



Art Medium Term Plan 2021-2022

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N	Topic	<b>Settling in/Routines/Feelings - zones of regulation</b>	<b>Why do leaves go crispy?</b>	<b>How many colours in a rainbow?</b>	<b>Are eggs alive?</b>	<b>Why can't I have chocolate for breakfast?</b>	<b>Can we explore it?</b>
	I can	<ul style="list-style-type: none"> <li>• Explore different materials freely, to develop my ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials and explore different textures.</li> <li>• Create closed shapes with continuous lines and begin to use these shapes to represent objects.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Use drawing to represent ideas like movement or loud noises.</li> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> <li>• Explore colour and colour mixing.</li> </ul>					
R	Topic	<b>How do you feel today? Can you tell me a story?</b>	<b>Why do squirrels hide their nuts?</b>	<b>Are we there yet?</b>	<b>Are Carrots Orange?</b>	<b>Why do Ladybirds have spots?</b>	<b>Who Lives in a Rock Pool?</b>
	I can	<ul style="list-style-type: none"> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> </ul>					
		Drawing and painting skills		Textiles and printing skills		Working in 3D and with natural materials	
	Early Learning Goals	<b>ELG: Creating with Materials</b> <b>Children at the expected level of development will:</b> <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>- Share their creations, explaining the process they have used;</li> <li>- Make use of props and materials when role playing characters in narratives and stories.</li> </ul>					



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Y1	Topic		<b>Art and design:</b> Design, drawing, craft, painting and art appreciation	<b>Sculptures and collages (Theme: Living things)</b>		<b>Formal elements of art:</b> Shape, line and colour	
	I can	1. I can introduce sketchbooks  2. I can make a print design  3. I can make a print based on the Great Fire of London  4. I can draw with different media  5. I can mix different shades of green  6. I can look at a picture in detail and talk about it		1. I can create a pattern from clay  2. I can create a 3D model of a creature  3. I can make a 3D sculpture  4. I can plan and create a sculpture as a class  5. I can paint our class sculpture		1. I can create abstract art.  2. I can explore lines and create a line drawing.  3. I can create a water effect.  4. I can learn about colours.  5. I can paint with different colours.	
	Skills	Pupils should be taught to <ul style="list-style-type: none"> <li>develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space.</li> <li>use a range of materials creatively to design and make products.</li> <li>use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between</li> </ul>		Pupil should be taught to <ul style="list-style-type: none"> <li>use sculpture to develop and share their ideas,</li> <li>develop art and design and techniques in using pattern,</li> <li>use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space,</li> <li>using a range of materials creatively to design and make products,</li> </ul>		Pupils should be taught to <ul style="list-style-type: none"> <li>develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space.</li> <li>learn 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.</li> </ul>	



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	different practices and disciplines, and making links to their own work	<ul style="list-style-type: none"> <li>develop a wide range of art and design techniques,</li> <li>to know about the work of a range of artists, craft makers and designers.</li> </ul>	<ul style="list-style-type: none"> <li>evaluate and analyse creative works using the language of art, craft and design.</li> <li>use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> </ul>
Key Vocab	<ul style="list-style-type: none"> <li>pattern</li> <li>construction</li> <li>geometric</li> <li>shapes</li> <li>names of 2D and 3D</li> </ul>	<ul style="list-style-type: none"> <li>omnivore</li> <li>carnivore</li> <li>herbivore</li> <li>camouflage</li> <li>recycled</li> <li>collage</li> <li>pattern</li> <li>symmetry</li> <li>3D</li> <li>sculpture</li> </ul>	<ul style="list-style-type: none"> <li>abstract</li> <li>art</li> <li>shapes</li> <li>primary colours</li> <li>secondary colours</li> </ul>
Sticky Knowledge	<ul style="list-style-type: none"> <li>The two colours we mix together to make green are blue and yellow.</li> <li>To blend is to join two colours, tones or images together gradually and gently.</li> <li>Louis Wain was an artist who liked to draw cats and dog.</li> </ul>	<ul style="list-style-type: none"> <li>Camouflage enables animals and insects to blend, into their surroundings so that they can't be seen.</li> <li>Andy Goldworthy is an artist who is well known for using natural materials,</li> <li>Sculptures can be made by carving, modelling or placing materials together. They can be made out of stone, wood, clay or any other material the artist wants to use!</li> <li>Etching means scratching at a surface, and this technique can be used to create a pattern.</li> </ul>	<ul style="list-style-type: none"> <li>The three primary colours are red, yellow and blue.</li> <li>Abstract art uses lots of shapes.</li> <li>Composition is the arrangement of elements within a work of art.</li> <li>You can make secondary colours by mixing primary colours to make purple, orange and green.</li> </ul>



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	Expert evidence	<ul style="list-style-type: none"> <li>• Creating a memory box using shoe boxes.</li> <li>• Making a picture frame.</li> <li>• Creating family pictures.</li> </ul>	<ul style="list-style-type: none"> <li>• Andy Goldsworthy art- using natural resources to replicate his technique.</li> <li>• Creating fossils using salt dough.</li> </ul>	<ul style="list-style-type: none"> <li>• Art using natural materials.</li> <li>• Creating bug hotels.</li> </ul>
	Artists	<ul style="list-style-type: none"> <li>• Renata Bernal</li> <li>• Ilya Bolotowsky</li> <li>• Wassily Kandinsky</li> <li>• Louis Wain</li> </ul>	<ul style="list-style-type: none"> <li>• Andy Goldsworthy</li> </ul>	<ul style="list-style-type: none"> <li>• Beatriz Milhazes (Brazilian artist)</li> <li>• Bridget Riley</li> <li>• David Hockney</li> <li>• Jasper Johns</li> </ul>
Y2	Topic	<b>Sculpture and mixed media (Theme: Living thing-</b>	<b>Formal elements of art</b>	<b>Art and design Skills</b>
	I can	<ol style="list-style-type: none"> <li>1. I can create 3D human forms.</li> <li>2. I can draw faces that express different emotions.</li> <li>3. I can work together to create a large piece of artwork (Part 1).</li> <li>4. I can work together to create a large piece of artwork (Part 2).</li> <li>5. I can work together to create a large piece of artwork (Part 3)</li> </ol>	<ol style="list-style-type: none"> <li>1. I can create abstract art.</li> <li>2. I can create a line drawing.</li> <li>3. I can create a water effect.</li> <li>4. I can learn about colours.</li> <li>5. I can paint with different colours.</li> </ol>	<ol style="list-style-type: none"> <li>1. I can use my hands as a tool for making</li> <li>2. I can learn to weave</li> <li>3. I can explore the use of tones in shading</li> <li>4. I can develop my painting skills</li> <li>5. I can experience drawing for pleasure</li> </ol>



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Skills	<p>Pupils should be taught to</p> <ul style="list-style-type: none"> <li>• use a range of materials creatively to design and make products.</li> <li>• develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>• use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>• learn 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</li> </ul>	<p>Pupils should be taught to</p> <ul style="list-style-type: none"> <li>• develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space.</li> <li>• learn 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.</li> <li>• evaluate and analyse creative works using the language of art, craft and design</li> <li>• use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• To use drawing, painting and sculpture, to develop and share their ideas, experiences and imagination</li> <li>• To develop a wide range of art and design techniques in using line, shape, form and space</li> <li>• To learn 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</li> </ul>
Key Vocab	<ul style="list-style-type: none"> <li>• wire-based model</li> <li>• emotions</li> <li>• cartoon characters - emoji</li> <li>• facial expressions</li> <li>• Pop Art</li> <li>• blend</li> <li>• texture</li> <li>• tones</li> <li>• dot matrix print</li> <li>• comic collage</li> </ul>	<ul style="list-style-type: none"> <li>• abstract</li> <li>• small and large shapes</li> <li>• primary and secondary colours</li> <li>• cross hatch</li> <li>• horizontal and vertical</li> <li>• templates</li> <li>• stencils</li> </ul>	<ul style="list-style-type: none"> <li>• pattern</li> <li>• template</li> <li>• weave</li> <li>• concentric circles</li> <li>• silhouette</li> <li>• shade</li> <li>• sketch</li> <li>• brush</li> <li>• paint</li> <li>• draw</li> <li>• rub out</li> </ul>
Artists	<ul style="list-style-type: none"> <li>• Roy Litchinsein</li> </ul>	<ul style="list-style-type: none"> <li>• Beatriz Milhazes</li> <li>• Bridget Riley</li> <li>• David Hockney</li> </ul>	<ul style="list-style-type: none"> <li>• Damien Hirst</li> <li>• Julian Opie</li> <li>• Edwina Bridgeman (craftsperson)</li> </ul>



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			<ul style="list-style-type: none"> <li>• Vija Celmins</li> <li>• Jasper Johns</li> </ul>	
	Sticky Knowledge	<ul style="list-style-type: none"> <li>• The term 'dot matrix' is a series of dots used to create the effect of a colour or tone.</li> <li>• The term 'comic' means a series of drawings which tell an amusing story.</li> <li>• To know that two primary pastel colours can be blended to make a secondary colour.</li> </ul>	<ul style="list-style-type: none"> <li>• A pattern is created by repeating lines, shapes, tones or colours.</li> <li>• Patterns can be found in nature.</li> <li>• Frottage is the technique or process of taking a rubbing from an uneven surface to form the basis of art.</li> <li>• The word 'tone' means the lightness or darkness of something</li> </ul>	<ul style="list-style-type: none"> <li>• Clay is a material that can only be used when it is flexible and wet.</li> <li>• Fabric is made from weaving.</li> <li>• Pencil is used to create dark and light tones.</li> <li>• Holding a brush carefully will control my painting.</li> </ul>
	Expert evidence	<ul style="list-style-type: none"> <li>• Making a life cycle</li> <li>• different minibeasts</li> </ul>	<ul style="list-style-type: none"> <li>• Investigating artists from the past.</li> <li>• Looking at different techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Looking at existing buildings</li> <li>• Design a tower or bridge.</li> <li>• Making their own tower or bridge.</li> <li>• Evaluating the effectiveness of the materials used for their towers or bridges.</li> </ul>
Y3	Topic	<b>Art and Design Skills</b>	<b>Prehistoric art:</b> Design, drawing, craft, painting and art appreciation	<b>Formal elements of art:</b> Shape and tone, drawing from observation
	I can	<ol style="list-style-type: none"> <li>1. I can draw cartoon characters, inspired by the style of other artists</li> <li>2. I can alter the tint and shade of a colour</li> <li>3.I can draw from observation</li> <li>4. I can use different materials to make a</li> </ol>	<ol style="list-style-type: none"> <li>1. I can understand how prehistoric man made art and to reflect this style in our work.</li> <li>2.I can scale up drawings and sketches in a different medium and to apply and blend charcoal to create tone and texture.</li> <li>3 &amp; 4.I can experiment with pigments in natural products to make different colours.</li> </ol>	<ol style="list-style-type: none"> <li>1. I can recognise and draw simple geometric shapes found in everyday objects.</li> <li>2.recognise and apply geometry when drawing</li> </ol>



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	three-dimensional artwork	5.I can develop painting skills. 6.I can collaborate in small or large groups to create a joint piece of artwork.	3. I can create and form shapes using soft modelling wire.  4.I can apply even layers of pencil tone when shading.  5.I can show tone by shading.
Skills	<p>Pupils should be taught to</p> <ul style="list-style-type: none"> <li>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,</li> <li>develop a wide range of Art and design techniques in using colour, pattern, texture, line, shape, form and space,</li> <li>create a sketch books to record their observations and use them to review and revisit ideas,</li> <li>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)</li> </ul>	<p>Pupils should be taught to</p> <ul style="list-style-type: none"> <li>create sketchbooks to record their observations and to use them to review and revisit ideas,</li> <li>learn about great artists, craft makers, architects and designers in history, and to understand the historical and cultural development of their art forms,</li> <li>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,</li> <li>improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).</li> </ul>	<p>Pupils should be taught to</p> <ul style="list-style-type: none"> <li>improve their mastery of art and design techniques, including drawing, painting and sculpture, with a range of materials (for example, pencil, charcoal, paint, clay).</li> <li>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.</li> </ul>
Key Vocabulary	<ul style="list-style-type: none"> <li>cartoon,</li> <li>characters,</li> <li>tone,</li> <li>tint,</li> </ul>	<ul style="list-style-type: none"> <li>native British animals</li> <li>geometric shapes</li> <li>sketching</li> <li>earth colours medium - charcoal</li> </ul>	<ul style="list-style-type: none"> <li>sketching</li> <li>light and dark</li> <li>natural and man-made objects</li> <li>geometry</li> </ul>



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	<ul style="list-style-type: none"> <li>• shade,</li> <li>• sketch,</li> <li>• outline,</li> <li>• 3D,</li> <li>• craft,</li> <li>• shadow</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• composition</li> <li>• texture</li> <li>• natural</li> <li>• prehistoric</li> <li>• palette</li> </ul>	<ul style="list-style-type: none"> <li>• complex 3D forms</li> <li>• light guidelines</li> <li>• observational</li> <li>• wire technique</li> <li>• blending</li> <li>• stability and aesthetics</li> <li>• tone</li> <li>•</li> </ul>
Sticky Knowledge	<ul style="list-style-type: none"> <li>• Carl Giles is a cartoonist,</li> <li>• Tone (the areas of dark and light in a painting or photograph)</li> <li>• Tint (to make a colour lighter)</li> <li>• Shade (to make a colour darker)</li> <li>• I know I can make a tint by adding white to a colour.</li> <li>• I can make a shade by adding black to a colour.</li> <li>• I can use tints and shades of a colour to paint from light to dark.</li> <li>• sketching means holding the pencil lightly and using the natural movement of the wrist to draw lines.</li> <li>• by mixing black and white, I will get shades of grey.</li> <li>• I can use a variety of materials to make a puppet figure in three dimensions.</li> </ul>	<ul style="list-style-type: none"> <li>• Prehistoric people painted with muted earth colours.</li> <li>• The term 'blend' means to join two colours, tones, or images together gradually and gently.</li> <li>• There are two types of hand images: negative - where the artist paints around the hand and positive - where the hand is dipped in paint and applied</li> </ul>	<ul style="list-style-type: none"> <li>• The point, lines, shapes and space that make up simple 2D and 3D shapes are known as 'Geometry'.</li> <li>• Objects from nature are usually formed from wavy lines.</li> <li>• Detail (writing) grip and shading grip are the two ways to hold a pencil when shading.</li> <li>• Man-made objects consist of straight lines and geometric shapes.</li> <li>• The term 'tone' refers to the light and dark areas of an object or artwork.</li> <li>• The four rules of shading are shading in one direction; creating smooth, neat, even tones; leaving no gaps; ensuring straight edges.</li> </ul>
Expert Evidence	Designing and making a puppet and using the puppet in a shadow theatre.	Painting on a cave wall	Wire sculpture
Artists	<ul style="list-style-type: none"> <li>• Carl Giles</li> <li>• Stan Lee</li> </ul>	N/A	N/A





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		<ul style="list-style-type: none"> <li>• Stan Kirby</li> <li>• Quentin Blake</li> </ul>					
Y4	Topic	<b>Formal elements of Art:</b>		<b>Art and design skills:</b> Design, drawing, craft, painting and art appreciation		<b>Every picture tells a story:</b> Analysing famous artist' work	
	I can	<ol style="list-style-type: none"> <li>1. develop a range of mark-making techniques</li> <li>2. create patterns using printing techniques</li> <li>3. create patterns using a stamp</li> <li>4. create patterns using reflection and symmetry</li> <li>5. create a geometric pattern</li> </ol>		<ol style="list-style-type: none"> <li>1. understand the purpose of sketchbooks</li> <li>2. create an image using an artistic process</li> <li>3. recreate a traditional design style</li> <li>4. create a small-scale sculpture</li> <li>5. paint in the style of a famous artist</li> <li>6. arrange and draw a still-life image from observation</li> <li>7. understand the role of a curator and to create an exhibit</li> </ol>		<ol style="list-style-type: none"> <li>1. analyse and act out a famous painting</li> <li>2. analyse and find meaning in a painting</li> <li>3. act out the story told in a painting</li> <li>4. focus on different parts of a painting</li> <li>5. analyse abstract paintings and describe the stories behind them</li> </ol>	
	Skills	Pupils should be taught to <ul style="list-style-type: none"> <li>• create sketchbooks to record their observations and use them to review and revisit ideas.</li> <li>• improve their mastery of Art and design techniques, including drawing, painting and</li> </ul>		Pupils should be taught to <ul style="list-style-type: none"> <li>• improve their mastery of Art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</li> <li>• learn about great artists, craft makers, architects and designers in history, and to</li> </ul>		Pupils should be taught to <ul style="list-style-type: none"> <li>• learn 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.</li> </ul>	



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		<p>sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>understand the historical and cultural development of their art form</p> <ul style="list-style-type: none"> <li>• develop a wide range of Art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>• create sketchbooks to record their observations and use them to review and revisit ideas.</li> <li>• produce creative work, exploring their ideas and recording their experiences.</li> </ul>	
	<p>Key Vocab</p>	<ul style="list-style-type: none"> <li>• mark-making with charcoal</li> <li>• reproduced</li> <li>• label</li> <li>• 2B pencil</li> <li>• trace</li> <li>• rough and smooth textures</li> <li>• printing block</li> <li>• printing ink</li> <li>• repeating pattern</li> <li>• symmetrical pattern</li> <li>• stamp printing</li> <li>• pattern</li> </ul>	<ul style="list-style-type: none"> <li>• parallel</li> <li>• process</li> <li>• tones</li> <li>• washed</li> <li>• carving</li> <li>• art sculpture</li> <li>• modelling</li> <li>• casting</li> <li>• constructing</li> <li>• secondary colours</li> <li>• curator</li> <li>• gallery/museum</li> <li>• cultural</li> </ul>	<ul style="list-style-type: none"> <li>• describe</li> <li>• narrative</li> <li>• thinking</li> <li>• imagining</li> <li>• acting</li> <li>• studio</li> <li>• contemporary</li> <li>• interpretations</li> </ul>



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			<ul style="list-style-type: none"> <li>• exhibition</li> </ul>	
	Sticky Knowledge	<ul style="list-style-type: none"> <li>• To know to print using a playdough block by coating the surface in ink, placing paper over the block and pressing with a hand.</li> <li>• A repeat pattern is repetition of lines, shapes, tones, colours and forms.</li> <li>• Symmetrical patterns can be a star</li> <li>• A compass is used to make circles</li> </ul>	<ul style="list-style-type: none"> <li>• A sketchbook is a place to record their ideas and inspiration; a place to practise and refine their skills.</li> <li>• Lenticular printing gives an optical illusion.</li> <li>• An illusion is created using two images.</li> <li>• The definition of sculpture is carving, modelling, casting and constructing.</li> <li>• Cezanne was a master painter and called a father of modern art.</li> <li>• 'Tone' means the lightness or darkness of something.</li> <li>• The role of a curator is to set up and manage collections of works of arts within museum and gallery spaces.</li> </ul>	<ul style="list-style-type: none"> <li>• Artists tell stories in their artwork and show feelings.</li> <li>• David Hockney is one of the country's most famous artists.</li> </ul>
	Expert Evidence	<ul style="list-style-type: none"> <li>• A geometric pattern drawing</li> <li>• A print</li> </ul>	<ul style="list-style-type: none"> <li>• An optical illusion</li> <li>• A Paul Cezanne colour piece</li> <li>• A curation</li> </ul>	<ul style="list-style-type: none"> <li>• A drama piece based on a painting</li> </ul>
	Artists	N/A	<ul style="list-style-type: none"> <li>• Luz Perez Ojeda</li> <li>• Chinese art</li> <li>• Barbara Hepworth</li> <li>• Paul Cézanne</li> <li>• Giorgio Morand (Still life artist)</li> <li>• Tate modern (curator)</li> </ul>	<ul style="list-style-type: none"> <li>• David Hockney</li> <li>• Paula Rego</li> <li>• Edward Hopper</li> <li>• Pieter Brueghel</li> <li>• Fiona Rae</li> </ul>



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Y5	Topic	<b>Every picture tells a story:</b> Design, drawing, symmetrical paintings and chalk drawings.		<b>Design for a purpose:</b> A coat of arms, a brand name and an advert		<b>Formal elements:</b> Architecture colour, line, shape and form	
	I can	1. evaluate and analyse creative work using the language of art, craft and design 2. understand that art can have both meaning and message 3. create a symmetrical, abstract art form 4. use visual symbols to create a meaningful message 5. evaluate and analyse creative works using the language of art, craft and design 6. use drama as a tool to explore the meaning behind a piece of artwork 7. develop ideas for 3D work through sketching, drawing and visualisation in 2D		1. understand the use of sketchbooks 2. design a new invention 3. develop observational drawing 4. create a continuous line drawing (portraits) 5. create a collage and draw this from observation 6. successfully upscale a drawing and paint accurately 7. use imagination and visualisation to create an original piece of artwork.		1. draw by interpreting forms from direct observation 2. compose a print from a larger observational drawing 3. transform the look of a building in the style of a famous artist 4. design a building in an architectural style 5. design a monument	
	Skills	Pupils should be taught to: <ul style="list-style-type: none"> <li>Select and mix more complex colours to depict thoughts and feelings.</li> <li>Extend and develop a greater understanding of applying expression when using line.</li> </ul>		Pupils should be taught to <ul style="list-style-type: none"> <li>create sketchbooks to record their observations and use them to review and revisit idea.</li> <li>improve their mastery of art and design techniques, including drawing, painting and</li> </ul>		Pupils should be taught to <ul style="list-style-type: none"> <li>create sketchbooks to record their observations and use them to review and revisit ideas.</li> <li>improve their mastery of Art and design techniques, including drawing,</li> </ul>	



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	<ul style="list-style-type: none"> <li>Construct patterns through various methods to develop their understanding.</li> <li>Compose original designs by adapting and synthesising the work of others. Analyse and evaluate artists' use of shape.</li> </ul>	<p>sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p> <ul style="list-style-type: none"> <li>become proficient in drawing, painting, sculpture and other art, craft and design techniques.</li> <li>evaluate and analyse creative works using the language of art, craft and design.</li> </ul>	<p>painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <ul style="list-style-type: none"> <li>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.</li> </ul>
Key Vocab	<ul style="list-style-type: none"> <li>Democracy</li> <li>Law</li> <li>Rule</li> <li>Liberty</li> <li>Respect</li> <li>Tolerance</li> <li>Belief</li> <li>Emoji</li> <li>Symmetry</li> <li>Ceramics</li> <li>Ceramicist</li> </ul>	<ul style="list-style-type: none"> <li>prototype</li> <li>template</li> <li>creative and cultural industries</li> <li>texture</li> <li>medium</li> <li>continuous</li> <li>poetry portrait</li> <li>packaging collage</li> <li>scaling</li> <li>parallel</li> <li>grid lines</li> <li>composition</li> </ul>	<ul style="list-style-type: none"> <li>abstract</li> <li>small and large shapes</li> <li>primary and secondary colours</li> <li>cross hatch</li> <li>horizontal and vertical</li> <li>templates</li> <li>stencils</li> </ul>
Sticky Knowledge	<ul style="list-style-type: none"> <li>Democracy is an important part of our society.</li> <li>Everyone should have their own individual liberties.</li> <li>Symmetrical means the same on both sides.</li> <li>We have laws and rules to support our society.</li> </ul>	<ul style="list-style-type: none"> <li>A sketchbook is a place to record their ideas and inspiration and a place to practise and refine skills.</li> <li>'Little inventor project' was founded by artist, designer and inventor Dominic Wilcox.</li> <li>Everything that is made starts with an idea, a drawing, a sketch and a design.</li> <li>A continuous line drawing is when you draw a picture without taking your pencil from the</li> </ul>	<ul style="list-style-type: none"> <li>A pattern is created by repeating lines, shapes, tones or colours.</li> <li>Patterns can be found in nature.</li> <li>Frottage is the technique or process of taking a rubbing from an uneven surface to form the basis of art.</li> <li>The word 'tone' means the lightness or darkness of something.</li> </ul>



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	Expert Evidence	<ul style="list-style-type: none"> <li>• Drama piece based on a painting</li> <li>• Symmetrical ink drawings</li> </ul>	<p>paper.</p> <ul style="list-style-type: none"> <li>• Coat of arms</li> <li>• Room design</li> <li>• Advert</li> </ul>	<ul style="list-style-type: none"> <li>• Portrait</li> <li>• Collage</li> </ul>
	Artists	<ul style="list-style-type: none"> <li>• Banksy</li> <li>• Rorshach</li> <li>• Magdalene Ogundo</li> </ul>	<ul style="list-style-type: none"> <li>• Dominic Wilcox</li> </ul>	<ul style="list-style-type: none"> <li>• Hundertwasser</li> </ul>
Y6	Topic	<b>Art and design skills:</b> Design, drawing, craft, painting and art appreciation	<b>Make my voice heard</b> Messaging in drawing, painting and sculpture	<b>Photography</b> Photomontage, macro photography and self-portrait
	I can	<ol style="list-style-type: none"> <li>1. introduce sketchbooks</li> <li>2. research and adopt the style of a famous group of painters</li> <li>3. use repeated patterns to create artwork</li> <li>4. create a repeated pattern through printing</li> <li>5. design and make a prototype as part of a group</li> <li>6. analyse and evaluate artwork</li> </ol>	<ol style="list-style-type: none"> <li>1. create graffiti art.</li> <li>2. draw emotions.</li> <li>3. create an impactful piece of art</li> <li>4. produce a finished piece of art</li> <li>5. create a sculpture.</li> </ol>	<ol style="list-style-type: none"> <li>1. create a photo montage using secondary source photographs</li> <li>2. use text and image together to create meaningful and powerful photo posters</li> <li>3. understand abstract art through photography</li> <li>4. develop a self- portrait from a photograph and translate it into a drawing</li> <li>5. replicate the mood and expression of a painting through photography</li> </ol>
	Skills	Pupils should be taught to <ul style="list-style-type: none"> <li>• improve their mastery of art and design</li> </ul>	Pupils should be taught to <ul style="list-style-type: none"> <li>• develop techniques, including their control and</li> </ul>	Pupils should be taught to <ul style="list-style-type: none"> <li>• become proficient in drawing, painting,</li> </ul>



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	<p>techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).</p> <ul style="list-style-type: none"> <li>become proficient in drawing, painting, sculpture and other art, craft and design techniques.</li> <li>evaluate and analyse creative works using the language of art, craft and design.</li> </ul>	<p>use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft and design.</p> <ul style="list-style-type: none"> <li>improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).</li> <li>learn about great artists, architects and designers in history.</li> </ul>	<p>sculpture and other art, craft and design techniques.</p> <ul style="list-style-type: none"> <li>evaluate and analyse creative works using the language of art, craft and design.</li> <li>improve their mastery of art and design techniques.</li> </ul>
Key Vocab	<ul style="list-style-type: none"> <li>Impressionist painters: Renoir, Degas, Cézanne, Monet</li> <li>zentangle patterns</li> <li>prototype</li> <li>Post-Impressionist painters: Van Gogh, Seurat and Gauguin</li> <li>simple patterns</li> <li>repeated patterns</li> </ul>	<ul style="list-style-type: none"> <li>graffiti art</li> <li>letters intertwined</li> <li>block shadow</li> <li>graffiti artwork /tags</li> <li>3D shadow</li> <li>serif and san serif</li> <li>basic face shape</li> <li>chiaroscuro effect</li> <li>composition</li> <li>First World War</li> <li>Tones</li> <li>Sculpture</li> </ul>	<ul style="list-style-type: none"> <li>Dada movement</li> <li>stop motion</li> <li>montage</li> <li>animation</li> <li>composition</li> <li>truism</li> <li>digital techniques</li> </ul>
Sticky Knowledge	<ul style="list-style-type: none"> <li>A sketchbook is a must for all artists to record ideas and a place to practise and refine their skills.</li> <li>Claude Monet is a famous impressionist painter.</li> <li>To know how to change the shade of tone of a colour by mixing different paint.</li> <li>To know what a zentangle is and how a pattern can be created simply with</li> </ul>	<ul style="list-style-type: none"> <li>Graffiti is a type of street art</li> <li>There are different types of graffiti art.</li> <li>Block lettering is used in lots of graffiti</li> <li>understand that the work of the artist Käthe Kollwitz is based on difficult experiences.</li> <li>Charcoal can be used to add shadows.</li> <li>Symbolism is used in Picasso's 'Guernica'</li> <li>Picasso's 'Guernica' is a famous and impactful painting (measuring several metres in length)</li> </ul>	<ul style="list-style-type: none"> <li>A photomontage is a collage of different photos.</li> <li>Hannah Hoch is famous for photomontages</li> <li>A new image can be created by using a combination of other images</li> <li>A truism is a piece of art that creates impact</li> <li>contemporary artists use digital</li> </ul>



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		<p>repeated lines and shapes.</p> <ul style="list-style-type: none"> <li>• Pattern can come observation, memory, and imagination.</li> <li>• Understand that a pattern can be created through print making.</li> <li>• A hat can be designed for different purposes.</li> <li>• A prototype is a trial version.</li> <li>• Realism is when an artist tries to represent something truthfully</li> <li>• Symbolism is when an artist represents what he sees through language and metaphorical images.</li> </ul>	<p>which contains a powerful message of protest.</p> <ul style="list-style-type: none"> <li>• Masking tape can be used in paintings to create straight lines.</li> <li>• To keep clay malleable, you need to add drops of water.</li> </ul>	<p>techniques to convey meaning.</p> <ul style="list-style-type: none"> <li>• Art uses words to create messages as well as images.</li> <li>• artists use photography to record and observe</li> <li>• understand the terms macro, and monochromatic</li> <li>• Self portraits have changed over time.</li> <li>• Paintings and photographs can express emotions</li> </ul>
	Expert Knowledge	<ul style="list-style-type: none"> <li>• Zentangle patterns</li> <li>• Hat design</li> </ul>	<ul style="list-style-type: none"> <li>• Graffiti tag</li> <li>• Face drawing</li> <li>• WW2 symbolism painting</li> <li>• clay sculpture</li> </ul>	<ul style="list-style-type: none"> <li>• Photomontage</li> <li>• Truism</li> <li>• Self-portrait</li> <li>• Replication of a famous painting through photography</li> </ul>
	Artists	<ul style="list-style-type: none"> <li>• Claude Monet</li> <li>• Edward Hopper</li> </ul>	<ul style="list-style-type: none"> <li>• Pablo Picasso</li> <li>• Kathe Kollwitz</li> </ul>	<ul style="list-style-type: none"> <li>• Hannah Hoch</li> <li>• Edward Weston</li> <li>• Edvard Munch</li> <li>• Julian Opie</li> </ul>