

Art Key Stage 2 Long Term Plan 2021-22

KS2 Art Long Term Plan	Topic/Learning Pathway	Key Vocabulary	Links to previous learning (Component Skills)	Links to wider curriculum
<p>Autumn 1 Year 4, 5 and 6 are currently combined within their class groups on a stage not age approach. Due to individual needs and ability of pupils, the cohort can change throughout the year. The Art National Curriculum and Programmes of Study for KS2 are the same for each Year group. The long-term plan for KS2 will change annually to avoid repetition. The planning is devised to ensure that progress is made, and individual needs are differentiated throughout</p>	<p>Importance of Sketchbooks <u>Pupils will know:</u> <i>This project is an introductory project and key elements/ techniques will be taught as an ongoing programme throughout the varying projects during the academic year. Techniques, presentation and layout will be subject to change depending on pupil progress, retention of knowledge and understanding. The following topic/pathway will be a thread throughout the subsequent projects.</i> What sketchbooks are <u>Possible activities include:</u></p> <ul style="list-style-type: none"> Making own sketchbooks using collage techniques to form a front cover – washi tape. <p>How to explore different backgrounds and surfaces.</p> <ul style="list-style-type: none"> Experimental tasks using media and materials such as watercolour techniques, chalk blending, decoupage, varying sketchbook layout and presentation activities. <p>Why and how sketchbooks are used and how drawing is an important factor of sketchbooks. Key word Bingo/Art quizzes. What mark making is.</p> <ul style="list-style-type: none"> Exploring drawing techniques, drawing from observation, imagination and prompts. Experimenting with different drawing and mark making tools – ink, pencil, markers. 	<p>Sketchbook Formal Elements Line Shape Tone Value Colour Monochromatic Primary Secondary Tertiary Texture Form Space Decoupage Layout Presentation Composition Media Drawing Collage Layering Blending Experimentation Refine Pattern Mark making Experiment</p>	<p>Formal element refinement – exploration and development of ideas. Links to prior drawing activities using varying media and materials. Responding to the work of others. Mark making techniques</p>	<p>Numeracy/maths - knowledge of shape, form and scale. Study composition and layout. Accurate measuring and awareness of space. Use of grids for drawing techniques.</p> <p>Literacy/Reading - Record and research facts in sketchbooks. Produce Mindmaps, present research and ideas.</p> <p><i>Exploring careers and career development</i> <i>C2.4 give examples of what it means to have a career</i> Careers/PSHE - wider world of work, creative industries., problem solving, use of sketchbooks, communication via discussion, feedback, self and peer assessment.</p> <p><i>Planning and Deciding</i> <i>C2.15 know how to make plans and decisions carefully</i> Sketchbook planning and decision making – using the work of others in the creative industries.</p>

Art Key Stage 2 Long Term Plan 2021-22

KS2 Art Long Term Plan	Topic/Learning Pathway	Key Vocabulary	Links to previous learning (Component Skills)	Links to wider curriculum
	<p>About colour theory and colour mixing.</p> <ul style="list-style-type: none"> • Colour wheel • Primary, Secondary and tertiary colour mixing • Hues, tints and shades • Monochromatic <p>How to explore the work of others and present using experimental composition and layout skills.</p> <ul style="list-style-type: none"> • Responding to artist work, keywords/written response. • Using viewfinders • Using the style of others/decorating backgrounds. 	<p>Hues Tints Shades Viewfinders</p>		<p>Self-awareness <i>C2.1 describe what you are like, what you are good at and what you enjoy doing</i> Self-exploration in sketchbooks – expressive artwork.</p>
Autumn 2	<p>Prehistoric Art/Stone Age – Beginnings of art history <u>Pupils will know</u> How art predates all other forms of communication. How early humans have expressed themselves visually and through time. <u>Possible activities include:</u></p> <ul style="list-style-type: none"> • Textured brown paper cave painting. • Drawing from below – replicating a cave environment. • Sandpaper painting. • Modern day forms of communication. <p>When the stone age was and how people made art. How prehistoric art has shaped the development of other art forms. How cave paintings were created and what they can tell us. How cave paintings have been seen and created around the world.</p>	<p>Prehistoric Ancient Drybrush Texture Surface Symbolism Paleolithic, Mesolithic, and Neolithic ages Organic Man made Neural/natural Relief Communication</p>	<p>Understanding visual characteristics of different art forms. Refinement of presentation Making art for different purposes and symbolism Continued sketchbook exploration and surface/background design Continued self-exploration, self-correction and self-assessment for personal development and progression Investigation and understanding of materials and media.</p>	<p>Numeracy/ Maths – Number patterns/symbols, early forms of numeracy. History – Prehistoric history, animals, humans - timeline Geography – Geological landscapes/environment and climate Science – Habitats, animals, fossils</p> <p><i>Learning about safe working practices and environments</i> <i>C2.9 be aware of how to keep yourself safe and well when you are learning and playing</i></p>

Art Key Stage 2 Long Term Plan 2021-22

KS2 Art Long Term Plan	Topic/Learning Pathway	Key Vocabulary	Links to previous learning (Component Skills)	Links to wider curriculum
	<ul style="list-style-type: none"> • Polyfilla canvas art • Dry brush techniques • Handprint cave art. 			Following Health and safety instructions effectively when using varying art media.
Spring 1	<p>Kandinsky and Music <u>Pupils will know</u> Who Kandinsky was and what inspired him and what themes he explored. <u>Possible activities include:</u></p> <ul style="list-style-type: none"> • Decorative lettering design in the style of Kandinsky – relief string art. <p>What abstraction is and why Kandinsky was important in the development of abstraction.</p> <ul style="list-style-type: none"> • Geometric shape layout and composition. Watercolour ink tense blending. <p>What beliefs he had and how his medical condition helped him to form links between colour and music. How he explored line, shape and colour theory linking this to emotive and visual language.</p> <ul style="list-style-type: none"> • Circle task – series of drawing, observational and colour tasks linked to Kandinsky and classical music. • Musical instrument drawing. <p>Musical relief and textural designs.</p>	Abstraction Modern Colour Shape Value Texture Line Acrylics Contrast Harmonious Complementary Synaesthesia cognate Relief Geometric Pattern	Composition, layout and presentation skills including surface and background design. Sketchbook exploration. Realistic and non-realistic art forms. Continued exploration on mark making including a variety of mark making tools.	Numeracy – Geometric shapes and awareness of space. Literacy/Reading - Record and research facts in sketchbooks. History/Geography – Russia, links to WW1/Nazis and destruction of paintings. Science - synaesthesia cognate – medical condition – hear colours, see sounds. <i>MH 2.3 Recognise that feelings can change over time and range in intensity</i> <i>MH 2.4 Know about everyday things that affect feelings and the importance of expressing feelings</i> <i>MH 2.5 Use a varied vocabulary when talking about feelings; know about how to express feelings in different ways;</i> Exploration of expressive responses to visual and audio stimuli linking to

Art Key Stage 2 Long Term Plan 2021-22

KS2 Art Long Term Plan	Topic/Learning Pathway	Key Vocabulary	Links to previous learning (Component Skills)	Links to wider curriculum
				the expressive/abstract work of Kandinsky.
Spring 2	<p>Medieval Art <u>Pupils will know</u> How and when medieval art occurred in art history. How it developed and what it inspired. What Medieval people were influenced by and what themes were depicted. How Religious imagery influenced medieval art. <u>Possible activities include:</u></p> <ul style="list-style-type: none"> Stained glass design using symmetry drawing, gutta and glass paint on acetate sheets. <p>How people lived, what weaponry existed and what coat of arms are.</p> <ul style="list-style-type: none"> Cardboard shield design – creating a personal coat of arms. <p>Who the great artists of the time were and their importance in art history. About Michelangelo’s links to Medieval art and the Renaissance, about his sculptures.</p> <ul style="list-style-type: none"> Soap carving techniques to replicate carving into marble. <p>What Illuminated manuscripts were, how they were created and what they were used for. Creating initial designs using aging paper techniques, metallic pens/paint.</p>	Medieval Renaissance Illuminated manuscripts Foil Mixed media Form Shape Texture Iconography Relief Analyse Civilisation Tradition Embossing Parchment Sculpture Carving	Art history – timeline identification Spiritual and religious understanding – symbolism. Refine understanding of the visual art elements including; form, shape, pattern, line, texture etc.. Develop layout and composition skills effectively. Sketchbook research and experimentation	Numeracy/maths - Understand proportion, symmetry, construction lines. Show knowledge of shape, form and scale. Study composition and layout. Accurate measuring and awareness of space. Use of grids for drawing techniques. R.E – Religious iconography and symbols/Christianity History/Geography – Medieval links – European history <i>Learning about safe working practices and environments</i> <i>C2.9 be aware of how to keep yourself safe and well when you are learning and playing</i> Following Health and safety instructions effectively when using varying art media. <i>MH 2.9 Know about change and loss, including death, and how these can affect feelings; ways of</i>

Art Key Stage 2 Long Term Plan 2021-22

KS2 Art Long Term Plan	Topic/Learning Pathway	Key Vocabulary	Links to previous learning (Component Skills)	Links to wider curriculum
				<p><i>expressing and managing grief and bereavement</i> Links to historical issues of loss, pain, death and religious iconography.</p>
<p>Summer 1</p>	<p>Great British artists – LS Lowry <u>Pupils will know</u> Who LS Lowry was, his background and links to British art and culture. What stylised figures and ‘matchstick’ figures are. <u>Possible activities include:</u></p> <ul style="list-style-type: none"> • Lowry self-portrait design using chalks. Keyword and information. • Matchstick men study and drawing. <p>What industrial landscapes are and how to draw and compose a landscape. What a foreground, middle ground and background is. What perspective is and how Lowry created atmosphere. About Lowry bridge art and understand about the history of the 9 arches bridge.</p> <ul style="list-style-type: none"> • Drawing studies linked to landscapes. 9 arch bridge drawing and painting using watercolours. 	<p>Urban Industrial Landscapes Stylised Foreground Middle ground Background Horizon Architecture Atmospheric Perspective Form Tonal Value Scale Space Line Shape Rendering Tints Tones Shades Monoprinting</p>	<p>Continued understanding of composition skills and how landscapes have been created. Primary and Secondary sources. Continued sketchbook presentation and experimentation referencing the art formal elements. Working towards an outcome. Revisit colour mixing</p>	<p>History – British history, industrial revolution Geography – North West and England Numeracy/maths – Perspective, proportion, grid drawings</p> <p>Literacy/Reading – Evaluation, annotation, Read via subject specific vocabulary and keywords.</p> <p>Outdoor education – Exploration of the local area, Sankey valley park/9 arch bridge.</p> <p><i>MH 2.8 Recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</i> Links to LS Lowry’s difficult relationships.</p>

Art Key Stage 2 Long Term Plan 2021-22

KS2 Art Long Term Plan	Topic/Learning Pathway	Key Vocabulary	Links to previous learning (Component Skills)	Links to wider curriculum
<p>Summer 2</p>	<p>Mondrian <u>Pupils will know</u> Who Mondrian was and what inspired him to create art. How Mondrian used colour and Geometric shape and how his work linked to abstraction, Cubism and developed from realistic to non-realistic art. <u>Possible activities include:</u></p> <ul style="list-style-type: none"> Foil and string relief art, exploring Geometric shape and Primary colour schemes. <p>How Mondrian developed his style and his links to New York, maps and city plans.</p> <ul style="list-style-type: none"> Exploration of Mondrian’s style using maps of British cities. Adding Geometric shape and Mondrian colour schemes. ICT manipulation/editing. <p>About Mondrian’s link to architectural designs and modern buildings. How he inspired Minimalism in building designs.</p> <ul style="list-style-type: none"> Development from 2D to 3D shape. Exploring nets and shape construction. Creating sculptural forms and building designs – Papier Mache. Experimenting with colour and black grid designs. <p>How Mondrian inspired contemporary creativity – fashion, interior design.</p> <ul style="list-style-type: none"> T shirt painting/logo and name designs in the style of Mondrian. Self-assessment - 	<p>Abstraction Modern Realistic Non realistic Figurative Geometric Shape Line Primary colours Cubism 3 dimensional Sculpture Form Angular</p>	<p>Development from realistic to abstract forms – links to Kandinsky, use of shape, line and form. Printing technique development, lino printing, carving elements progression to 3D form.</p>	<p>Numeracy – Geometric shapes and awareness of space.</p> <p>Literacy/Reading - Record and research facts in sketchbooks. Produce Mindmaps, present research and ideas.</p> <p>History/Geography – Links to WW1 and 2- New York/USA art scene and culture.</p> <p>ICT – Creating art using digital photography, paint, PowerPoint.</p>