



ART

Progressive and Sequential Curriculum



Opportunity



Enquiry



Language

Art Units in Years 1-6

Year 1/2 Cycle A	<p style="text-align: center;">Still Life</p> <p>Observational drawing and painting; colour mixing</p>	<p style="text-align: center;">Flower Head</p> <p>Drawing, printing and 3D forms</p>	<p style="text-align: center;">Portraits and Poses</p> <p>Comparing paintings; digital art</p>
Year 1/2 Cycle B	<p style="text-align: center;">Funny Faces</p> <p>Exploring portraits</p>	<p style="text-align: center;">Rain and Sunrays</p> <p>Collagraph printing</p>	<p style="text-align: center;">Street View</p> <p>James Rizzi/Mural</p>
Year 3	<p style="text-align: center;">Prehistoric Pots</p> <p>Bell beaker pottery Water colour theory</p>	<p style="text-align: center;">Ammonite</p> <p>Clay Sculpting</p>	<p style="text-align: center;">Mosaic Masters</p> <p>Mosaic making</p>
Year 4	<p style="text-align: center;">Animal</p> <p>Sketching, print making & clay modelling</p>	<p style="text-align: center;">Vista</p> <p>Landscape</p>	<p style="text-align: center;">Warp and Weft</p> <p>Textile Weaving</p>
Year 5	<p style="text-align: center;">Expression</p> <p>Expressionism Edvard Munch</p>	<p style="text-align: center;">Still Life</p> <p>Observational drawing and painting</p>	<p style="text-align: center;">Pop Art</p> <p>Roy Lichtenstein digital art</p>
Year 6	<p style="text-align: center;">Trailblazers; Barrier Breakers</p> <p>Art work inspired by black artists</p>	<p style="text-align: center;">Environmental Artists</p> <p>Collaborative Sculpture</p>	<p style="text-align: center;">Distortion and Abstraction</p> <p>Musically inspired abstract art</p>

Art in the Early Years Foundation Stage

Concept	Nursery	Reception	ELG
Physical Development	<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip. 	<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, coordination and agility. 	<p>Fine Motor skills</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.
Expressive Arts and Design	<ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing. 	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Use a range of materials creatively to design and make products; • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space; • Explore 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>Creating with Materials</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used.






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Art and Design - Medium Term Plan

Year 1/2 A – Unit Title Mix it (1h) Still Life (5h)

<p>Opportunity:</p> 	<p>Mix it - To Identify and mix secondary colours.</p> <p>Still Life - To look at the work of significant still life artists and still life techniques. To Analyse and evaluate their own and others' work using artistic vocabulary.</p>	
<p>Enquiry:</p> 	<p>What happens when we mix different combinations of two primary colours together? Why are some still life paintings so different to others e.g. emphasis on line, colour, shape? Who are some of the best known still life artists and what are their most well-known works of art?</p>	
<p>Language:</p> 	<p>Colour, primary, secondary, mixing. matching</p> <p>Still Life, composition, line, colour, pattern/texture, shape</p>	
<p>Historical Strands (from National Curriculum):</p>	<p>Pupils should be taught about: To evaluate and analyse creative works using the language of art, craft and design.</p>	
<p>Prior Learning:</p> <p>Knowledge of primary colours, shape, pattern, texture and line. Scale large, small, near, far (foreground, background). Composition – Can select and arrange objects to get a sense of balance and proportion. Know what is meant between similar and different.</p>	<p>Endpoints: Single object drawn from different perspectives. Sculpt object in clay, Art book study page/s demonstrating skills and knowledge gained.</p> <p>Knowledge: Children will know:</p> <ul style="list-style-type: none"> • primary colours cannot be made by mixing other colours. • secondary colours are orange, green and purple. • Some colours remind us of warm things and others cold things. • A still life is an artwork showing an arrangement of everyday objects. • Paul Cézanne and Vincent van Gogh are famous still life artists. • Vocabulary-background, foreground, cool colour, warm colour <p>Skills: Children will be able to:</p> <ul style="list-style-type: none"> • Identify and mix secondary colours and create a simple colour wheel • Draw, paint and sculpt natural forms from observation • Describe similarities and differences between artwork on a common theme • Use appropriate vocabulary to describe their own and others work 	<p>Opportunities for Spirituality:</p> <ul style="list-style-type: none"> • Reflect on how still life paintings make us feel about the objects they depict. • What feelings are invested in the selection and composition of a group of objects to create a still life.


	<p>Understanding Art and Design Concepts: Children will understand:</p> <ul style="list-style-type: none"> • The terms primary and secondary colour • The concepts of line, shape, colour, pattern and texture as used in works of art • The meaning of still life and composition 	
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Art and Design - Medium Term Plan

Year 1/2 A– Unit Title: Flower Head (6 hours)

<p>Opportunity:</p> 	<p>To teach children about the visual elements of flowers, including shape, texture, colour, pattern and form. They also explore various artistic methods, including drawing, printmaking and 3-D forms, using paper and clay</p>
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<p>Enquiry:</p> 	<p>What are the visual elements in art? How are the different forms and shapes and flowers depicted by artists, designers and crafts people? Why when we observe flowers heads closely do they look so different?</p>
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<p>Language:</p> 	<p>shape, texture, colour, pattern, form, observational drawing, print, draw/sketch, sculpt, clay, ink, charcoal</p>
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<p>A and D Strands (from National Curriculum):</p>	<p>Pupils should be taught about: Using a range of materials creatively to design and make products. Developing a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>
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<p>Prior Learning: Can make close observations. Have used a variety of drawing media to make marks and simple sketches pencil, pastel, crayon, pen, charcoal. Have had experience of cutting, imprinting and shaping malleable materials such as clay and playdough.</p>	<p>Endpoints: Sketch book: shape polyprint, one texture activity, one Colour and pattern activity, one shape activity. One form activity. Clay or card flower head inspired by Yayoi Kusama</p> <p>Knowledge: Children will know:</p> <ul style="list-style-type: none"> • Flowers can be brightly coloured, patterned, textured and are various shapes and sizes. • Some of the most famous artworks featuring flowers are by the artist Vincent van Gogh. • Vocabulary - colour, line, pattern, sculpture, shape, visual element. <p>Skills: Children will be able to:</p> <ul style="list-style-type: none"> • Use close observation to make sketches • Draw, paint and sculpt natural forms from observation, imagination and memory 	<p>Opportunities for Spirituality:</p> <ul style="list-style-type: none"> • Reflect on the colour and diversity found in the natural World.
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<p>Have used vocabulary such as shape, colour, line, pattern and texture. Simple mono prints. Repeat prints using natural or man-made objects. Can identify a repeated pattern.</p>	<ul style="list-style-type: none">• Use the properties of pencil, ink and charcoal to create different patterns, textures and lines, and explore shape, form and space• Press objects into a malleable material to make textures, patterns and imprints.• Use the properties of various materials, such as clay or polystyrene, to develop a block print• Say what they like about their own or others' work using simple artistic vocabulary <p>Understanding Art and Design Concepts: Children will understand:</p> <ul style="list-style-type: none">• The concept of observational drawing/sketching• The visual elements of art shape, texture, colour, pattern, form	
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Art and Design - Medium Term Plan

Year 1/2 A– Unit Title Portraits and Poses (6 hours)

Opportunity: 	To teach children about portraiture, analyse the portraits of Tudor monarchs and compare Tudor portraits and selfies today, use photo editing software to create royal portraits.	
Enquiry: 	What can we learn about people from the past by looking at their portraits? How can we use simple sketches to explore and develop our ideas? Why is a painting, piece of artwork, body of work or artist important? How is digital art different from other art forms?	
Language: 	Portraiture, proportions, facial features, self-portrait, sketch, digital art, resize, crop, edit	
A and D Strands (from National Curriculum):	Pupils should be taught about: 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.	
Prior Learning: Know what is meant by a portrait. Identify and name a range of facial features and know the overall proportions of a face. Have used school cameras to take photos of objects and people. Use simple editing software to select and resize an image. Name at least one significant portrait painting and the artist who created it. Knowledge of the visual elements.	Endpoints: Quick thumbnail sketches in various poses. Digital portraits inspired by paintings of monarchs using editing software. Knowledge: Children should know; <ul style="list-style-type: none"> • Artists show that monarchs are powerful and important using facial expression, pose, clothing, objects and background • day we can produce digital portraits • Vocabulary - Background, monarch, facial expression, object and pose Skills: Children will be able to: <ul style="list-style-type: none"> • Make simple sketches to explore and develop ideas • Explain why a painting, piece of artwork, body of work or artist is important • Represent the human form, including face and features, from observation, imagination or memory • Use different types of software and identify their purposes • Say what they like about their own or others' work using simple artistic vocabulary Understanding Art and Design Concepts: Children will understand:	Opportunities for Spirituality: <ul style="list-style-type: none"> • Reflect on how we see others and we see ourselves.

	<ul style="list-style-type: none">• The use of sketching to artists, designers and crafts people• The concept of a portrait/self portrait• The similarities and differences between past and modern techniques for representing the human form	
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Art and Design - Medium Term Plan

Year 1/2 B – Unit Title: Funny Faces, Fabulous Features (6h)

Opportunity: 	To teach children about the concept of the portrait and how the collage technique can be used to make a portrait.	
Enquiry: 	What is similar and different about a person's face e.g. overall proportions and individual features? How can we use lines and simple shapes to create a portrait? Why is a collage different from other art forms?	
Language: 	Portrait, proportions, facial features, self-portrait, line, shape, size, sketch, collage, cut, stick	
A and D (from National Curriculum):	Pupils should be taught about: The use of drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	
Prior Learning: EYFS Cutting with scissors and sticking Simple paper, card and fabric collage. Choosing and arranging a variety of textured materials.	Endpoints: Portrait collage. Art book study page/s demonstrating skills and knowledge gained. Knowledge: Children will know: <ul style="list-style-type: none"> • A portrait is a painting, photograph or drawing of a person. • A self-portrait is a portrait that an artist produces of themselves. • A collage is a picture that has been made from a range of materials like fabric, paper and card. • Art galleries are buildings where pieces of artwork are displayed. Skills: Children will be able to: <ul style="list-style-type: none"> • Represent the human face, using drawing, painting or sculpture, from observation, imagination or memory with some attention to facial features • Describe and explore the work of a significant artist • Use textural materials, including paper and fabric, to create a simple collage • Design and make art to express ideas 	Opportunities for Spirituality: <ul style="list-style-type: none"> • Reflect how we are we different but all the same. Celebrating differences

- Say what they like about their own or others' work using simple artistic vocabulary

Understanding Art and Design Concepts:

Children will understand:

- The difference between overall proportions and individual features of a face
- The collage techniques used to create a piece of artwork
- The significance of the work of a range of artists in respect to portraiture
- The use of different mediums to create works of art






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Art and Design - Medium Term Plan

Year 1/2 B – Unit Title: Rain and Sunrays (6 hours)

Opportunity: 	To teach children about collagraph printing, including how to develop a motif to make single and repeated prints.	
Enquiry: 	What is a motif and how can a motif be used to represent the weather? How do artists use simple line, shape, colour and pattern to create motifs? Why do artists use the printing technique? What is a collagraph print?	
Language: 	Motif, print, printing block, collagraph, repeat print, Line, shape, colour, pattern, textured materials, printing ink, print roller	
A and D Strands (from National Curriculum):	Pupils should be taught about: Using a range of materials creatively to design and make products	
Prior Learning: EYFS Simple mono prints. Repeat prints using natural or man-made objects. Can identify a repeated pattern. Knowledge of four of the seven elements: Shape, pattern, line and colour. Use of mark making using a range of media crayons, pencils, paint.	Endpoints: Studies of line and shapes using soft and hard pencils. Exploration of textures. Collagraph weather motif made from a printing block. Knowledge: Children will know: <ul style="list-style-type: none"> • A print is a picture made by transferring an image from one surface to another. • A printing motif is an image made with simple lines and shapes. • Vocabulary – block, collage, ink, equipment, method, motif, pattern Skills: Children will be able to: <ul style="list-style-type: none"> • Make transient art and pattern work using a range or combination of man-made and natural materials • Use soft and hard pencils to create different types of line and shape • Communicate their ideas simply before creating artwork • Make simple prints and patterns using a range of liquids including ink and paint • Design and make art to express ideas • Say what they like about their own or others' work using simple artistic vocabulary Understanding Art and Design Concepts: Children will understand:	Opportunities for Spirituality: <ul style="list-style-type: none"> • Reflect - how can the weather effect our mood?

	<ul style="list-style-type: none">• The term motif• The method by which a collagraph print is created• The concept of line, shape, pattern and colour when used in the context of art	
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Art and Design - Medium Term Plan

Year 1/2 B – Unit Title: Street View (6 hours)

Opportunity: 	To teach children about artwork depicting streets and buildings and focuses on the work of the American pop artist, James Rizzi. They create a 3-D mural based on Rizzi's work.	
Enquiry: 	How are artists inspired by their surroundings? Who was the artist James Rizzi? What is pop art? What is a mural and where are we most likely to find one?	
Language: 	Urban art, Pop art, mural, James Rizzi, Modern art, sketch, line, colour, shape, texture, pattern, scale/size, observation, composition, similar, different, marker pens, wax crayons, artist	
A and D (from National Curriculum):	Pupils should be taught about: The work of James Rizzi - 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.	
Prior Learning: EYFS Have observed buildings and can name parts of a building and can identify shapes and patterns e.g. windows, door, brick work, tiles etc. Have used and can identify the three primary colours to describe objects which are red, blue or yellow. Can use words about scale big, small (bigger, smaller).	Endpoints: Thumbnail sketches and photographs of parts of buildings using a range of media. Examples of cardboard layering technique. Collaborative mural depicting local buildings. Knowledge: Children will know: <ul style="list-style-type: none"> • Artwork can be compared. The subject, colour, texture or composition of two pieces of artwork can be similar or different • Thumbnail sketches are quick drawings that are usually very small • A mural is a large picture that is usually painted onto a wall, ceiling or other structure • Vocabulary-3D effect, artwork, composition, form, pop-art, subject, texture Skills: Children will be able to: <ul style="list-style-type: none"> • Draw or paint a place from memory, imagination or observation • Identify similarities and differences between two or more pieces of art • Describe and explore the work of a significant artist • Identify and use paints in the primary colours • Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing • Communicate their ideas simply before creating artwork 	Opportunities for Spirituality: <ul style="list-style-type: none"> • Reflect – How do the environments we live in reflect and shape our lives.

- Say what they like about their own or others' work using simple artistic vocabulary

Understanding Art and Design Concepts:

Children will understand:

- The work of James Rizzi and how he drew his inspiration from an urban environment
- The use of artistic terms including line, colour, shape, texture, pattern, scale/size
- The concept of a mural and working collaboratively






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Art and Design - Medium Term Plan

Year 3 – Unit Title: Prehistoric Pots (4.5 hours) Contrast and Complement (1.5 hours)

<p>Opportunity:</p> 	<p>a) To teach children about colour theory by studying the colour wheel and colour mixing. It includes an exploration of tertiary colours, warm and cool colours, complementary colours and analogous colours, and how artists use colour in their artwork.</p> <p>b) To teach children about Bell Beaker pottery. It allows the children to explore different clay techniques, which they use to make and decorate a Bell Beaker-style pot.</p>	
<p>Enquiry:</p> 	<p>How can we use a colour wheel to learn about colour mixing and different hues of colour? What are tertiary, complementary and analogous colours? How does colour convey emotion? What is Bell Beaker Pottery? What techniques were used in prehistoric times to produce pottery?</p>	
<p>Language:</p> 	<p>Colour wheel, primary, secondary, tertiary, complementary and analogous colours, colour mixing Bell-Beaker pottery, pinch pot, coil pot, clay, clay modelling tools</p>	
<p>A and D Strands (from National Curriculum):</p>	<p>Pupils should be taught about: Mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay</p>	
<p>Prior Learning:</p> <p>Knowledge of secondary colour mixing and hue. Press objects into a malleable material to make textures, patterns and imprints. Have used simple clay modelling tools. Made direct observations from natural objects and can use appropriate vocabulary to describe them shape, line, texture and pattern etc.</p>	<p>Endpoints: Bell beaker style pot made with a combination of pinch, coil and pattern techniques. Art book study page/s demonstrating skills and knowledge gained.</p> <p>Knowledge: Children should know:</p> <ul style="list-style-type: none"> • Prehistoric pots are pieces of pottery made up to 10000 years ago. • Bell beaker pots were shaped like an upside-down bell with a flared lip and elaborately decorated by scoring. • Bell beaker pots were made by rolling clay, making slip, joining clay and making pinch pots • Vocabulary- pattern, pinch pot, pattern and score <p>Skills: Children will be able to:</p> <ul style="list-style-type: none"> • Identify, mix and use contrasting coloured paints • Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique • Create a 3-D form using malleable or rigid materials, or a combination of materials 	<p>Opportunities for Spirituality:</p> <ul style="list-style-type: none"> • Reflect – How do artists draw inspiration from the natural world to feed their imagination and inspire others.

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| | <ul style="list-style-type: none">• Use nature and natural forms as a starting point for artwork• Make suggestions for ways to adapt and improve a piece of artwork | |
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Understanding Art and Design Concepts:

Children will understand:

- The use of a colour wheel, hue, complementary and analogous colour
- The techniques required to make a Bell-Beaker pot






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Art and Design - Medium Term Plan

Year 3 – Unit Title: Ammonite (6 hours)

Opportunity: 	To teach children about artistic techniques used in sketching, printmaking and sculpture	
Enquiry: 	What is an ammonite and where do we find them? Why do artists often look to nature for inspiration? What different types of drawing techniques can be used to shade? What is the difference between modelling and sculpting?	
Language: 	Ammonite, drawing/sketching, hatching, contour hatching, cross hatching, close shading, stippling, random hatching, texture, shape, form, pattern, modelling, sculpting, poly printing (block printing), print roller, printing ink, two colour print, repeat print	
Historical Strands (from National Curriculum):	Pupils should be taught about: mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)	
Prior Learning: Have made a simple printing block and created a motif from which a repeat print can be made. Know how to use block printing inks and print rollers. Have made close observational drawings of natural forms using a range of materials. Have used a range of clay modelling techniques including rolling, pinching, manipulating and sculpting.	Endpoints: Sketches demonstrating a variety of drawing techniques and using a range of media. Poly print with two layers. Clay sculpture inspired by ammonites. Knowledge: Children should know: <ul style="list-style-type: none"> • A motif is a symbol or simplified shape • Drawing techniques – Cross-hatching, hatching, shading, stippling and smudging • Printing and two-colour relief printing (applying one colour over another) • A clay sculpture is made using a variety of shaping techniques – carving, coiling, rolling, stretching and scoring • Vocabulary- form, medium, pattern, texture and tone Skills: Children will be able to: <ul style="list-style-type: none"> • Use nature and natural forms as a starting point for artwork • Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique • Make a two-colour print • Create a 3-D form using malleable or rigid materials, or a combination of material • Make suggestions for ways to adapt and improve a piece of artwork 	Opportunities for Spirituality: <ul style="list-style-type: none"> • Reflect on the beauty that can be found in natural forms e.g. colour, texture and pattern.

	Understanding Art and Design Concepts:	
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Children will understand:

- The way in which artists can draw inspiration from natural forms
- The techniques used to shade a drawing
- The techniques used to produce a two colour poly print
- The techniques used to sculpt or model in clay






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Art and Design - Medium Term Plan

Year 3 – Unit Title: Mosaic Masters (6 hours)

Opportunity: 	To teach children about the history of mosaics, before focusing on the colours, patterns and themes found in Roman mosaic. The children will learn techniques to help them design and make a mosaic border tile.	
Enquiry: 	Who started the tradition of making mosaics? Where were mosaics displayed? What sort of themes did Roman mosaics depict? How and from what were Roman mosaics made?	
Language: 	Mosaic, border tile, PVA glue, mosaic pieces (glass, ceramic, stone tesserae), grout, spacers	
A and D Strands (from National Curriculum):	Pupils should be taught about: great artists, architects and designers in history	
Prior Learning: Have created a collage by cutting and arranging pieces into a composition. Have identified and used repeated designs in their work. Have explored the impact of colour, shape, pattern and line when creating a design. Have explored designs using preliminary sketches.	Endpoints: Thumbnail sketches of mosaic designs. Create colour swatches for mosaic tile or border. Mosaic tile or border. Knowledge: Children should know: <ul style="list-style-type: none"> • Mosaics are pictures or patterns made using many small pieces of coloured stone or glass. • Mosaics were a common sight in Roman homes and public buildings • Many Roman mosaics have borders made of repeating patterns • Vocabulary-Border, grout, mosaic, pattern and tesserae Skills: Children will be able to: <ul style="list-style-type: none"> • Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time • Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique • Use and combine a range of visual elements in artwork • Make suggestions for ways to adapt and improve a piece of artwork Understanding Art and Design Concepts: Children will understand:	Opportunities for Spirituality: <ul style="list-style-type: none"> • Reflect why is the decorative often seen as important as the functional?

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| | <ul style="list-style-type: none">• The techniques and materials required to make a Roman style mosaic• The historical context in which mosaics were made• The similarities and differences between modern (e.g. the work of Gaudi) and ancient Roman mosaic work | |
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Art and Design - Medium Term Plan

Year 4 – Unit Title: Animal (6 hours)

<p>Opportunity:</p> 	<p>To teach children about the historical and cultural portrayal of animals in art. They study the visual qualities of animals through sketching, printmaking and clay modelling</p>	
<p>Enquiry:</p> 	<p>Why have animals been depicted by artists from prehistoric times to the present day? How have animals influenced the work of artists, designers and crafts people? Which famous works of art depict animals? How do depictions of animals vary over time and between different cultures?</p>	
<p>Language:</p> 	<p>Visual elements, line, colour, tone, texture, pattern, form, shape drawing/sketching, hatching, contour hatching, cross hatching, close shading, stippling, random hatching, pen, ink, charcoal, texture, clay, modelling, modelling tools, cultures, designers, crafts people, style</p>	
<p>A and D Strands (from National Curriculum):</p>	<p>Pupils should be taught about: mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay) great artists, architects and designers in history</p>	
<p>Prior Learning: Use of clay modelling techniques including coiling and pinching clay. Press objects into a malleable material to make textures, patterns and imprints and use a range of modelling tools to make marks on clay. Use of a range of drawing media including pastel, pencil, crayon, chalk and charcoal. Knowledge of visual elements including line, colour, texture, pattern and form.</p>	<p>Endpoints: Bankura horse sculpture. Art book study page/s demonstrating skills and knowledge gained.</p> <p>Knowledge: Children will know:</p> <ul style="list-style-type: none"> • Animals have appeared in art from the prehistoric period to the modern age • Animals can be drawn as a series of simple shapes • A Bankura horse is a sculpted terracotta (clay) horse • Animals are covered in fur, feathers, scales or a shell. Artists try to capture these coverings through their use of shape, colour, pattern and texture • Vocabulary-anatomy, realistic, simplistic and surreal <p>Skills: Children will be able to:</p> <ul style="list-style-type: none"> • Compare and contrast artwork from different times and cultures • Use the properties of pen, ink and charcoal to create a range of effects in drawing • Represent the detailed patterns found in natural phenomena, such as water, weather or animal skins • Develop techniques through experimentation to create different types of art • Use slip and cross hatching to join clay together 	<p>Opportunities for Spirituality:</p> <ul style="list-style-type: none"> • Reflect on how animals have influenced our lives since prehistoric times. What are the children's views on animal welfare?

	<ul style="list-style-type: none">• Explain the significance of art, architecture or design from history and create work inspired by it• Use clay to create a detailed or experimental 3-D form• Give constructive feedback to others about ways to improve a piece of artwork <p>Understanding Art and Design Concepts: Children will understand:</p> <ul style="list-style-type: none">• The way in which art differs over time and between cultures• The techniques employed by artists to depict the visual elements found in nature	
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Art and Design - Medium Term Plan

Year 4 – Unit Title: Vista (6 hours)

Opportunity: 	To teach children about the techniques that artists use when composing landscape images, such as colour and atmosphere	
Enquiry: 	How do landscape artists create a sense of place and atmosphere? Who are some of the best-known landscape artists and what are some of their most famous works? What part does colour play in creating atmosphere in a landscape image? How do landscape images differ over time and between cultures?	
Language: 	Landscape, viewfinder, atmosphere, foreground, background, dominant and recessive colours, composition, light, shade, tone, line colour, shape, form, texture/pattern, perspective, viewpoint, horizon line.	
A and D Strands (from National Curriculum):	Pupils should be taught about: Mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Great artists, architects and designers in history.	
Prior Learning: Knowledge of secondary and tertiary colour mixing. Composition, viewpoint and framing. Observational drawing using a range of media including soft and hard pencils, chalk and charcoal, pen and ink and pastels. Visual elements including Line, shape, colour, texture and pattern.	Endpoints: Thumbnail sketches and photos of views from interesting perspectives. Studies of cool and warm colour. Painting of a mountainous landscape referring to skills taught through unit. Knowledge: Children will know: <ul style="list-style-type: none"> • Landscapes depict natural scenery and cityscapes • Warm and cool colours • Atmospheric perspective - Background, middle ground, foreground • A viewfinder is a frame that isolates a small part of a landscape • Vocabulary-landscape, scene, tone, wash and watercolour Skills: Children will be able to <ul style="list-style-type: none"> • Choose an interesting or unusual perspective or viewpoint for a landscape • Compare and contrast artwork from different times and culture • Use the properties of pen, ink and charcoal to create a range of effects in drawing • Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting • Give constructive feedback to others about ways to improve a piece of artwork Understanding Art and Design Concepts:	Opportunities for Spirituality: <ul style="list-style-type: none"> • Reflect-How do our personal experiences influence how we view a landscape and how opinions of these images can differ?

	<p>Children will understand:</p> <ul style="list-style-type: none">• The concepts of perspective, viewpoint foreground, background and framing• The techniques employed by artists to create atmosphere in their landscape images• The similarities and differences between landscape images over time and between different cultures	
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Art and Design - Medium Term Plan

Year 4 – Unit Title: Warp and Weft (6 Hours)

<p>Opportunity:</p> 	<p>To teach children about the artform of weaving and how it has developed over time, including the materials and techniques required to create woven patterns and products.</p>	
<p>Enquiry:</p> 	<p>Why is weaving so widely used around the world to create textiles? When was the first evidence of humankind using weaving? How can weaving be both functional and decorative? What is meant by warp and weft?</p>	
<p>Language:</p> 	<p>Weaving, loom, textiles, fabric, yarn, warp, weft, colour, pattern, texture, material, style, man-made, animal and plant based yarn</p>	
<p>A and D Strands (from National Curriculum):</p>	<p>Pupils should be taught about: Selecting from and using a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Great artists, architects and designers in history. Mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)</p>	
<p>Prior Learning: Have identified and used repeated designs in their work. Have explored the impact of colour, shape, pattern and line when creating a design. Have explored designs using preliminary sketches. Have looked at how techniques change over time and between different cultures. Understand the relationship</p>	<p>Endpoints: Woven fabric created on mini loom. Woven shapes using a range of different yarns. Woven fabric of the children's own design.</p> <p>Knowledge: Children will know:</p> <ul style="list-style-type: none"> • Weaving is a way to make fabric using yarn • A loom is a frame that is used for weaving • The earliest evidence of weaving on a loom comes from ancient Egypt • Yarn is a thread used for making fabric or knitting • Vocabulary- Braid, dye, fabric, loom, synthetic, texture, yarn, warp and weft <p>Skills: Children will be able to:</p> <ul style="list-style-type: none"> • Compare and contrast artwork from different times and cultures • Choose from a range of materials, showing an understanding of their different characteristics 	<p>Opportunities for Spirituality:</p> <ul style="list-style-type: none"> • Reflect on why many fabrics are still made by hand using child labour across the world even though the process in many countries fully automated?

<p>between the functional and decorative.</p>	<ul style="list-style-type: none">• Develop techniques through experimentation to create different types of art• Give constructive feedback to others about ways to improve a piece of artwork <p>Understanding Art and Design Concepts: Children will understand:</p> <ul style="list-style-type: none">• The concept of weaving using a variety of different yarns• The techniques used to create woven materials• The relationship between functional properties and aesthetic qualities of woven materials	
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Art and Design - Medium Term Plan

Year 5 – Unit Title: Expressionism (6 hours)

Opportunity: 	To teach children about the Expressionist art movement and the 'Father of Expressionism', Edvard Munch. The children will explore different ways to portray feelings and emotions in art to create an imaginative self-portrait.	
Enquiry: 	What is the difference between impressionism and expressionism? Why was the expressionist movement so important to changing attitudes towards art? Who were some of the most famous Expressionists and what are some of their most well known works? How do artists express their inner feelings and emotions through art?	
Language: 	Expressionism, Edvard Munch, emotion, facial expression, sketch, portrait, pastels, colouring pencils, primary colour, black and white, atmosphere, secondary, contrast (complementary colours), tint, tone, vibrant, mood	
Historical Strands (from National Curriculum):	Pupils should be taught about: Drawing, painting, sculpture and other art, craft and design techniques. Great artists, architects and designers in history. Art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Evaluating and analysing creative works using the language of art, craft and design.	
Prior Learning Know what is meant by a portrait and can name at least one significant portrait and the artist who created it. Are able to mix and match a range of secondary and tertiary colours. Understand the use of warm and cold colours to create mood and atmosphere in art. Use vocabulary related to the visual elements to describe works of art e.g. line, shape, pattern, texture, colour.	Endpoints: Mixed media portrait in the expressionist style. Photographs combined with text, paint, pastel. Art book study page/s demonstrating skills and knowledge gained. Knowledge: Children will know: <ul style="list-style-type: none"> • Expressionism was an art movement that began in Germany around 1905 • Edvard Munch was an Expressionist painter, whose most famous work was the scream • Expressionists use colour to express their own or their subjects' emotions and feelings or the mood of the scene • Today many artists use photography by combining text and images to express feelings and emotions • Vocabulary-Art movement, Expressionist and iconic Skills: Children will be able to: <ul style="list-style-type: none"> • Explore and create expression in portraiture 	Opportunities for Spirituality: <ul style="list-style-type: none"> • Reflect on our perception of how people appear on the outside and how this may not reflect how they are feeling on the inside.

<p>Can use digital photography to select and compose an image.</p>	<ul style="list-style-type: none">• Describe and discuss how different artists and cultures have used a range of visual elements in their work• Mix and use tints and shades of colours using a range of different materials, including paint• Add text or printed materials to a photographic background• Compare and comment on the ideas, methods and approaches in their own and others' work <p>Understanding Art and Design Concepts: Children will understand:</p> <ul style="list-style-type: none">• The chronology of where Expressionism fits into the history of art• The significance of Edvard Munch in the founding of the Expressionist movement• The techniques employed by the expressionists to convey mood and feeling.	
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Art and Design - Medium Term Plan

Year 5 – Unit Title Light Line and Shadow (4 hours) Still life (2 hours)

<p>Opportunity:</p> 	<p>Light, line and shadows- To teach children about the visual qualities of line, light and shadow. They explore the work of Pablo Picasso and Rembrandt and are introduced to a range of shading techniques. Still Life - To look at the work of significant still life artists and still life techniques. To teach the children how to use tints and shades to enhance the form of objects.</p>	
<p>Enquiry:</p> 	<p>Why are some still life paintings so different to others e.g., emphasis on line, colour, shape, tone, pattern/texture? Who are some of the best known still life artists and what are their best known paintings? What techniques are used by some artists to give the objects in their still life paintings form.</p>	
<p>Language:</p> 	<p>Still Life, composition, line, tone, colour, form, pattern/texture, shape, foreground, background, overlapping, size, scale, shadow, shades, tints, tone up and down.</p>	
<p>A and D (from National Curriculum):</p>	<p>Pupils should be taught about: Art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Great artists, architects and designers in history. Use pen and ink (ink wash) to add perspective, light and shade to a composition or model. Compare and comment on the ideas, methods and approaches in their own and others' work.</p>	
<p>Prior Learning:</p> <p>Still life. Framing composition foreground and background. Warm cool colours. Knowledge of the work of Cezanne and Van gogh Using a viewfinder. Close observational drawing and shading techniques and media. Scale, proportion and overlapping. Visual elements including pattern, shape, line, texture and form.</p>	<p>Endpoints: Sketch books observational drawing. Continuous line drawings. Studies in pen and ink. Black on white drawings of 3D objects. Still life painting with emphasis on tone, light and shade.</p> <p>Knowledge: Children will know:</p> <ul style="list-style-type: none"> • Pablo Picasso was a famous Spanish painter • Pen and ink can be used as an alternative to pencil • Rembrandt, was a Dutch painter who created many pieces of work using pen and ink • Vocabulary-Abstract, observation, shade, texture and tone <p>Skills: Children will be able to:</p> <ul style="list-style-type: none"> • Produce creative work on a theme, developing ideas through a range of preliminary sketches or models • Review and revisit ideas and sketches to improve and develop ideas • Describe and discuss how different artists and cultures have used a range of visual elements in their work • Use pen and ink (ink wash) to add perspective, light and shade to a composition or model • Compare and comment on the ideas, methods and approaches in their own and others' work <p>Understanding Art and Design Concepts: Children will understand:</p> <ul style="list-style-type: none"> • The terms tint, tone, shade and form 	<p>Opportunities for Spirituality:</p> <ul style="list-style-type: none"> • Reflect on how still life paintings make us feel about the objects they depict. • What feelings are invested in the selection and composition of a group of objects to create a still life.

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| | <ul style="list-style-type: none">• The concepts of line, shape, colour, pattern and texture as used in a still life painting• The techniques needed to create a good composition | |
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Art and Design - Medium Term Plan

Year 5 – Unit Title Pop Art

Opportunity: 	To teach children about the Pop art movement. To find out about significant artists who developed the pop art movement. To create art in the style of Andy Warhol or Roy Lichtenstein.	
Enquiry: 	What impact did pop art have on the World of art? Who were Andy Warhol and Roy Lichtenstein and what were their most famous works of art? What was the concept behind pop art? How can we use digital art to create pop art?	
Language: 	Pop art, Andy Warhol, digital art, software, complementary colour, shape, line, contrast, negative and positive images, repeated designs, edit, resize	
A and D Strands (from National Curriculum):	Pupils should be taught about: Evaluating and analysing creative works using the language of art, craft and design. Great artists, architects and designers in history. Recording and editing natural forms, animals and landscapes with clarity, using digital photography and graphics software.	
Prior Learning: Colour theory. The colour wheel. Knowledge of primary and secondary colour. Have used editing software. Copy, paste, resize, pour fill etc. Have explored visual elements with emphasis on line, shape, colour and pattern.	Endpoints: Computer generated images in the style of Andy Warhol using complimentary colours. Studies in art book using the pointillist technique of scientific colour mixing. Pixilated image of an everyday object in the style of Lichtenstein's comic book artwork. Knowledge: Children should know: <ul style="list-style-type: none"> • Pop art was an artistic movement started in the 1960's • The main features of pop art include: recognisable imagery, bright colours and humour • Andy Warhol was one of the Leading artists of the Pop art movement • Roy Lichtenstein was a Pop artist famed for his comic book themed pictures and use of Ben Day dots • Vocabulary-Contemporary, Pop art, Ben Day dots and humour Skills: Children will be able to: <ul style="list-style-type: none"> • Explain the significance of different artworks from a range of times and cultures and use elements of these to create their own artworks • Record their observations in sketchbooks and use them to review and revisit ideas 	Opportunities for Spirituality: <ul style="list-style-type: none"> • Reflect on how popular culture and commercial interests shape the way we live and influence areas of our lives such as fashion and self-image.

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| | <ul style="list-style-type: none">• Record and edit natural forms, animals and landscapes with clarity, using digital photography and graphics software• Give constructive feedback to others about ways to improve a piece of artwork | |
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Understanding Art and Design Concepts:

Children will understand:

- The concept behind the Pop art movement
- The influence of leading pop artists to get Pop art recognised as a major artistic movement
- The use of digital photography and graphics software to help develop works of art






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Art and Design - Medium Term Plan

Year 5 – Unit Title: Trailblazers Barrier Breakers (6 hours)

Opportunity: 	To teach children about significant black artists and their work, and provide opportunities to analyse and create artwork inspired by them.	
Enquiry: 	Who are some of the significant black artists and what works of art are they most famous for? How can a person’s culture influence their artistic style? What meaning is sometimes hidden within the work of some of the artists? How can art convey a historical or political message?	
Language: 	Digital mood board, montage, composition, selection, arrangement, figurative art, conceptual art, abstract art, visual elements, line, colour, tone, shape, texture/pattern, form, space, viewpoint, media Significant black artists Edmonia Lewis c1844–1907, Henry Ossawa Tanner 1859–1937, Augusta Savage 1892–1962, Gordon Parks 1912–2006, Elizabeth Catlett 1915–2012, Yinka Shonibare 1962–present, Barbara Walker 1964–present, Hurvin Anderson 1965–present and Chris Ofili and Turgo Bastien, both 1968–present.	
A and D Strands (from National Curriculum):	Pupils should be taught about: Great artists, architects and designers in history. Creating sketchbooks to record their observations and use them to review and revisit ideas. Mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)	
Prior Learning: Have explored and compared the work of artist and designers from different eras, traditions, movements and cultures. Use of sketch books to record and develop ideas. Have used a variety of media to create images including, pencil, paint, pastel, pen, chalk and charcoal. Have used colour to express mood and feelings and can use knowledge of all seven visual elements to describe works of art. Have used a range of sculpting tools and modelling techniques including imprinting, coiling, mosaic, using slip to join clay, pinching, sculpting.	Endpoints: Children to choose from a range of art media to produce a work about an issue which is important to them. Art book study page/s demonstrating skills and knowledge gained. Knowledge: Children will know: <ul style="list-style-type: none"> • Many black artists have used their art to express their thoughts, experiences and emotions • Famous black artists include: Edmonia Lewis, Barbara Walker, Chris Ofili • Art analysis allows viewers to explore the different aspects of an artist's work to help them to understand why the artist created the piece and what it means • Vocabulary-analysis, civil rights, multiculturalism, pioneer, racial discrimination, symbolise and trailblazer Skills: Children will be able to: <ul style="list-style-type: none"> • Explain the significance of different artworks from a range of times and cultures and use elements of these to create their own artworks • Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art 	Opportunities for Spirituality: <ul style="list-style-type: none"> • Reflect on how different perspectives of the world bring diversity and can enrich a culture and inspire us.

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| | <ul style="list-style-type: none">• Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art• Use colour palettes and characteristics of an artistic movement or artist in artwork• Create innovative art that has personal, historic or conceptual meaning | |
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Understanding Art and Design Concepts:

Children will understand:

- The contribution that black artists have made to the world of art, craft and design
- The techniques used to create a montage or mood board
- The notion of figurative, conceptual and abstract art






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Art and Design - Medium Term Plan

Year 6 – Unit Title: Environmental Artists (6 hours)

Opportunity: 	To teach children about the genre of environmental art. They study how artists create artwork that addresses social and political issues related to the natural and urban environment. Children work collaboratively to create artwork with an environmental message.	
Enquiry: 	What environmental challenges are currently faced by our world? How can art raise awareness of environmental issues? Why is it sometimes important for us to work collaboratively to resolve problems both on a small and large scale?	
Language: 	Environmental issues, environmental art, compare, contrast, perspective, abstraction, figurative art , conceptual art, 3D, 2D, recycle, reuse, repurpose, natural, urban, observation, sketch book, montage, mood board	
A and D Strands (from National Curriculum):	Pupils should be taught about: Great artists, architects and designers in history. Record their observations in sketchbooks and use them to review and revisit ideas. Mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)	
Prior Learning: Year 5 English – Plastic pollution (single use plastics). Construction of a mood board or montage. Selecting, remodelling and joining materials to make sculptures. Working collaboratively. Abstract and conceptual art – Expressionism. Visual elements including form, shape, line, texture, pattern and colour. Comparing and contrasting works of art. Have Taken photos of work from a variety of perspectives.	Endpoints: Sketch books. Research of environmental artists. Photos of montages of recycled materials and final piece. Collaborative collage sculpted from recycled materials which highlights an environmental issue. Knowledge: Children will know: <ul style="list-style-type: none"> • Environmental art addresses concerns relating to the natural and urban environment • Environmental artists create their artworks from waste or recycled materials • Ocean plastics are usually single-use plastics that cannot be recycled • Ocean art is constructed from marine debris • Vocabulary - Conceptual art, eco-system, marine debris and sustainability Skills: Children will be able to: <ul style="list-style-type: none"> • Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art • Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art • Record their observations in sketchbooks and use them to review and revisit ideas • Create a 3-D form using malleable materials in the style of a significant artist, architect or designer 	Opportunities for Spirituality: <ul style="list-style-type: none"> • Reflect on how some of the small things we do can have a big impact when we work collaboratively.

- Create art inspired by or giving an environmental message

Understanding Art and Design Concepts:

Children will understand:

- The impact that art can have to change people's perceptions of the world
- The value of working collaboratively with others to achieve a shared goal
- The techniques required to create a large 3D sculpture






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Art and Design - Medium Term Plan

Year 6 – Unit Title Distortion and Abstraction

Opportunity: 	To teach children about the concepts of abstraction and distortion. They study the visual characteristics of abstraction and create a musically-inspired, abstract painting	
Enquiry: 	What is meant by the term abstract art? Why do people often get the idea of contemporary or modern art confused with abstract art? Who are some of the most significant abstract artists and what are their most famous works of art? How can we represent music as a visual art form?	
Language: 	Abstraction, distortion, contemporary art, modern art, abstract art, figurative art, conceptual art, expression, perspective, visual elements, line, colour shape, form, tone, texture, patten, space	
Historical Strands (from National Curriculum):	Pupils should be taught about: Great artists, architects and designers in history. Record their observations in sketchbooks and use them to review and revisit ideas. Mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Evaluate and analyse creative works using the language of art, craft and design	
Prior Learning: Have explored seven elements of art line, shape, form, pattern colour, tone/hue and texture. Have compared and contrasted artists' use of perspective, abstraction, figurative and conceptual art. Have an understanding of how artistic movements change and develop over time. Have an understanding of how the use of restricted palettes can convey mood and express feelings or can be	Endpoints: Reimagined observational drawings to create abstract or distorted images. Abstraction by line, colour and shape. Abstract art in the Orphism style. Knowledge: Children will know: <ul style="list-style-type: none"> • Artists sometimes use distortion or abstraction to convey feelings or moods rather than to realistically represent things • Some artworks use pure colour to evoke a mood or a feeling, some artworks reduce their subject matter to basic shapes • Guernica is an abstract painting by Pablo Picasso • Orphism was an abstract painting style • Vocabulary- Abstract, geometric, proportion, intensity and subject matter Skills: Children will be able to: <ul style="list-style-type: none"> • Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art • Use distortion, abstraction and exaggeration to create interesting effects in portraiture or figure drawing • Use colour palettes and characteristics of an artistic movement or artist in artwork 	Opportunities for Spirituality: <ul style="list-style-type: none"> • Reflect on how music and art can change our moods, emotions and feelings.

<p>a distinctive characteristic of an movement in art.</p>	<ul style="list-style-type: none">• Use line, tone or shape to draw observational detail or perspective• Create innovative art that has personal, historic or conceptual meaning• Adapt and refine artwork in light of constructive feedback and reflection <p>Understanding Art and Design Concepts: Children will understand:</p> <ul style="list-style-type: none">• The meaning of abstraction in relation to abstract art• The techniques employed by abstract artists in respect of the visual elements• The way abstract art can convey personal, historic and conceptual meaning	
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