sculptors. Experiment with a range of media to overlap and layer creating interesting colours and textures and effects. Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. Match the tool to the material. Develop skills in stitching, cutting and joining. Experiment with paste resist. | Experiment with wet media to make different marks, lines, patterns, textures and shapes. Use different techniques for different purposes i.e. shading, hatching within their own work. Coloured pencils. Start to develop their own style using tonal contrast and mixed media. Perspective and composition. Begin to use technical aspects of perspective in their work using a single vanishing point, orthogonals and horizon. Build up drawings and images of whole or parts of items using various techniques. | Develop experience in embellishing – Apply knowledge of different techniques to express feelings – Work collaboratively on a larger scale Create own abstract patterns and portraits to reflect personal experiences, culture and expression – create pattern for purposes. Add collage to a painted, printed or drawn background. Use a range of media to create collages. Use different techniques, colours and textures etc when designing and making pieces of work. Use collage as a means of extending work from initial ideas. Discuss regular and irregular. |

