









Welbourn C of E Primary School

'Believe, Excite, Succeed, Together'

KS2 Art and Design Long Term Plan



Cycle A	Autumn		Spring		Summer	
Art POS	<p>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.</p>		<p>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.</p>		<p>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.</p>	
Media and artist	<p>Year 3/4 Yayoi Kusama</p>  <p>Clay sculpture/paint</p>	<p>Year 5/6 Wassily Kandinsky</p>  <p>Batik/textiles</p>	<p>Year 3/4 Claude Monet</p>  <p>Watercolour</p>	<p>Year 5/6 Lubaina Himid</p>  <p>Wood/paint</p>	<p>Year 3/4 Gustav Klimt</p>  <p>Oil pastels</p>	<p>Year 5/6 L.S. Lowry</p>  <p>Paint/charcoal</p>
KS2 NC Expectations	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> to develop their techniques, including their control and their use of materials, with creativity, 		<p>Pupils should be taught:</p> <ul style="list-style-type: none"> to develop their techniques, including their control and their use of materials, with creativity, 		<p>Pupils should be taught:</p> <ul style="list-style-type: none"> to develop their techniques, including their control and their use of materials, with creativity, 	

	<p>experimentation and an increasing awareness of different kinds of art, craft and design;</p> <ul style="list-style-type: none"> • 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. 		<p>experimentation and an increasing awareness of different kinds of art, craft and design;</p> <ul style="list-style-type: none"> • 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. 		<p>experimentation and an increasing awareness of different kinds of art, craft and design;</p> <ul style="list-style-type: none"> • 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. 	
<p>Artist Knowledge</p>	<p>Year 3/4</p> <p>To know that Kusama is a Japanese artist born in 1929.</p> <p>To know that she is a conceptual artist who works primarily in sculpture and installation.</p> <p>To know that Kusama's work shows attributes of Pop Art, feminism, Surrealism and</p>	<p>Year 5/6</p> <p>Know that Kandinsky was a Russian painter and art theorist born on 16th December 1866 and died on 13th December 1944.</p> <p>Know that Kandinsky is generally credited as the pioneer of Abstract art.</p> <p>Know that Kandinsky was fascinated by colour as a child and this fascination with colour symbolism</p>	<p>Year 3/4</p> <p>To know that Monet was a French landscape painter who was born in Paris in 1840 and died in 1926.</p> <p>To know that he was the founder of the Impressionism art movement, a movement named after his painting 'Impression, Sunrise'.</p> <p>To know that Monet rejected the</p>	<p>Year 5/6</p> <p>To know that Himid is a British artist and curator, who was born in Zanzibar in 1954. To know that she was initially trained in theatre design before turning to painting.</p> <p>To know that Himid has been influential in British art with her contributions to the UK's Black Art movement.</p>	<p>Year 3/4</p> <p>To know that Klimt was an Austrian Symbolist painter born on 14th July 1862 and died on 6th February 1918.</p> <p>To know that he was one of the most prominent members of the Vienna Art Nouveau (Vienna Secession) movement.</p> <p>To know that Klimt's primary subject was the</p>	<p>Year 5/6</p> <p>To know that Laurence Stephen (known as L.S) Lowry was a British artist, born on 1st November 1887 and died on 23rd February 1976. Know that the majority of his drawings and paintings depict Pendlebury, Lancashire (where he lived and worked for most of his life) and Salford.</p> <p>To know that Lowry is known for</p>

<p>Abstract Expressionism.</p> <p>To know that Kusama is influenced by American Abstract Impressionism.</p> <p>To know that Kusama has stated that art helps her express her mental health problems and that she has lived voluntarily in a psychiatric institution since 1977.</p> <p>To know that Kusama chose to sculpt a pumpkin as not only they are 'attractive in both colour and form' but they are also 'tender to the touch.'</p> <p>To know that she is well known for her repeating dot patterns.</p>	<p>continued as he grew.</p> <p>Know that the forms in his paintings progressed from fluid and organic, to geometric, and finally, to pictographic.</p>	<p>traditional approach to landscape painting - instead of copying old masters, he learnt from his friends and from nature itself.</p> <p>To know that Monet observed variations of colour and light caused by the daily or seasonal changes.</p> <p>To know that his most famous painting, Water Lilies, was painted at his property at Giverny, in France.</p> <p>To know that cataract surgery affected Monet's vision to have a reddish tone and this may have had an effect on</p>	<p>To know that Himid creates activist art that is shown in Britain and internationally.</p> <p>To know that Himid was the first black woman to win the Turner Prize, which she did so in 2017.</p> <p>To know that her services to art earned her an MBE in 2010 and a CBE in 2018.</p>	<p>female body, and his portrayal was often considered controversial.</p> <p>To know that Klimt's primary media was paint, but did indulge in many drawings and murals.</p> <p>To know that the deaths of his father and brother affected his artistic vision into veering towards a more personal style.</p> <p>To know that Klimt's 'Golden Phase' was a successful period where he utilised gold leaf on his work.</p> <p>To know that Klimt's work is also distinguished by a lot of coloured decoration,</p>	<p>painting scenes of life in the industrial districts of North West England in the 20th century.</p> <p>To know that Lowry was also known for adding 'matchstick men' people to his urban landscapes, giving him his distinct style.</p> <p>To know that Lowry used a very limited palette to begin with - only using flake white, ivory black, vermillion red, Prussian blue and yellow ochre.</p> <p>To know that Lowry's oil paintings were initially impressionistic and dark in tone, but after advice given by D.B. Taylor, moved to the use of a white background to lighten his pictures.</p> <p>To know that The Lowry, a theatre and</p>
---	--	--	---	--	--

			the way he perceived colours.		alongside the presence of gold.	charity, is named after L.S. Lowry
Skills Build up	<p>Lesson 1: Brief background on Kusama. Children to investigate pumpkin form and Kusama's use of curves. Children to draw pumpkins in sketchbooks and practice replicating Kusama's signature repeated dot patterns.</p> <p>Lesson 2: Practising clay techniques. Children to explore using tools for mark making and Know that if the clay is too dry, adding a small amount of water makes the clay easier to work with, but adding too much will make it difficult to work with.</p>	<p>Lesson 1: Brief information about Wassily Kandinsky. Know what a geometric shape is and what mathematical tools can be used to create accurate shapes. Use sketchbooks to explore composition of different geometric shapes and lines. Know that batik is a wax-resist dyeing technique applied to cloth, and is of Javanese origin.</p> <p>Lesson 2: Explore colour symbolism and how it can be interpreted in Kandinsky's work. Know that colour can be interpreted</p>	<p>Lesson 1: Sketching techniques in sketchbooks. Children to use a variety of sketching pencils to practice mark making to evoke texture, shade, pattern, tone, shadow, line, light and depth. Know that different pencils create different levels of intensity - the larger the number, the softer the pencil. Know how different styles of hatching can create different patterns and textures.</p> <p>Lesson 2: Brief introduction on</p>	<p>Lesson 1: Brief background information on Himid. Children to discuss what is meant by the term 'activist art', how it is reflected in Himid's work and explore how this links to Himid's work 'Naming the Money'. Discussion on political/social issues going on in the world that they are passionate about/could affect them/that they want to highlight in their own art piece.</p> <p>Lesson 2: Children to make use of sketchbooks to explore ideas</p>	<p>Lesson 1: Children to use mirrors and peer models to practice sketching the human form. Know that different pencils create different levels of tone, line, shade and can also affect clarity of shape and pattern. Know the importance of perspective, composition and relativity of size. Lesson 2: Children to be given template, or sketch out basic version of 'Portrait of Eugenia Primavesi'. Know that Klimt's work was characterised by heavy decoration. Children to add decoration to template/sketch,</p>	<p>Lesson 1: Brief introduction into LS Lowry and his industrial street scenes. Look more in depth at 'Going to Work' - children to discuss and share ideas on what they can see, how they think Lowry created the image, what colours are used, how it makes them feel, what does it tell them about Lowry as an artist. Children to explore common themes in a variety of Lowry's work, looking for similarities and differences. How can we use Lowry's work to inspire our own? What could we include in our final outcome? (matchstick figures, limited palette, street scene)</p>

<p>Explore using joining techniques for clay.</p> <p>Lesson 3: Children to create clay pumpkins, focusing on curved structure. Use of tools to create indentations and show depth. Use appropriate joining techniques to adhere the stalk to the pumpkin.</p> <p>Lesson 4: Children to blend shades of yellow and orange, using white to lighten. Know that using black would not darken the yellow or orange to the correct shade; but that we can add red or orange to them instead. Children to paint clay pumpkins. Children to add on mixed sizes of black dots onto</p>	<p>differently by different people, depending on experiences. Use sketchbooks to record ideas about colour and the moods/feelings they can evoke.</p> <p>Lesson 3: Practice use of tjanting tool in sketchbooks, creating geometric shapes. Know that the wax is hot and how to work safely with using the tools and wax pots. Use watercolours to explore how colours and ink behave when in contact with wax - where the wax is a barrier to the colour.</p> <p>Lesson 4: Children to explore the body of Kandinsky's work to inform</p>	<p>Monet and his style of painting. Know that before some artists paint, they sketch out their ideas to map out their journey. Know that Monet learned from observing nature and from the work of his artist friends. Children to use outdoor learning for observational drawing using a viewfinder.</p> <p>Lesson 3: Know that Monet learnt a lot of his craft from observing the work of his friends. Children to use partner work and the previous lesson's sketching work to inform,</p>	<p>for their own cut out figures, reflecting the social/political ideas discussed in the previous lesson. How does this reflect Himid's work?</p> <p>Lesson 3: Create a maquette (model/mock up) of human figures using card. Explore joining techniques for between figures and card.</p> <p>Lesson 4: Explore ideas in sketchbooks, adding notes on choices, thoughts, feelings and ideas. Create design on paper, using perspective and accurate sizing.</p> <p>Lesson 5:</p>	<p>focusing on curved shapes, soft lines and no gaps between shapes.</p> <p>Lesson 3: Children to explore blending with pastels. Know that using fingers helps blend colours together. Know that increased or decreased pressure affects the intensity of the colours. Children to add colour to sketches from previous lesson, focusing on use of bright colours. Know that oil pastels can be built on top of each other to create different colours and give the appearance of texture.</p> <p>Lesson 4:</p>	<p>Lesson 2: Children to look more in detail at Lowry's 'matchstick men' - looking at how he created them, what media he used, and attempting to recreate them in his style in their sketchbooks. Know that these figures appeared in the foreground of the images - does this mean they are completed first in their final piece? Children to explore the use of charcoal - what are the difficulties of using this media? Know that charcoal is a very brittle media and that a little goes a very long way.</p> <p>Lesson 3: Children to focus on the colour palette of Lowry, taking a closer look at the 5 colours he focused on using: red, blue, yellow, black and</p>
---	--	---	--	---	--

	<p>semi-dried pumpkins.</p> <p>Lesson 5: Continuation of Lesson 4, coating finished pumpkins in PVA to create seal and shine.</p>	<p>and inspire their own designs. Children to use sketchbooks to develop ideas and record reasons for choices. Designs to be completed on separate paper.</p> <p>Lesson 5: Children to stretch fabric onto frame and secure using tape or pins. Know that if the fabric is not tight and smooth, the fabric will bunch and the wax cannot be transferred easily. Place design underneath fabric. Dip tinting tool into wax pot and trace over design. To stop the tinting tool dripping, use a piece of folded</p>	<p>develop and inspire their own observational drawing. Record ideas to illustrate creative development.</p> <p>Lesson 4: Sketch nature designs inspired by Monet's 'Water Lillies and Japanese Bridge'. Know that when using watercolours, pencil can show easily, so design must be brief - detail can be added in using the paint. Recap previous years' learning about background, middle ground and foreground.</p> <p>Lesson 5:</p>	<p>Copy template design onto balsa wood. Know that shading the back of the design in pencil, and then tracing over the front, directly onto the wood, will create an accurate tracing. Cut out design from balsa wood and plinth to attach design to. Use painting techniques to add colour to design. Adhere design to plinth using hot glue. Know the safety requirements of using a hot glue gun.</p> <p>Lesson 6: Whole class curation of installation in the style of Himid.</p>	<p>Children to sketch out basic outline of their portraits. Know that intricate detail with pencil is not necessary at this stage - this will be created by pastel work. Children to select bright and exuberant oil pastels to use on portraits. Know that Klimt's work was busy, highly decorated and colourful. Children to blend pastels using fingers.</p> <p>Lesson 4: Continuation of Lesson 4, ensuring no paper left uncoloured</p>	<p>white. How can we use these to reflect Lowry's work? Know that a variety of colours can be created from using a limited palette. Know that this is achieved from lightening and darkening the basic colours, and not creating new colours that were not in Lowry's palette. Children are challenged to explore tint, tones and shades of these 5 colours through careful colour mixing and matching. Know that in order to be cost effective and sustainable, small amounts must be used.</p> <p>Lesson 4: Children to explore how Lowry uses depth and perspective to his paintings through the use of small and paler objects in the</p>
--	---	---	--	--	--	--

		<p>paper towel under the end when not making the lines. Know that if gaps are left, the batik ink will bleed and not leave plain blocks of colour. Use thin brushes of colour onto the fabric when the wax is set. Know that the colour can be built up like watercolour paints can. Know that only primary colours need to be selected, as any secondary or tertiary colours can be created by mixing very small amounts together in a paint palette.</p> <p>Lesson 6: Children to remove fabric from frame. Remove wax from piece of</p>	<p>Paint designs using watercolour. Know that detail and colour can be built upon using paint, but that it needs to dry first. Know that Monet focused on observing variations of light, and this can be achieved using white watercolour, and shadow using black, or a darker version of the part being shadowed. Know that less water, and more paint, can achieve this concentration of colour.</p>	<p>Children to invite guests to view their exhibition, offering discussion behind their choices and inspirations.</p>		<p>backgrounds of his paintings. Children are challenged to identify the foreground, middle ground and background of some of Lowry's paintings. Children to practice this by creating a landscape painting in their sketchbooks. Know that using a ruler can aid a more precise and specific.</p> <p>Lesson 5: Children to plan their own Lowry-inspired industrial street scene. Children to ensure inclusion of buildings and matchstick figures. Recap importance of perspective and depth.</p> <p>Lesson 6: Children to sketch their designs onto A4 or A3 white card. Children to paint their designs using</p>
--	--	--	--	--	--	--

		work by placing between pieces of newspaper and ironing on a low setting.				Lowry's limited palette. Use of charcoal to create matchstick figures on the final outcome.
Outcome	Clay sculpture	Geometric fabric prints	Water Lillies and the Japanese Bridge	Painted cut out figures (Naming the Money)	Portraits	Street Sketches
Key vocabulary	Conceptual, sculpture, installation, Pop Art, feminism, Surrealism, Abstract Expressionism, repeating dot patterns, form, curves, techniques, mark making, joining techniques, structure, indentations, depth, adhere, lighten, shade, seal, shine.	Art theorist, pioneer of Abstract Art, colour symbolism, fluid, organic, geometric, pictographic, geometric shape, accurate shapes, composition, lines, colour symbolism, interpreted, experiences, record ideas, moods/feelings, tjanting tool, wax, safely, barrier, inform, inspire, develop ideas, fabric, frame, trace, transferred, batik ink, built up,	Vocabulary Founder, Impressionism, traditional, nature, variations, seasonal changes, tone, texture, shade, pattern, shadow, line, light, depth, intensity, hatching, observational drawing, viewfinder, inform, develop, inspire, illustrate, brief, detail, background, middle ground, foreground, built upon, variations of light,	Curator, activist art, influential,	Symbolist, prominent, controversial, drawings, mural, gold leaf, coloured decoration, human form, tone, line, shade, clarity, shape, pattern, perspective, composition, relativity of size, characterised, curved shapes, soft lines, blending, increased/decrease d pressure, texture, sketch, basic outline, intricate detail, bright, exuberant, highly decorated, colourful, blend.	Depict, industrial districts, matchstick men, urban landscapes, distinct style, limited palette, impressionistic, tone, lighten, industrial street scenes, common themes, detail, media, recreate, foreground, charcoal, brittle, colour palette, reflect, lightening, darkening, tine, tones, shades, colour mixing, matching, depth, perspective.

		<i>primary, secondary, tertiary, paint palette.</i>	<i>concentration of colour.</i>			
--	--	---	-------------------------------------	--	--	--