



## ART - Upper Key stage 2 LTP overview CYCLE A

Sketch book work to develop and explore ideas, collect visual information and practise skills will run throughout.

Throughout each cycle, the children will have opportunities to study and take inspiration from artists to use their influence in their own pieces.

	Term 1	Term 2	Term 3
<b>Painting</b> <ul style="list-style-type: none"> <li>• Sketch (lightly) before painting to combine line and colour.</li> <li>• Create a colour palette based upon colours observed in the natural or built world.</li> <li>• Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> <li>• Combine colours, tones and tints to enhance the mood of a piece.</li> <li>• Use brush techniques and the qualities of paint to create texture.</li> <li>• Develop a personal style of painting, drawing upon ideas from other artists.</li> </ul>	A study of the <b>French cubist artist Robert Delauney</b> and his work around architecture and how he represented his painting of the Eiffel Tower. Children to lightly sketch a building of interest in Warrington and then paint in the cubist style of Delauney. The colours will not necessarily be representative of the building but more in Delauney's style.	A study of abstract landscape paintings and artists such as Van Gogh, David Hockney and Peter Doig and how they represent their work in paint. The children will practise their painting style to produce their own landscape paintings.	Look at artwork which depicts the Battle of Britain and recreate these images using watercolours and a range of brush techniques.
<b>Collage</b> <ul style="list-style-type: none"> <li>• Mix textures (rough and smooth, plain and patterned).</li> <li>• Combine visual and tactile qualities.</li> <li>• Use ceramic mosaic materials and techniques.</li> </ul>	Layer a variety of materials to create collages of landmark buildings in Warrington – similar to 'We are Warrington' collages.		
<b>Sculpture</b> <ul style="list-style-type: none"> <li>• Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</li> <li>• Use tools to carve and add shapes, texture and pattern.</li> <li>• Combine visual and tactile qualities.</li> <li>• Use frameworks (such as wire or moulds) to provide stability and form.</li> </ul>	Look at the <b>Italian wire sculptor Giacommetti</b> and create some of his figure pieces from wire showing abstract interpretations.		
<b>Drawing</b> <ul style="list-style-type: none"> <li>• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> <li>• Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>• Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> <li>• Use lines to represent movement.</li> </ul>	Use a variety of drawing techniques to capture interesting architecture in Warrington. Look at the importance of perspective, shadows, tone and textures of brick etc.	Linking with the theme of landscape, the children will sketch landscapes depicted from photographs and will need to focus on perspective, light, shadow and tones.	A study of <b>British wildlife artist, Richard Symonds</b> and his work on animals. Children to create animal pencil drawings in his style.
<b>Printing</b> <ul style="list-style-type: none"> <li>• Build up layers of colours.</li> <li>• Create an accurate pattern, showing fine detail.</li> <li>• Use a range of visual elements to reflect the purpose of the work.</li> </ul>		Create an accurate print design that builds up three or more colours to create a lino print in the style of Hockney and create an abstract landscape image.	
<b>Textiles</b> <ul style="list-style-type: none"> <li>• Show precision in techniques.</li> <li>• Choose from a range of stitching techniques.</li> <li>• Combine previously learned techniques to create pieces.</li> </ul>		DT link: Textiles - Combining different fabric shapes	Create a hanging textile which depicts the main human and physical features of both North and South America. Embellish with stitching to combine and add decorations.
<b>Digital media</b> <ul style="list-style-type: none"> <li>• Enhance digital media by editing (including sound, video, animation, still images and installations).</li> </ul>			Computing link: Solve IT Club – creating a digital guide through video and animation.



## Upper Key stage 2 LTP overview CYCLE B

	Term 1	Term 2	Term 3
<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• Sketch (lightly) before painting to combine line and colour.</li> <li>• Create a colour palette based upon colours observed in the natural or built world.</li> <li>• Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> <li>• Combine colours, tones and tints to enhance the mood of a piece.</li> <li>• Use brush techniques and the qualities of paint to create texture.</li> <li>• Develop a personal style of painting, drawing upon ideas from other artists.</li> </ul>	<p>A study of the life and work of <b>Warrington artist Eric Tucker</b> focusing on how he captured aspects of Warrington life. Children to use his style to create pieces linked to Warrington. Mixture of acrylic and water colour paintings. Make comparisons with Tucker and <b>LS Lowry's</b> style</p>	<p>A study of the work of <b>John Dyer &amp; Nixiwaka Yawanawá</b> who have created paintings inspired by the Spirit of the Amazon Rainforest. Use their influence to paint their own Amazon pictures.</p>	<p>Create a palette of skin colours in sketch books through mixing.</p>
<p><b>Collage</b></p> <ul style="list-style-type: none"> <li>• Mix textures (rough and smooth, plain and patterned).</li> <li>• Combine visual and tactile qualities.</li> <li>• Use ceramic mosaic materials and techniques.</li> </ul>		<p>Use a variety of materials and textures to create a large class collage inspired by Ancient Egyptian art, this could include embellishment.</p>	
<p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>• Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</li> <li>• Use tools to carve and add shapes, texture and pattern.</li> <li>• Combine visual and tactile qualities.</li> <li>• Use frameworks (such as wire or moulds) to provide stability and form.</li> </ul>			<p>A study of the life and work of <b>British Sculptor Henri Moore</b> and his human form sculptures. Children to create their own sculptures using mouldable materials to represent the human form in the style of Moore.</p>
<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> <li>• Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>• Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> <li>• Use lines to represent movement.</li> </ul>	<p>Looking at Tucker's paintings of Warrington streets, teach how to draw perspective.</p>	<p>Look at the wildlife found in the Amazon Rainforest and sketch these animals using a variety of drawing techniques. Add splashes of colour to enhance the drawings in parts</p>	<p>Using their skills and knowledge of drawing the human form from LKS2, the children will revisit this using mannequins and tutorials in their sketch books. They will then build on this to begin to include finer detail of the human form such as a study of hands, feet, facial features (eyes, nose etc) to create realistic human form drawings.</p>
<p><b>Printing</b></p> <ul style="list-style-type: none"> <li>• Build up layers of colours.</li> <li>• Create an accurate pattern, showing fine detail.</li> <li>• Use a range of visual elements to reflect the purpose of the work.</li> </ul>		<p>Use printing to create patterns linked to Ancient Egypt.</p>	
<p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>• Show precision in techniques.</li> <li>• Choose from a range of stitching techniques.</li> <li>• Combine previously learned techniques to create pieces.</li> </ul>	<p>Create cross stitch Christmas cards.</p>		
<p><b>Digital media</b></p> <ul style="list-style-type: none"> <li>• Enhance digital media by editing (including sound, video, animation, still images and installations).</li> </ul>		<p>Use a variety of digital media to create a short video based on life in the Rainforest include sounds of the rainforest and create still and animated images.</p>	<p>Create an animation to show the development of human evolution by using digital media.</p>