



**Sacred Heart RC Primary School**

**'Where Every Heart is Sacred'**

**Subject: Art**

**Long Term Plan**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS Nursery</b>	<b>All About Me</b>	<b>Celebrations, Colour and Light</b>	<b>Who Are You Going to Call?</b>	<b>What Do We Grow?</b>	<b>Once Upon a Time, What's Your Favourite Fairytale?</b>	<b>Wish You Were Here.</b>
	Mark making with intention and begin to talk about their pictures Self - portraits using pen/paint	Draw pictures to show feelings Chalk and glitter Firework pictures. Winnie the witch colour mixing	Explore using a variety of tools to make marks. Dear Zoo animal hand prints. Emergency vehicles from reclaimable materials.	Sun flower collages. Flower prints. Fruit painting and printing	Drawing fairytale characters Fairy tale puppets House collages using different materials	African animal patterns. Textured Seaside pictures
<b>EYFS Reception</b>	<b>Marvellous Me and My Family</b>	<b>Let's Celebrate</b>	<b>Amazing Animals</b>	<b>Outside Our World Inside Our Hearts</b>	<b>Planet Earth and Beyond</b>	<b>All Around the World</b>
	Self portraits Pen portraits Artist Seydou Keita Families Family pictures	Firework pictures Colou	Arts and crafts Animal patterns - Rousseau's Tiger / animal prints Collage owls / symmetrical butterflies. Creating animal masks.	Collage-farm animals / Making houses. Pastel drawings, Printing, patterns on Easter eggs, Painting sun flowers	Creating outer of space pictures using a range of materials.	African pattern art
<b>KS1 A (Class 1, 2 &amp; 3)</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>

	<p><b>Lowry</b> Explore Lowry's work focusing on families and communities. Draw matchstick figures based on our family and community today in the style of Lowry. Use media such as pencils, charcoal &amp; pastels.</p>		<p><b>The suffragettes</b> Study the suffragette's as a community and their sashes. Discuss the colours used and how they were worn. Colour a suffragette sash using coloured pencils. Repeat using paint. Discuss local issues that affect our local community. Decide with the children an issue that needs addressing and design a sash for protest about the issue. Create the sashes using printing techniques and using a digital drawing tool.</p>	<p><b>Reddish Vale / Gashaka Gumti National Reserve (Nigeria)</b> Look at Gashaka Gumti National Reserve. Talk about animals they see and discuss endangered animals and why they are vulnerable. Observe artists African sunset pictures. Create silhouettes of animals using charcoal and African sunset prints, mixing secondary colours and adding white tints. Giuseppe Arcimboldo</p>	<p><b>Giuseppe Arcimboldo</b> Look at the artist Giuseppe Arcimboldo. Listen to Vivaldi's Four Seasons. Discuss the four seasons God has given us and the food that grows. Create a face out of fruit in the style of Giuseppe Arcimboldo and take a digital photo. Make face prints using various fruits, create a face collage using pictures of fruit, draw still life fruit. Draw a fruit face in the style of Giuseppe Arcimboldo.</p>	
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>KS1 B (Class 1,2 &amp; 3)</b>			<p><b>Physical Art Action Painting</b> Focusing on physical art action painting. Exploring different painting techniques. Look at the artist</p>	<p><b>ichthys fish</b> Following the bible story the feeding of the 5000. Study and draw the ichthys fish. Create various fish pictures and</p>		<p><b>The Work of Kandinsky</b> Study the work of Kandinsky and how colours and music can make you feel. Practice mixing</p>

			<p>Van Gogh – wheat fields. Talk about how people worked hard on the land. Create landscape pictures using plastic forks for lined effects. Look at the work of Jackson Pollock – create a drip painting. Add a heart template and think about how we can be our best through our actions. Look at Jim Dines hearts work and create hearts using different techniques with paint.</p>	<p>collages using different techniques and textures.</p>		<p>primary and secondary colours and talk why they have chosen to mix these colours. Create Kandinsky circles by mixing colours. Look at Robert Delaunay’s abstract circles, children to make their own abstract circle pictures, thinking about why they have chosen specific colours for their circles. Create a ‘happy pot’ using clay. Children can store their feelings notes and good deeds for others in them.</p>
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>LKS2 A (Class 4, 5 &amp; 6)</b>	<p><b>Stone Age Cave Paintings.</b> Study cave paintings in Lascaux in Southwest France.</p>	<p><b>Animals in UK and Europe</b> Explore how animals help vulnerable people such as guide dogs, camels, donkeys, horses, sensory therapy animals. Create observational</p>	<p><b>Edward Hopper – 20<sup>th</sup> Century</b> American artist focusing on realism at work and landscapes. Discuss the ideas and meanings behind Hopper’s and Koch’s work. Explore using</p>	<p><b>Volcanoes</b> Study the work of Wright and Oji. Discuss the function of volcano art in the past. Explore the properties of charcoal, soft pastels and watercolour linked</p>	<p><b>Victorian Manchester</b> Sandra Silberzweig/William Morris Portraiture with Victorian and contemporary patterns. Using pencil, pen</p>	<p><b>Watercycle Pointillism</b> Look at and discuss the work of Signac and Seurat, Pupils explore creating different tones through stippling and point techniques.</p>

		drawings of a working animal who supports the vulnerable in the style of Franz Marc using materials and mark making techniques	various mark making techniques, charcoal and watercolour to make an observational drawing of a landscape. Discuss how Hopper showed an interest in trees and why it is important that we appreciate trees too	to wright's work.	and soft pastels.	Learners make observations of waves and clouds to create abstract artworks in pencil, pen and paint
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	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>LKS2 B (Class 4, 5 &amp; 6)</b>	<b>Egyptians</b> Create an Egyptian art work using influence from Pablo Picasso and Georges Braque.	<b>Aboriginal Peak district</b> Look at and discuss the work of Aboriginal and computer generated art. Aboriginal dot painting, use a stick to create dots of colour. Observe an aerial view of the Peak district and explore shape, line, pattern and tone, using graphite to create an Aboriginal style artwork.	<b>Greeks</b> Look at the work of Sara Fanelli and Greek mythology and make studies of her work in pencil and ink. Pupils select images of various workers and use their imagination and research to create worker Gods and Goddesses. Learners explore various paint techniques to add pattern and form.	<b>Comparison</b> Focus on the Ichthys - Christian <b>symbol meaning</b> Jesus Christ Son of God Savior. Pupils make observational drawings of fish art from different times and cultures using pencil, charcoal and soft pastels. Learners create a monoprint of a fish.	<b>Romans</b> Look at and discuss the work of James Rizzi. Draw cartoon faces in the style of Rizzi. Observe Roman and Manchester architecture and the world around us. Learners use their research to develop ideas and create an imaginative collaborative montage of a cityscape/landscape in the style of Rizzi in pen and pencil.	<b>Franz Ackermann's Mental Maps</b> Learners research and discuss Ackermann's art and how through art we can consider what is responsible urban planning and traffic. Learners make observations of various mountains and maps and create an artwork in the style of the artist. Learners explore pattern, colour and paint to make creative maps. Pupils further develop ideas using

						photomontage with buildings around Manchester and references to Ariel views.
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>UKS2 A (Class 7, 8 &amp; 9)</b>	<b>Anglo Saxons and Vikings</b> Study the work of Monet and Anglo Saxon haystacks. Make observational drawings of Anglo Saxon haystacks. Study Monet's haystack paintings and his use of colour. Observe Anglo Saxon haystacks and Monet's work and create their own imaginative compositions in colour. To explore colour pencils and mark-making	<b>Anglo Saxons and Vikings</b> Study the work of Monet and Anglo Saxon haystacks. Make observational drawings of Anglo Saxon haystacks. Study Monet's haystack paintings and his use of colour. Observe Anglo Saxon haystacks and Monet's work and create their own imaginative compositions in colour. To explore colour pencils and mark-making	<b>Kathe Kollwitz</b> Effects of war on human beings, distressed portraits	<b>Kathe Kollwitz</b> Effects of war on human beings, distressed portraits	<b>Graffiti (Banksy)</b> Study of local graffiti Invite an artist into school.	<b>Graffiti (Banksy)</b> Study of local graffiti Invite an artist into school
<b>UKS2 B (Class 7, 8 &amp; 9)</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>

	<p><b>Diverse Shoe Art</b>  Discuss shoe design and identity from different times and cultures. Pupils make observational drawings of shoes in charcoal and pencil. Learners use their research to design a multicultural shoe. Look at Pop Art and create a simple comic frame with their shoe design in pen/pencil.</p>	<p><b>Diverse Shoe Art</b>  Discuss shoe design and identity from different times and cultures. Pupils make observational drawings of shoes in charcoal and pencil. Learners use their research to design a multicultural shoe. Look at Pop Art and create a simple comic frame with their shoe design in pen/pencil.</p>	<p><b>World War 2</b>  Look at the work of James Dupree and how he has used his art to support his protests and communicate to others what it is like to be a Black artist in America. To explore pencil and charcoal to create studies of African masks and Dupree’s work. To discuss and observe images of Black workers during WW2. To use research of African masks and James’s work to create original design portraits of a Black worker in pencil, line and tone on a small and large scale.</p>	<p><b>World War 2</b>  Look at the work of James Dupree and how he has used his art to support his protests and communicate to others what it is like to be a Black artist in America. To explore pencil and charcoal to create studies of African masks and Dupree’s work. To discuss and observe images of Black workers during WW2. To use research of African masks and James’s work to create original design portraits of a Black worker in pencil, line and tone on a small and large scale.</p>	<p><b>Heroes Wood Map Art</b>  Pupils learn about the ideas behind Heroes wood in Debdale park. Learners discuss creative maps and the work by Mark Powell. The class explore using a variety of materials i.e.: biro, pencils and paint to work on maps and plans of Debdale Park to add studies of people and poppies with meanings.</p>	<p><b>Heroes Wood Map Art</b>  Pupils learn about the ideas behind Heroes Wood in Debdale Park. Learners discuss creative maps and the work by Mark Powell. The class explore using a variety of materials i.e.; biro, pencils and paint to work on maps and plans of Debdale Park to add studies of people and poppies with meanings.</p>
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