



Christopher Pickering Primary School

Be the Best you can Be!

Christopher Pickering Art Long Term Plan

Art Long Term Plan



The intention for our young Artists

To ensure that all pupils:

- are engaged, inspired and challenged to invent and create their own works of art, craft and design.
- are equipped with the knowledge and skills to experiment, invent and create their own works of art, craft and design.
- are able to think critically and develop a deeper understanding of art and design.
- know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation

At key stage 1, the sticky knowledge takes full account of the national curriculum's main characteristics of:

- ☐ Using materials ☐ Drawing ☐ Use colour, pattern, texture, line, shape, form and space ☐ A study of a range of artists

At key stage 2, the sticky knowledge takes full account of the national curriculum's main characteristics of:

- ☐ Using sketch books ☐ Drawing, painting, sculpture and printing ☐ Study of great artists



Programme of Study

Key Stage 1

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.

Pupils should be taught:

- (A1) to use a range of materials creatively to design and make products
- (A2) to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- (A3) to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- (A4) about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

KS1	Autumn	Spring	Summer
Year 1	<u>Antarctic Explorers and Expeditions</u> <ul style="list-style-type: none"> • (A1) to use a range of materials creatively to design and make products • (A2) to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • (A3) to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • (A4) about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<u>Enchanted Woodland</u> <ul style="list-style-type: none"> • (A1) to use a range of materials creatively to design and make products • (A2) to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • (A3) to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • (A4) about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<u>Travel and Transport to the Seaside</u> <ul style="list-style-type: none"> • (A1) to use a range of materials creatively to design and make products • (A2) to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • (A3) to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • (A4) about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

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Year 2	<p><u>The First Man on the Moon</u></p> <ul style="list-style-type: none"> • (A1) to use a range of materials creatively to design and make products • (A2) to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • (A4) about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p><u>London, Castles, Kings and Queens</u></p> <ul style="list-style-type: none"> • (A1) to use a range of materials creatively to design and make products • (A2) to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • (A3) to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • (A4) about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p><u>Explorers of the Sea</u></p> <ul style="list-style-type: none"> • (A1) to use a range of materials creatively to design and make products • (A2) to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • (A3) to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • (A4) about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
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Programme of Study

Key Stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- (A5) to create sketch books to record their observations and use them to review and revisit ideas
- (A6) 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]
- (A7) about great artists, architects and designers in history

KS2	Autumn	Spring	Summer
Year 3	<u>World War II</u> <ul style="list-style-type: none"> • (A5) to create sketch books to record their observations and use them to review and revisit ideas • (A6) 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] • (A7) about great artists, architects and designers in history 	<u>Stone, Bronze and Iron Age</u> <ul style="list-style-type: none"> • (A5) to create sketch books to record their observations and use them to review and revisit ideas • (A6) 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] • (A7) about great artists, architects and designers in history 	<u>Volcanoes and Earthquakes</u> <ul style="list-style-type: none"> • (A5) to create sketch books to record their observations and use them to review and revisit ideas • (A6) 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] • (A7) about great artists, architects and designers in history
Year 4	<u>Ancient Egypt</u> <ul style="list-style-type: none"> • (A5) to create sketch books to record their observations and use them to review and revisit ideas • (A6) 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] • (A7) about great artists, architects and designers in history 	<u>Romans</u> <ul style="list-style-type: none"> • (A5) to create sketch books to record their observations and use them to review and revisit ideas • (A6) 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] • (A7) about great artists, architects and designers in history 	<u>Rainforests</u> <ul style="list-style-type: none"> • (A5) to create sketch books to record their observations and use them to review and revisit ideas • (A6) 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] • (A7) about great artists, architects and designers in history

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Year 5	<u>Ancient Greece</u> <ul style="list-style-type: none"> (A5) to create sketch books to record their observations and use them to review and revisit ideas (A6)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) (A7) about great artists, architects and designers in history 	<u>Vikings, Anglo Saxons and Scots</u> <ul style="list-style-type: none"> (A5) to create sketch books to record their observations and use them to review and revisit ideas (A6)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) (A7) about great artists, architects and designers in history 	<u>Rivers and The Water Cycle</u> <ul style="list-style-type: none"> (A5) to create sketch books to record their observations and use them to review and revisit ideas (A6)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) (A7) about great artists, architects and designers in history
Year 6	<u>Ancient Mayan Civilization</u> <ul style="list-style-type: none"> (A5) to create sketch books to record their observations and use them to review and revisit ideas (A6)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) (A7) about great artists, architects and designers in history 	<u>Crime and Punishment</u> <ul style="list-style-type: none"> (A5) to create sketch books to record their observations and use them to review and revisit ideas (A6)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) (A7) about great artists, architects and designers in history 	<u>Deserts and Third World Countries</u> <ul style="list-style-type: none"> (A5) to create sketch books to record their observations and use them to review and revisit ideas (A6)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) (A7) about great artists, architects and designers in history

Key Drivers

Take Inspiration; Artists and Artisans, Styles and Periods

Develop Ideas; Emotions, Process, Vocabulary

Master Practical Skills; Effects, Techniques, Visual Language, Colour Theory, Media and Materials

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