Landgate School Long Term Planning 2019-2021

<table>
<tr>
<td rowspan="2">Key Stage 2</td>
<td colspan="4">Key stage 2 Intent:
Learners are fully immersed in developing new skills and knowledge, promoting understanding in the Arts. Practical and innovative teaching and learning, stimulates the use of their senses and promotes creativity and expression. Learners produce creative, imaginative work. They have the opportunity to explore their ideas and record their experiences, as well as exploring the work of others and evaluate different creative ideas. Confidence is gain through a variety of techniques including drawing, painting, sculpting, as well as other selected craft skills, e.g. collage, printing, weaving and patterns. Learners will also develop their knowledge of famous artists, designers and craft makers. The topics and themes allow learners to develop their emotional expression through art to further enhance their personal, social and emotional development.</td>
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<tr>
<td colspan="4">Key Stage Opportunities:
• 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]
• learn about great artists, architects and designers in history</td>
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<tr>
<td colspan="2"></td>
<td>Year A
2019-20</td>
<td>Year B
2020-2021</td>
<td>Year C
2021-2022</td>
<td>Year D
2022-2023</td>
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<tr>
<td rowspan="3">Focus 1</td>
<td>Key Focus/opportunities:</td>
<td>A window snapshot
• Observational drawing
• Using charcoals</td>
<td>Artist: Georgia O'Keefe
• Drawing- shape and proportion</td>
<td>Artist: George Shipperleys
• Oil pastels
• landscapes</td>
<td>Project - Landscapes</td>
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<tr>
<td>Vocabulary and Knowledge:</td>
<td>Observational, drawing, charcoal, tones, line, shades, realistic, pencil grades, lightness, darkness, contour, Hatching, cross hatching, random hatching, stippling, ink wash, smudge</td>
<td>Sketch, proportion, shapes, pencil grades, scales, marks, lines, texture, shades, tones, cross hatching, artefacts, objects, still life, overlapping, shadows, reflections</td>
<td>Pastels, landscapes, blending, short, long, soft, strong marks, light, dark, vertical, horizontal, random patterns, line, shape</td>
<td>Landscapes, sketchbooks, size and scale, perspective, using size, foreground and background, texture, pattern, medium, colours, lighter, darker, evaluation, reflect, review, media, layering</td>
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<td>Key Skills:</td>
<td>Experiment with different pencil grades
Explore different textures are all around
Find objects or materials with an interesting texture
Describe, using senses
Experiment texture using line and tone
Use charcoal to sketch or draw, using soft and strong lines</td>
<td>Create a picture with a focus on proportion
Show an awareness of proportions
Use sketch books to express feelings
Represent objects with correct proportion and scale
Draw 2 different size objects to correct scale and proportion
Draw and identify effects of light
Refer back to the artist</td>
<td>Creates a landscape scene with a focus on proportion
Draw a simple landscape
Use pastels to add detail to picture
Blend colours together
Use a variety of lines and shape in picture
Explore with hard and soft strokes to add detail
Refer back to the artist</td>
<td>Use a variety of techniques to create form and texture e.g. shading and perspective
Create sketchbooks to record, revisit and review ideas
Refer to artists in history to give reasons for decisions
Choose from a range of materials (pencil, charcoal)
Create a product that reflects a chosen artist, designer or architect</td>
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		Experiment with smudging techniques and different forms of charcoal			Observe landscape drawings and discuss techniques, the use of colour and texture Evaluate own work
Focus 2	**Key Focus/opportunities:**	Basic Exploration of weaving around the world • Textiles using yarn sticks/letters • Christmas pine cones weaving	Lights around the world • Festival of lights • Northern lights • Fireworks • Christmas lights	Barranquilla carnival • Textiles • Colours of costumes	World cultures sketches • Textiles • wall hanging • batik
	Vocabulary and Knowledge:	Weave, in, out, tie, knot, plait, loop, wrap, space, ties, threads,	Warm, cool, colour wheel, complimentary and contrasting	Printing, weaving, stitching, plaiting, tying, fabric, shapes, dyeing, texture, pattern	Batik, wall hanging, wax, heat, sketch, colour, pattern, fabric,
	Key Skills:	Use scissors to create a card/paper loom Weave strips of paper and fabric into my loom Alternate weaving the materials over and under the loom Use yarn to weave letters Collect sticks to weave yarn Select colours of yarn Add decorations	Understand the theory of colour Use a colour wheel Use brushes and materials confidently Experiment with warm and cool colours Add white to create tints Add black to create shades Recognise how colours behave in relation to other colours and shapes Identify and use complimentary colours	Explore colouring fabric, eg painting, dyeing or printing shapes onto the fabric, using sponges and diffusers to produce an effect, using water-soluble pencils, collage, fabric transfer crayon cutting shapes from the fabric and applying different fabric behind the shape, pulling the fabric into folds and pleats and securing with stitching applying other materials, eg using found objects, tying, knotting, plaiting wools and fabric strips and attaching to the background Use colour, texture, pattern and the sound of materials to investigate and combine visual and tactile qualities of materials and processes and to match these qualities to the purpose of the work	Create a batik wall-hanging Select and record from first-hand observations and explore ideas Collect visual and other information to help develop ideas including using a sketchbook Use variety of methods and approaches to communicate ideas to design artefact. Consider colour, pattern, texture, pattern, etc. Explore materials and processes and how these can be matched to ideas. Combine visual/tactile qualities of materials and processes, match to purpose Apply experience of materials/processes Compare ideas, methods, etc, to own and roles of other artists
Focus 3	**Key Focus/opportunities:**	Artist: George Seurat/Paul Signac • Pointillism painting • Pixel pointillism	Photography skills • Photograph manipulation • Cartoon characters	Sensory: linked to a topic of choice • Painting with objects • Create own painting instruments	Artist: Jackson Pollock • Splatter painting • Linked to the computer • Abstract painting
	Vocabulary and Knowledge:	George Seurat, Signac, pointillism, dots, dab,	Digital manipulation, move, arrange, control, photographs, computers, re-touch, cut, scratch, contemporary, montage	Colours, primary, secondary, thinking critically, observations, imagination, atmosphere, light, contrast, media, digital, observational drawings,	Mix, drip painting, splatter, shades, tones, abstract

	Key Skills:	Use a computer program to recreate an artistic style Create computer art Create pictures made from tiny dots of colour e.g. portraits, landscapes and abstract images Use dots of many different colours that are blended by the eyes of the viewer Explore dipping a cotton bud in paint to create a picture Paint onto bubblewrap and printing onto plain paper	Look at photo manipulation by hand Explore artists that manipulate photographs by hand Re-touch photographs with ink, paint, collage, scratching techniques Create new images using digital photo manipulation Create photo montages	Develop a painting from a drawing Experiment with different media and materials for painting Create imaginative work from a variety of sources e.g. observational drawing, music, poetry. Mix and match colours to create atmosphere and light effects Identify, mix and use primary, secondary, complimentary and contrasting colours Explore ideas using digital sources i.e. internet, ipads Record, collect and store visual information digitally Create digital layered images from original ideas in sketchbooks	use different tools on paint to create a Jackson Pollock style picture Demonstrate mixing shades Creating a Drip Painting Model mixing a range of shades with each colour of paint Demonstrate using a range of tools to drip and spatter the paint onto materials Recognise abstract art Present recorded visual images using software e.g. Photostory, Powerpoint. Use a graphics package to import or create/manipulate images.
Focus 4	**Key Focus/opportunities:**	Make a scene • Sculpture using clay	African masks • Sculpture using papier mache	Artist: Andy Goldsworth • Sculpture • Natural environment	Review work of Matisse • Collage sculpture
	Vocabulary and Knowledge:	Join, roll, coil, clay, sculpture, 3D, malleable, pinch, snake, texture, squeeze, scratch, smooth	Sculpture, materials, design, papier mache, texture, technique, form, drape-moulding technique	Pattern, texture, natural, abstract and concrete art, environment, land art, artist, sculpture, model, natural object, materials, base, man-made, draw, sketch, observe, inspiration, exhibition	Henri Matisse, collage, sculpture, cut outs, paper, colours, stick, twist, fold, curl, abstract, sculptor
	Key Skills:	Create as sculpture with clay Manipulate clay to make shapes Use tools to create different textures Add pieces of clay together Select colours to paint and varnish Make a clay model from a specific theme Make the shape of my object out of clay Add detail to my model	Sculpt mouldable materials Plan and create a sculpture Evaluate, using artistic language Use paper to add layers and texture Select colours to paint Add white and black for different shades and tones Produce more intricate surface patterns/ textures Add detail to model Compare the style of different styles Investigate African masks Design an African mask Create an African mask using papier mache and decorate by painting	Use recycled, natural and man-made materials to create sculptures. Demonstrate awareness in environmental sculpture and found object art Show awareness of the effect of time upon sculptures Recognise sculptural forms in the environment: Furniture, buildings Arrange materials carefully to make land art Know how to arrange a sculpture of their choice Explore the work of a range of artists, craft makers and designers, describing the differences and similarities and making links to their own work Discuss and review own and others work, expressing thoughts and feelings, and	Think about colours and shapes, and how you will build up the 3D effect of your sculpture Experiment with height and depth Demonstrate skills of cutting paper Model and develop work through a combination of techniques Continue to explore the work of a range of artists, craft makers and designers, describing the differences and similarities and making links to their own work

				identify modifications/ changes and see how they can be developed further	

Focus 5

Focus 5	**Key Focus/opportunities:**	Artist: William Morris • Printing with own made objects	Artist: Look at artists that repeated pattern prints	Explore printing techniques on a range of materials and fabric	Artist: India Flint • Hammering • Hapa zome
	Vocabulary and Knowledge:	Mono printing, block printing, William Morris, Styrofoam, rollers, overlaying, colour wheel	line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.	line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers, mono printing, block printing, Styrofoam, rollers, overlaying, relief/impressed methods	Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph, Japanese art, India Flint
	Key Skills:	Develop skills in mono printing through experimentation Create a block shape suitable to print. Develop prints to repeat Use a range of materials and tools to develop printing e.g. Styrofoam and rollers Create printing blocks using a relief or impress method Create repeating patterns Use more specific colour language Print with two colour overlays Use string/cardboard/corrugated card or polystyrene	create printing blocks using relief or impressed method Develop print techniques i.e. mono-printing, block printing, relief or impressed method Use more than one colour to layer in a print Replicate patterns from observations Make printing blocks Make repeated patterns with precision Explore the work of a range of great artists, architects and designers and understand the historical and cultural development of their art forms Evaluate and analyse creative works	Create printing blocks using sketchbook ideas Develop techniques i.e. mono-printing, block printing, relief/impressed method. Experiment with overprinting motifs and colour. Create sketch books to record their observations and use to review and revisit ideas. Record and explore ideas from first hand observations, experience and imagination and ideas for different purposes.	Design and create printing blocks/tiles Develop techniques in mono, block and relief printing Create and arrange accurate patterns Arrange patterns using different leaves/petals Create different effects by choosing tools carefully

Focus 6

Focus 6	**Key Focus/opportunities:**	Artist: Picasso • Sketching &drawing • cubism	Artist: Matisse • Collage • Using cut outs	Cubism • Collage • Overlaying surfaces	Decoupage • Collage • A group project e.g. a bench, bird stand
	Vocabulary and Knowledge:	Picasso, cubism, shapes, 2D shape names, line, form, shape, colour	Henri Matisse, collage, sculpture, cut outs, paper, colours, stick, twist, fold, curl, abstract, sculptor, The Snail, shapes	Cubism, overlaying, cut outs, texture, geometric shapes, spheres, cubes, cylinders, Picasso, angles, perspectives, viewpoints, fragmented	Overlaying, decoupage, individual, group
	Key Skills:	Produce different shapes Rotate, resize and colour shapes on computer programs Arrange different shapes to recreate a piece of art Mark making techniques to be practiced, encouraging line, shape	Use colours and shapes to create collages Practise cutting skills with scissors e.g. shapes, animals, flowers Create dancing figures in the cut-out style of Matisse Use colourful cut outs to create own masterpieces	Research cubists Experiment with views and abandoned perspectives Create a cubism portrait Understand the definition of cubism Experiment with a range of collage techniques such as tearing, overlapping	Work together to create a group decoupage Add collage to a printed or painted background Use different techniques, colours and textures when designing and making pieces of work

			Create simple scenes inspired by Matisse's garden Cut simple fluid, curvy shapes and spirals, as well as geometric and stylized shapes Demonstrate how to loosely compose their art, overlapping shapes	and layering to create images and represent textures Use collage as a means of collecting ideas and information and building up a visual vocabulary	Use collage as a means of extending work from initial ideas Explore the work of a range of great artists, architects and designers Evaluate and analyse creative works using the language of art, craft and design