

**ART**  
**Cycle 2 Long Term Coverage**



*Building tomorrow, leading the way...*

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Why are we Special?	Can you tell me a tale?	Why are animals amazing?	Can we go and explore?	What happened before?	Why is there a commotion in the ocean?
Artist/Focused Element of	Artist/Focused Element of Art	Artist/Focused Element of	Artist/Focused Element of Art	Artist/Focused Element of	Artist/Focused Element of Art
Piet Mondrian The Dot - Making Marks Record and explore ideas from first hand observations. Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities	Kandinsky - Circles Andy Goldworthy	Henri Matisse - Snail	Vincent Van Gogh - Sunflowers Paul Klee - My city	Vincent Van Gogh - Starry Night	
KNOWLEDGE /SKILLS		KNOWLEDGE /SKILLS		KNOWLEDGE /SKILLS	
Art & Design: Creating with Materials Children will experiment mixing with colours. Understanding of primary and secondary colours. Creating with Materials Making their special person using collage pieces  Selfie pictures using mirrors	Children will experiment with different textures.  Children will make props and costumes for different role play scenarios.	Children will experiment with different textures and colours.  Children will experiment with different patterns and colours.	Children will make props and costumes for different role play scenarios.  Children will safely explore different techniques for joining materials.	Children will explore and use a variety of artistic effects to express their ideas and feelings.  Share their creations, explaining the process they have used	Children will share creations, talk about process and evaluate their work.  Share their creations, explaining the process they have used.

**CREATIVE OUTCOME (ELG)**

**Creating with materials—ELG:** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, exploring the process they have used. Make use of props and materials when role playing characters in narratives and stories.

Y1&2



**ART**  
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*Building tomorrow, leading the way...*

A  
1

Autumn 2

S  
1

Spring 2

Seasonal Weather

S  
1

Summer 2

Great Fire of London

Artist/Focused Element of Art

Artist/Focused Element of Art

Artist/Focused Element of Art

**SKETCHING AND PAINTING**

Andy Warhol (Modern Art)

Colour



**COLLAGE**

Seasonal Artwork

Texture

**PRINTING**

Line and colour



KNOWLEDGE /SKILLS

KNOWLEDGE /SKILLS

KNOWLEDGE /SKILLS

Children to explore various art work by Andy Warhol, observing colour and pattern.

Children to be introduced to the term modern art and explain what makes the artwork 'modern'.

Children to talk about how the artwork makes them feel and explain their likes and dislikes.

Children to sketch out their ideas, creating self portraits or a portrait of someone they know.

Children to explore colour mixing. They mix the primary colours to make secondary colours. How many colours can be created by mixing colours? Use the colour wheel to mix primary colours.

Children to experiment with different colours and describe how colour can change how art makes them feel.

Children to use thick and thin brushes when painting and consider when it is appropriate to use them

Children to evaluate their work and the work of others.

Introduce children to the element of texture. What does texture mean? How can text impact our feelings? Children to go on a nature walk and explore the different textures they can find. Use texture vocab to describe what items feel like. Take photos of the different items (these can be put in sketch books and children to create a 'texture' mindmap with the photos). (check progression doc for key vocab)

Children to then explore a range of materials (paper, foil, tissue paper, material etc.) and explore which materials give similar textures to those found on their nature walk. Children can stick offcuts of these next to their photos.

Children to look at examples of collages which show different textures. Children to describe what the artwork looks like and feels like. How do the different pieces of artwork feel based on the textures?

Explain to children that they are going to create a 'seasonal' collage of their choice. Get children to discuss their ideas of what they might create and which materials they will use to create texture in their artwork.

Children to create their collage, creating a variety of textures within it.

Children to evaluate their work and the work of others, describing the textures they can feel and how it could be improved.

Introduce children to the elements of line. Allow children to explore different types of lines (straight, wavy, zig-zag etc) and different thickness of lines. Explore making lines using different media (pencil, paintbrush, string etc) Record in sketch books.

Re-visit learning on colour. Discuss with children 'warm' and cold colours. Children to look at examples of artwork of the great fire of London. Discuss the colours used. Children to explore adding white and black to 'warm' colours to change the tint and tone.

Introduce children to relief printing. Model how to make an imprint into the tiles and what happens when these are painted and then pressed onto paper. Give children a small tile to experiment how to print and create a fiery colour on their print.

Children to design their prints in their sketchbooks with a focus on lines. (all prints should be unique, children may decide to create a print with multiple buildings and water or create a print with a single building or just smoke swirls, flames etc.)

Children to create prints of buildings, water (river Thames) swirls for smoke with a focus on using different types of lines. Children to use appropriate colours for their prints.

Children to evaluate their work and the work of others, describing the lines they have used and how it could be improved.

Consider looking at artist David Best., who create a giant wooden model of 1666 London and set it alight to commemorate the 350 year anniversary. Good opportunity to explore lines visible.

CREATIVE OUTCOME

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SKETCH BOOKS include ideas and explorations

Children to create a piece of pop art using a self portrait or a portrait of someone they know. Children to decide how they lay their repeating pattern out.

**MUST NOT BE COPY OF A PIECE OF ART WORK**

Children to create a collage based on the season with a focus on creating different textures.

**Materials needed: paper, foil, tissue paper, crepe paper, leaves, twigs, etc.**

Children to create relief prints of Great Fire of London landscapes.

Y3&4



ART

Cycle 2

Long Term Coverage



*Building tomorrow, leading the way...*

Autumn 1

A  
2

Spring 1

S  
2

Summer

Artist/Focused Element of Art

Artist/Focused Element of Art

Artist/Focused Element of Art

Drawing and Painting (water colours)

Rene Magritte (Son of Man)

Space



Sculpture

Andy Goldsworthy (contemporary)

Form, texture.



Printing—Block Print

Viking patterns

Line and shape

KNOWLEDGE /SKILLS

KNOWLEDGE /SKILLS

KNOWLEDGE /SKILLS

Children to be given examples of 'surrealist' art by Rene Magritte, including Son of Man. They discuss and make annotations on how 'space' has been used in the artwork (use terms foreground, background and middle ground)

Children to express an opinion on the work of famous artists (Rene Magritte) and describe the emotions a piece of art brings about. Does the artwork raise questions?

Children to be able to discuss the term surrealism and talk about which 'era of art' the artwork falls into (modern art).

Children to use their sketchbooks to draw ideas for their own artwork. Children to consider what 'object' they will have in their artwork.

Children to explore using the watercolour paints and understand how they can lighten and darken the tone of the colour by how much paint they use on their brush.

Children to know how some colours can be complementary (will go well together) and some are opposing colours.

Children to create their artwork using watercolours.

Children to reflect on their own artwork and the work of others.

Recap the element of texture. What does texture mean? How can texture impact our feelings? Can we have visual and tactile texture in art? Children to explore the outdoor environment and investigate the different textures they can find. Take photos for sketch books and mindmap around the photos texture vocab (check progression doc for key vocab)

Discuss with children what sculpture is and where we might see it. Share with children some examples of local sculptures and sculptures by Antony Goldsworthy. Children to discuss and make annotations. Describing form, texture. Discuss what makes 'Antony Goldsworthy a contemporary artist?

Explain to children that they are going to create a 'natural' sculpture which could be placed in our millennium garden.

Discuss which materials can be used to create a natural sculpture and sketch out ideas for a sculpture, make notes about their ideas, describing the different textures.

Children to create their sculpture outdoors, take photos of completed pieces.

Children to evaluate their work and the work of others. Commenting on texture and how it could be improved.

Introduce children to the element of line and shape. Ensure children are clear and can vocalise what a line and shape is within art. Children to use their sketchbooks to create different lines and shapes using a variety of media (pencil, paint, string, sticks etc) children to make thick and thin lines. (use photos where necessary in books). Children to then annotate their lines and shapes, labelling them.

Children to explore a range of Viking patterns (or similar patterns) on paper, cloth, jewellery, rugs etc. Children to make annotations on the lines and shapes used and discuss repeating patterns.

Remind children of the relief printing they did in KS1 and explain that they are going to do a different form of printing. Introduce children to block printing. Children to test the two forms of printing using readymade prints so that they can see and describe the difference.

Children to sketch out their designs for their print, making note of the lines and shapes they are using.

Children to create their block print using cardboard and string. Children to then create their prints on paper/ fabric.

Children to evaluate their work and the work of others. Commenting on the lines and shapes used.

CREATIVE OUTCOME

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Children to create their own 'surrealist' artwork using Rene Magritte as inspiration.

You have been asked to create a new sculpture for our Millennium Garden.

Children to create a piece of Viking artwork for a shield/ rug/ wallart etc.



Y5&6



**ART**  
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Autumn 1	A2	Spring	S2	Summer	S2
Artist/Focused Element of Art	X	Artist/Focused Element of Art	X	Artist/Focused Element of Art	X
<p>Collage</p> <p>Gustav Klimt (The Kiss) Modern Art</p> <p>Shape and texture</p>		<p>Sketching</p> <p>M.C Escher</p> <p>TONE</p>		<p>Painting</p> <p>Ancient Egyptian Art</p> <p>Form and Colour</p>	
KNOWLEDGE /SKILLS	X	KNOWLEDGE /SKILLS	X	KNOWLEDGE /SKILLS	X
<p>Children to be given examples of 'art by Gustav Klimt and similar modern art. They discuss and make annotations on how 'shape and texture' has been used in the artwork. Discuss the illusion of texture.</p> <p>Children to express their opinion on the artworks and describe the emotions a piece of art brings about. Children will be able to discuss how artists, craftspeople and designers impacted the world and art traditions.</p> <p>Discuss—What is modern art? How did art change in the 20th century? What makes a piece of artwork 'modern' art?</p> <p>Children to use their sketchbooks to plan their ideas for their artwork. Consider creating a collage which uses texture and shape.</p> <p>Children to experiment with mixing textures and with sorting and arranging materials with purpose to create effect.</p> <p>Children develop their collage skills, this could be adding collage to a painted or printed background.</p> <p>Children to evaluate their own work and the work of others, giving comments on the elements of art used.</p>	X	<p>Explore the element of tone using a variety of drawing media. Create tonal charts using the different gradients of sketching pencil, pastels, charcoal.</p> <p>Explore drawing techniques: shadows, hatching, cross hatching, side-strokes.</p> <p>Look at examples of black and white artwork, Escher, Banksey. Children to discuss how tone has been used within the artwork. How does this make the viewer feel? Make annotations in sketchbooks.</p> <p>Investigate the artwork of Escher and how he created optical illusions in his artwork.</p> <p>Children to sketch out their ideas for their own ideas, making annotations and consider the drawing media they would like to use, explaining their reasons.</p> <p>Children to create their own 'optical illusion artwork with a focus on tone. Children's artwork should show different drawing techniques learnt.</p> <p>Children to evaluate their own work and the work of others, making comments on tone within the artwork and how it might be improved.</p>	X	<p>Explore the elements of form and colour. Explore the element of form. What is form? How is it used 2D artworks to give the illusion of 3D. Children to create a detailed colour wheel with tertiary colours. Children also explore how to make different tones and tints by adding black and white to colours. Children should be able to describe complimentary colours including warm and cool colours and how colour can affect mood and feelings.</p> <p>Look at examples of ancient Egyptian tomb artwork. Discuss how they were made and their purpose. Children to annotate the colours used, focusing on complimentary, warm and cool colours and how the colours make them feel about the artwork. Discuss how the colour will have faded over time. Explain how ancient Egyptians would only have a selection of colours available to them.</p> <p>Children to create their own 'story' artwork about something that is important to them or an event that has happened in their lives. Children to sketch out ideas in their sketch books and add colour to show colours they will use (consider stating that children may only use 3 colours). Children to consider how they will give their image form (this could be by carving into the clay or adding layers of clay in sections.</p> <p>Children to create their clay tile and carve out their picture and add layers (ensure children mould the layers well into their tiles to prevent breaking). Once dry, children to add paint detail to their clay tile.</p> <p>Children to evaluate their own work and the work of others, making comments on form and colour within the artwork and how it might be improved.</p>	X
CREATIVE OUTCOME	X	CREATIVE OUTCOME	X	CREATIVE OUTCOME	X
<p>To create a collage incorporating textures and shapes, that expresses wartime in the style of Gustv Klimt. (this could be portraits of people affected by the war, poppies, a plane??)</p>	X	<p>To create a piece of artwork which contains an optical illusion, Children to use their choice of drawing media (sketching pencils, charcoal, pastels)</p>	X	<p>Children to create a 'story' painting by carving into clay tiles using inspiration from the Egyptian tomb paintings.</p>	X