

Athersley South Primary School



Art Long Term Plan

Further details relating to the specific knowledge and skills content and progression in each unit / year group can be found in the associated skills progression sheets or topic medium term planning.




		The teaching of art is to be skills based and to include work linked to topic and artist of the term in order to produce end products.					
		Autumn	Autumn	Spring	Spring	Summer	Summer
Art		Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	Texture (textiles, clay, sand, plaster, stone)	Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	Pattern (paint, pencil, textiles, clay, printing)
	KS1	Poonac	Pollock	Linda Caverley,	Andy Goldsworthy	Dan Mather	Bridget Riley
	LKS2	Vincent Van Gogh	Chagall, Ben Mosely	Gustav Klimt, William Morris	Barbara Hepworth	Andy Warhol	Paul Klee
	UKS2	Leonardo Da Vinci	Monet, Van Gogh	Molly Williams, William Morris	Henry Moore	Picasso	Joan Miro, Escher




KS1 Skills / Objectives	Media / Material	Links (Topic / Artist) if used	Learning Activity (What will the children be doing, skills used, sequence of learning, processes?)	Outcome (What are we aiming to produce by the end of the unit)	
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	<ul style="list-style-type: none"> Extend the variety of drawings tools Explore different textures Observe and draw landscapes Observe patterns Observe anatomy (faces, limbs) 	Cycle 1: Pencils	Where do I live? Artist - Lowry	Pencil drawing of landscapes Pencil skills – cross hatching	Different landscapes to show manmade, natural and industrial features
	<ul style="list-style-type: none"> Experiment with tools and surfaces Draw a way of recording experiences and feelings Discuss use of shadows, use of light and dark Sketch to make quick records 	Cycle 2: Coloured pens	Poonac Guy Fawkes	Pattern Exploring emotions / feelings	Faces in shapes - repeated

Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	<ul style="list-style-type: none"> Name all the colours Mixing of colours Find collections of colour Applying colour with a range of tools 	Cycle 1: Paints / ICT	4 seasons / seasonal changes Pollock	Colour mixing Primary and secondary colours Paintings representing feelings	Jackson Pollock 4 seasons art using ICT and paints
	<ul style="list-style-type: none"> Begin to describe colours by objects Make as many tones of one colour as possible (using white) Darken colours without using black Using colour on a large scale 	Cycle 2: Fabrics	Let's go on safari	Colours to represent sunset / animals Primary and secondary colours	Collective class collage of a safari
Texture (textiles, clay, sand, plaster, stone)	<ul style="list-style-type: none"> Weaving Collage Sort according to specific qualities How textiles create things 	Cycle 1: Fabrics, etc	Everyday materials	Investigating the effects and textures of different materials	Collage using different materials – of a seaside scene
	<ul style="list-style-type: none"> Overlapping and overlaying to create effects Use large eyed needles – running stitches Simple appliqué work Start to explore other simple stitches Collage 	Cycle 2: Fabrics	Guy Fawkes	Applique fabric / stitching	Large applique bonfire scene
Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	<ul style="list-style-type: none"> Construct Use materials to make known objects for a purpose Carve Pinch and roll coils and slabs using a modelling media. Make simple joins 	Cycle 1: Outdoor natural materials	Goldsworthy	Organising / creating patterns with natural materials	Outdoor, Goldsworthy inspired work
	<ul style="list-style-type: none"> Awareness of natural and man-made forms Expression of personal experiences and ideas To shape and form from direct observation (malleable and rigid materials) Decorative techniques Replicate patterns and textures in a 3-D form Work and that of other sculptors 	Cycle 2: Clay / clay tools	Habitats / animals	Joining and shaping skills Clay tool mark making	Clay tile of 3D animal from clay
Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	<ul style="list-style-type: none"> Create patterns Develop impressed images Relief printing 	Cycle 1: Inks Clay Rollers	Growing plants Dan Mather	Printing using leaves, bark, etc Inks and rollers onto paper and natural materials	Prints and patterns of various sorts
	<ul style="list-style-type: none"> Print with a growing range of objects Identify the different forms printing takes 	Cycle 2:			
Pattern (paint, pencil, textiles, clay, printing)	<ul style="list-style-type: none"> Awareness and discussion of patterns Repeating patterns Symmetry 	Cycle 1: Inks Paints	Habitats Guy Fawkes	Repeating patterns Overlapping patterns Multi-layered pictures	Repeating leaf patterns Guy Fawkes art – see Texture also
	<ul style="list-style-type: none"> Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning Natural and manmade patterns Discuss regular and irregular 	Cycle 2: Paper	Maths	Repeating patterns / tessellation	Tessellation of shapes covered in maths lessons

LKS2 Skills / Objectives		Media / Material	Links (Topic / Artist) if used	Learning Activity (What will the children be doing, skills used, sequence of learning, processes?)	Outcome (What are we aiming to produce by the end of the unit)
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	<ul style="list-style-type: none"> Experiment with the potential of various pencils Close observation Draw both the positive and negative shapes Initial sketches as a preparation for painting Accurate drawings of people – particularly faces 	Cycle 1: Pencil Chalk	Village settlers Ben Mosley	Explore different pencils – pressure – mark making Look at the structure of faces – rough sketch – identify the shape of faces – use mirrors Complete half of face / frontal picture Self-portrait – compare with village settlers from different periods	Face picture for passport
	<ul style="list-style-type: none"> Identify and draw the effect of light Scale and proportion Accurate drawings of whole people including proportion and placement Work on a variety of scales Computer generated drawings 	Cycle 2: Pencil	Why are some places special? Pablo Picasso	Using box windows / view finders to sketch parts of churches, etc Look at scale on A3 paper	Church pictures Synagogue pictures Mandir
Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	<ul style="list-style-type: none"> Colour mixing Make colour wheels Introduce different types of brushes Techniques- apply colour using dotting, scratching, splashing 	Cycle 1: Painting	Prehistoric Britain	Explore cave paintings Make own paints from veg and fruit Explore colour through veg and fruit Use hands, thumbs and straws to produce paintings	Cave paintings
	<ul style="list-style-type: none"> Colour mixing and matching; tint, tone, shade Observe colours Suitable equipment for the task Colour to reflect mood 	Cycle 2: Pointillism	Countries of the world George Sarat	Colour mixing water colours for tone, tint and shade Look at colour for mood and match these to our thoughts Explore how artists use colour	Create flags of the world using pointillism
Texture (textiles, clay, sand, plaster, stone)	<ul style="list-style-type: none"> Use smaller eyed needles and finer threads Weaving Tie dying, batik 	Cycle 1: Thread Hessian	How plants grow Linda Calverley	Look at different threads / stitches / threading needles Look at the appropriateness of colours Use Binca to make finished products	Sewing on Hessian / Binca
	<ul style="list-style-type: none"> Use a wider variety of stitches Observation and design of textural art Experimenting with creating mood, feeling, movement- Compare different fabrics 	Cycle 2: Textiles	Mayans	Mayan masks using textiles Look at Mayan masks – colour, pattern and design Create masks appropriate to the Mayan style Use textiles to build up a layered mask	Mayan Masks
Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	<ul style="list-style-type: none"> Shape, form, model and construct (malleable and rigid materials) Plan and develop Understanding of different adhesives and methods of construction Aesthetics 	Cycle 1: Cardboard Boxes	Ancient Rome	Roman soldiers swords and shields Explore materials necessary to build swords and shields Use boxes / cardboard to make swords and shields and then decorate	Roman swords and shields
	<ul style="list-style-type: none"> Plan and develop Experience surface patterns / textures Discuss own work and work of other sculptors Analyse and interpret natural and manmade forms of construction 	Cycle 2: Clay	Early civilizations Barbara Hepworth	Explore the texture of clay adding water to see what happens. Look at scarab beetles Design our own scarab beetles Make scarab beetles using clay Decorate and paint beetles	Create our own scarab beetles

Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	<ul style="list-style-type: none"> Relief and impressed printing Recording textures/patterns Monoprinting Colour mixing through overlapping colour prints 	Cycle 1: Press print	William Morris	Visit Cawthorne church to see the artwork Look at William Morris prints Explore colour and pattern Using press print to create patterns through overlapping colour prints	
	<ul style="list-style-type: none"> Use sketchbook for recording textures/patterns Interpret environmental and manmade patterns Modify and adapt print 	Cycle 2: Fruit / veg	Where does our food come from Andy Warhol	Look at work of Andy Warhol – show how he uses the same picture but different backgrounds Use fruit and veg to create prints Make images in the style of Andy Warhol	Prints of fruit and veg in the style of Andy Warhol
Pattern (paint, pencil, textiles, clay, printing)	<ul style="list-style-type: none"> Pattern in the environment Design Using ICT Make patterns on a range of surfaces Symmetry 	Cycle 1: Felt tip Paint		Look at different rangoli patterns Use coffee filters and felt tip pens to create rangoli patterns using stimulus	Rangoli pictures
	<ul style="list-style-type: none"> Explore environmental and manmade patterns Tessellation 	Cycle 2: ICT		Tessellation through ICT	Tessellation pictures produced on the computer

Class 6 Skills / Objectives		Media / Material	Links (Topic / Artist) if used	Learning Activity (what will the children be doing, skills used, sequence of learning, processes?)	Outcome (what are we aiming to produce by the end of the unit)
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	<ul style="list-style-type: none"> Identify and draw the effect of light Scale and proportion Accurate drawings of whole people including proportion and placement Work on a variety of scales Computer generated drawings Effect of light on objects and people from different directions Interpret the texture of a surface Produce increasingly accurate drawings of people Concept of perspective 	Cycle 1: Pencil	Artist: Van Gogh	Perspective, looking at Van Gogh's bedroom for inspiration. Scale and proportion, concept of perspective. colour for effect	One point perspective road scene. 
Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	<ul style="list-style-type: none"> Colour mixing and matching; tint, tone, shade Observe colours Suitable equipment for the task Colour to reflect mood Hue, tint, tone, shades and mood Explore the use of texture in colour Colour for purposes 	Cycle 1: Water colour	Desert (Geography)	Mixing colour – wash for background Tints and tones/ Children to decided what their main colour will be. Build up with different layers and materials. Black silhouette at the forefront Focus also on the effect of light and shadow.	Desert scene 
Texture (textiles, clay, sand, plaster, stone)	<ul style="list-style-type: none"> Use a wider variety of stitches Observation and design of textural art Experimenting with creating mood, feeling, movement- Compare different fabrics Use stories, music, poems as stimuli Select and use materials Embellish work Fabric making Artists using textiles 	Cycle 1: Clay	Anglo Saxons, Picts and Scots (History)	Making Anglo Saxon jewellery. Beads out of clay. Use different techniques shape, form, model and join in order to create finished product Picts stones - with Ogham writing and pictish symbols.	Anglo Saxon Jewellery: Necklace or bracelet 

Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	<ul style="list-style-type: none"> • Plan and develop • Experience surface patterns / textures • Discuss own work and work of other sculptors • Analyse and interpret natural and manmade forms of construction • Plan and develop ideas • Shape, form, model and join • Observation or imagination • Properties of media Discuss and evaluate own work and that of other sculptors 	Cycle 1: Mosaic paper tile and ceramic	Ancient Rome (History)	Study and design Roman mosaics. Symbolism behind them. Children to complete these in small groups/pairs. Make out of paper mosaic first then complete A5 mosaics in tile.	Roman Mosaic 
Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	<ul style="list-style-type: none"> • Use sketchbook for recording textures/patterns • Interpret environmental and manmade patterns • Modify and adapt print • Combining prints • Design prints • Make connections • Discuss and evaluate own work and that of others 	Cycle 1: Vegetables and press print	Artist: William Morris	Look at William Morris for idea of repeating patterns. Look at combining prints for a purpose such as wrapping paper and wall paper. Do this onto fabric so it is sustainable and re-useable. Use stitches to add further embellishment. Use potatoes/ other veg Tessellation – practice of creating repeating patterns on the computer (computer generated drawings)	Christmas wrapping paper 
Pattern (paint, pencil, textiles, clay, printing)	<ul style="list-style-type: none"> • Explore environmental and manmade patterns • Tessellation 	Cycle 1: Pencil and paint	Narrative writing	Colour for purposes Scale, proportion of people Drawing whole people Texture – do hand activity to develop this skill to link into the clothing and hair etc of people. Children to draw a character within their story.	Drawing of a whole person. 

UKS2 Skills / Objectives	Media / Material	Links (Topic / Artist) if used	Learning Activity (What will the children be doing, skills used, sequence of learning, processes?)	Outcome (What are we aiming to produce by the end of the unit)	
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	<ul style="list-style-type: none"> • Effect of light on objects and people from different directions • Interpret the texture of a surface • Produce increasingly accurate drawings of people • Concept of perspective 	Cycle 1: Pencil	Da Vinci pencil sketches Mona Lisa	Shading – light / dark Photos used to practice the effects of light Eyes Mouths	Portraits of self from black and white photos
	<ul style="list-style-type: none"> • Effect of light on objects and people from different directions • Interpret the texture of a surface • Produce increasingly accurate drawings of people • Concept of perspective 	Cycle 2: Charcoal	Local area - mining	Look at examples of pictures from mining in the local area Study the effect of light within these pictures Examine the use of light and dark	Charcoal mining picture
Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	<ul style="list-style-type: none"> • Hue, tint, tone, shades and mood • Explore the use of texture in colour • Colour for purposes 	Cycle 1: Paint Charcoal Stencils		Colour mixing How colours relate to feelings Using charcoal stencils	Blitz images
	<ul style="list-style-type: none"> • Hue, tint, tone, shades and mood • Explore the use of texture in colour • Colour for purposes • Colour to express feelings 	Cycle 2: Paint	Van Gogh	Exploring colour – tones, tints and shades for mood Use of colour in a variety of purposes	Van Gogh images in a range of colours

Texture (textiles, clay, sand, plaster, stone)	<ul style="list-style-type: none"> • Use stories, music, poems as stimuli • Select and use materials • Embellish work • Fabric making • Artists using textiles 	Cycle 1: Textiles	Rivers	Collage using a range of textiles Embellishing with a range of buttons, sequins, materials Practise different methods of joining	Collaborative large collage by joining each child's work together
	<ul style="list-style-type: none"> • Develops experience in embellishing • Applies knowledge of different techniques to express feelings • Work collaboratively on a larger scale 	Cycle 2: Clay	Vikings	Practise shaping and using clay Use images of Viking longships as a stimulus	Viking prows made from clay
Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	<ul style="list-style-type: none"> • Plan and develop ideas • Shape, form, model and join • Observation or imagination • Properties of media Discuss and evaluate own work and that of other sculptors 	Cycle 1: Clay	Shang Dynasty	Continue to refine clay work Use the terracotta army images as a stimulus for art work	To create an UKS2 Terracotta army
	<ul style="list-style-type: none"> • Plan and develop ideas • Shape, form, model and join • Observation or imagination • Properties of media • Discuss and evaluate own work and that of other sculptors 	Cycle 2: Wire Mod-roc	Greeks	Use a range of pictures as a stimulus for the sessions Children to design their own Greek headdresses Use wire and mod roc to create own models	Greek headdresses
Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	<ul style="list-style-type: none"> • Combining prints • Design prints • Make connections • Discuss and evaluate own work and that of others 	Cycle 1: Vinyl print	Greeks	Use Greek images and lettering as a stimulus Use vinyl printing tiles and tools to design our own prints	Use prints to create Greek themed mosaics
	<ul style="list-style-type: none"> • Builds up drawings and images of whole or parts of items using various techniques • Screen printing • Explore printing techniques used by various artists 	Cycle 2: Inks Fabric	Earth and Space	Marbelling inks and paper used to create marbelled images of the planets Explore tie dying and muslin squares to create representations of the planets	Images of planets
Pattern (paint, pencil, textiles, clay, printing)	<ul style="list-style-type: none"> • Create own abstract pattern to reflect personal experiences and expression • Create pattern for purposes 	Cycle 1: Pencil Coloured pen	Joan Miro	Choose and study abstract pieces of Miro artwork Recreate a piece of Miro artwork Create their own versions of Miro artwork	Abstract Miro artwork
	<ul style="list-style-type: none"> • Create own abstract pattern to reflect personal experiences and expression • Create pattern for purposes 	Cycle 2: Pencil Ink Colour Paint	Andy Warhol Extreme Earth	Pencil outline of a volcano, tsunami, earthquake Copy the above Colour wash in a variety of colours in the style of Andy Warhol	4 colour images of nature in the style of Warhol