

## Art Long Term Plan for LKS2 – The Meadows Primary School

|         | AUTUMN                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | SPRING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | SUMMER                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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|         | Vicious Vikings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Castle Quest                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Commit the crime- do the time!                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Cycle A | <b>Learning Objectives</b> <ul style="list-style-type: none"> <li>To use sketchbooks to collect visual information about Vikings from different sources and annotate.</li> <li>To explore Celtic and Nordic patterns and the craftspeople who made them using a range of 'fine' media (pencils, pens, string, delicate prints) on different surfaces.</li> <li>To draw for a sustained period of time at an appropriate level.</li> <li>To begin to show an awareness of objects (shields, jewellery, helmets etc.) having a third dimension.</li> <li>To apply a simple use of pattern and texture drawings.</li> <li>To experiment with different effects and textures (blocking in colour, scraping lines into soft materials, repeated marks).</li> <li>To create a Celtic/ Nordic pattern design from ideas in their sketchbooks.</li> <li>To explore different printing methods to create repeating patterns.</li> <li>To create printing blocks using a relief or impressed method.</li> <li>To print with two colour overlays (e.g. black/white; grey and silver).</li> </ul> | <b>Learning Objectives</b> <ul style="list-style-type: none"> <li>To use sketchbooks to collect visual information of castles from different sources (including digital media) and annotate.</li> <li>To explore castle images using a range of media on different surfaces.</li> <li>To explore the artists, craftspeople, architects and designers involved in the castles explored.</li> <li>To draw for a sustained period of time at an appropriate level.</li> <li>To make marks and lines with a wide range of drawing implements and experiment with different grades of pencil, exploring tone also.</li> <li>To apply a simple use of pattern and texture in a drawing.</li> <li>To plan, design and make models (real or fantasy) from observation or imagination.</li> <li>To join clay adequately and construct a base for extending and modelling other shapes (walls, turrets).</li> <li>To create surface patterns and textures.</li> <li>To learn how clay needs to be dried and baked in a kiln.</li> <li>To decorate the castle sculpture with increasing control and detail.</li> </ul> | <b>Learning Objectives</b> <ul style="list-style-type: none"> <li>To create a sketchbook and record and explore images of crime and punishment and annotate.</li> <li>To use a range of media on different surfaces.</li> <li>To draw for a sustained period of time at an appropriate level.</li> <li>To make marks and lines with a wide range of drawing implements and experiment with different grades of pencil, exploring tone also.</li> <li>To begin to show an awareness of objects having a third dimension.</li> <li>To apply a simple use of pattern and texture in a drawing.</li> <li>To create a 'story' picture board depicting how crime and punishment has changed over time with annotations, close-ups, digital images, collaged ideas and different media.</li> <li></li> </ul>                                                                                                                                                                                                    |
| Cycle B | <b>Ty Mawr</b> <b>Learning Objectives</b> <ul style="list-style-type: none"> <li>To use sketchbooks to collect visual information from different sources (including digital media) and annotate.</li> <li>To explore the work of landscape artists (Cezanne, Monet, Georgia O'Keefe, Renoir, Van Gogh, Constable) using a range of media on different surfaces.</li> <li>To draw for a sustained period of time at an appropriate level.</li> <li>To make marks and lines with a wide range of drawing implements and experiment with different grades of pencil, exploring tone also.</li> <li>To begin to show an awareness of objects having a third dimension.</li> <li>To apply a simple use of pattern and texture in a drawing.</li> <li>To experiment with different effects and textures (blocking in colour, washes, thickened paint).</li> <li>To mix colours and know which primary colours make secondary colours; mix tints and shades.</li> <li>To create a landscape in the style of an artist studied, choosing techniques appropriate to the style.</li> </ul>      | <b>A City in ruins</b> <b>Learning Objectives</b> <ul style="list-style-type: none"> <li>To use sketchbooks to collect visual information from different sources (including digital media) and annotate.</li> <li>To explore Roman images using a range of media on different surfaces.</li> <li>To explore the roles and purposes of artists, craftspeople, architects and designers in Roman culture.</li> <li>To draw for a sustained period of time at an appropriate level.</li> <li>To make marks and lines with a wide range of drawing implements and experiment with different grades of pencil, exploring tone also.</li> <li>To apply a simple use of pattern and texture in a drawing.</li> <li>To learn about mosaics: What is a mosaic? Where they were used? Why were they made? What did they show? What were they made from?</li> <li>To create a small individual mosaic that represents Roman culture.</li> <li>To create a large class mosaic that can be added to over a period of time.</li> </ul>                                                                                    | <b>The Walled City</b> <b>Learning Objectives</b> <ul style="list-style-type: none"> <li>To create a sketchbook and record and explore the diverse architecture in Chester, with annotations (architects, style of building etc).</li> <li>To record and collect visual information using digital cameras.</li> <li>To present visual images using software (Photostory, Powerpoint)</li> <li>To use a range of media on different surfaces.</li> <li>To draw for a sustained period of time at an appropriate level.</li> <li>To make marks and lines with a wide range of drawing implements and experiment with different grades of pencil, exploring tone also.</li> <li>To begin to show an awareness of objects having a third dimension.</li> <li>To apply a simple use of pattern and texture in a drawing.</li> <li>To create a display to show the diverse architecture of Chester- drawings, annotations, close-ups, digital images, surface patterns of stonework, etc.</li> <li></li> </ul> |

In all terms:

- To review what they have done and say what they think and feel about it.
- To identify what they might change in their current work or develop in future work.
- To compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
- To adapt work according to their views and describe how they might develop it further.