


NURSERY

Expressive Arts and Design - Specific Area

EYFS Statutory Educational Programme:

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Reception Aut 1
	Creating with Materials						
Nursery Skills	<p>Explore a range of mark-making opportunities from stamping & printing to drawing different lines, spirals and circles using various media.</p> <p>To begin to distinguish between the marks they make.</p>	<p>To introduce meaningful marks to their pictures & paintings, incl pattern-making & symmetry during eg Diwali & Xmas.</p> <p>To introduce the concept of sculpting to manipulate playdoh and clay to make simple representations eg a bowl or diva lamp</p> <p>To use drawing and painting eg flicking, Marble rolling / spray bottles to represent ideas like movement or loud noises eg a dog</p>	<p>To begin to draw simple shapes that represent objects, people, animals.</p> <p>Provide sculpting opportunities to make more adventurous representations eg animals. Using clay.</p> <p>To start to draw continuous lines & circles, creating closed shapes that they give meaning to.</p> 	<p>To draw with increasing complexity & detail, eg a circular face with features or a body with limbs etc.</p> <p>Enhance sculpting provision & introduce new techniques e.g. making a coiled flower pot. Using tools – eg scissors to create texture for animal coats eg owls and hedgehogs looking at Henry Moore Sculptor,</p>	<p>To explore colour-mixing with coloured water & paints etc.</p>	<p>To show diff emotions in their drawings, paintings & models eg sad/ happy/ anger/ fear.</p> <p>To respond accordingly to feedback or constructive criticism.</p> <p>To begin to explore colour & choose appropriate colours to represent their drawings eg the colour of their skin/hair or yellow for a lemon etc.</p>	<p>To develop their colour-mixing techniques to match what they see/want to represent with support.</p>




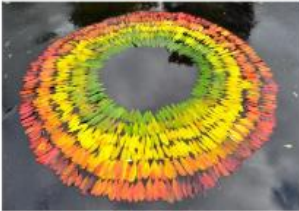


Whole School Art Medium Term Plan



		running or a firework exploding.					
Being Imaginative & Expressive							
Nursery Knowledge	Explore a range of mark-making opportunities using different techniques, resources & media, & know what kind of marks they are making: straight, wavy, zigzag, curved lines, circles, dots etc.	<p>To begin making intentional marks and lines that they assign meaning to.</p> <p>To introduce the 3D medium of sculpting.</p>	To begin drawing, painting & sculpting representational images/objects which they can label.	<p>To gain experience with new tools & learn new techniques to use & join materials together to create exciting new effects.</p> <p>To draw a range of different pictures with increasing complexity & detail.</p> <p>To teach new sculpting techniques to broaden their expressive experiences.</p>	To begin to explore colour, its uses & colour-mixing.	To use drawing to represent ideas like emotion, movement or loud noises in their work.	To explore, use and refine a variety of artistic effects to express their feelings and ideas.

Whole School Art Medium Term Plan

RECEPTION

<p>Art links</p> <p>(We will also add other activities related to the children's interests, when appropriate).</p>	<p>Painting an autumn tree</p> <p>Self Portraits (Pencil/crayon/paint) Family portraits</p> <p>Artist- Picasso (cubism, cutting up photographs of self into different shapes and creating Picasso inspired portraits).</p>  <p>Self Portrait Picasso</p>	<p>Firework painting using different painting tools</p> <p>Artist- Rangoli Artist Rahul Swami Largest rangoli pattern in the world</p> 	<p>Painting a winter tree</p> <p>Day and night painting Colour mixing (light/dark) Number rockets Nocturnal animal sketching</p> <p>Artist- Vincent van Gogh – Starry night (Using crayons on black backgrounds).</p>  <p>Starry Night by Van Gogh</p>	<p>Painting a spring tree</p> <p>Butterfly symmetry</p> <p>Artist- Joanna Wirazka- Painting on leaves</p> <p>Artist- Andy Goldsworthy – nature art</p> 	<p>Painting a summer tree</p> <p>Fossil rubbings and observational sketches Dinosaur footprints</p> <p>Artist-Georgia O'Keeffe Large flower paintings experimenting with water colours. Painting by blowing through straws to create detail in petals.</p>  <p>A sunflower from Maggie by O'Keeffe</p>	<p>Sand painting Observations of shells and painting Pasta shells Pebble painting</p> <p>Artist- Hetty Haxworth</p>  <p>See maths vocabulary plan</p>
--	---	--	--	--	---	--

Whole School Art Medium Term Plan



Year 1

Outcomes Pupils should be taught a wide range of art and design techniques and skills and to use a range of materials to design and make products. Pupils should be taught about the work of a range of artists/designers/craft makers to allow them to identify the similarities and differences between them and make links to their own work.

Unit 1 Portraits (full body) Inspired by Peter Blake Pencil crayons and pastels Builds on Foundation Stage skills in representing self.	Unit 2 Pattern and Collage – Inspired by Kandinsky Builds on Foundation Stage language of pattern, shape and colour. Builds on Foundation Stage skills of applying and mixing paint. Builds on Picasso montage work in Reception.	Unit 3 Paper sculpture - Stables inspired by Alexander Calder Builds on Foundation Stage skills and knowledge of sculpting/creating 3-D forms.
<p>1. What can I see in Peter Blake's self-portrait? To respond positively to ideas and starting points. To describe the work of notable artists. I can talk about what I see in a picture. I can imitate Blake's work using pencil crayons, showing what I have noticed by adding details.</p> <p>Pop-art, self-portrait, full length</p>	<p>1. What can I see in Kandinsky's Composition 8? To respond positively to ideas and starting points. To describe the work of notable artists. To name, match and draw lines from observation. To draw on surfaces with a range of media. I can use vocabulary correctly for line, shape and pattern. I can explore different media for drawing and use lines of varying thickness. Pattern line shape</p>	<p>1. What do I notice about Alexander Calder's sculpture La Grand Vitesse? To respond positively to ideas and starting points. To describe the work of notable artists. To use a variety of materials, techniques and shapes when sculpting</p> <p>I can use vocabulary correctly to describe the sculpture I see. I can talk about the difference between 2-D and 3-D art forms. I can make a 3-D arch, a bridge and a fanfold from paper. Arch, bridge, tab, glue form</p>
<p>2. Can I develop ideas for my self-portrait? To use drawing to develop ideas. I can draw a picture of myself wearing my favourite clothes and holding an object that matters to me. (from imagination)</p>	<p>2. What colours can I make with my watercolour paint? To name primary and secondary colours. To mix primary colours to make secondary colours. To experiment with brushes. I can talk about the colours I can see in Kandinsky's work and make colours to match them.</p>	<p>2. What other techniques are there for paper sculpting? To use a variety of materials, techniques and shapes when sculpting I can make a zig zag, a cone and a rectangular prism. Fan fold/zig zag/cone/rectangular prism</p>
<p>3. Can I draw my self-portrait? To draw from a subject showing some accuracy in shape and line. I can draw a self-portrait from a photograph (taken from own clothes day) and include detail.</p>	<p>3. Can I make my own abstract painting inspired by Kandinsky? To draw on surfaces with a range of media. To mix primary colours to make secondary colours. To use the terms warm and cool colours. I can design my own abstract art by overlapping shapes and adding watercolour paints selecting my own colours.</p>	<p>3. What further techniques are there for paper sculpting? To use a variety of materials, techniques and shapes when sculpting. I can make a triangular prism, simple curl, s-curl, square spiral, circle spiral, fringing Triangular prism, curl, spiral</p>
<p>4. How can I improve my self-portrait? To improve their work after feedback and discussion. I can produce a second self-portrait showing that I can make improvements to my work in response to feedback.</p>	<p>4. Can I create a background for a Kandinsky inspired collage? To explore the techniques of collage. I can tear, arrange and stick down tissue paper to create a background for a collage.</p>	<p>4. How do I assemble and attach my 3-D form to make my sculpture? To use a variety of materials, techniques and shapes when sculpting. I can use tabs to attach my shapes to a base. I can use slits to attach shapes together and to add height. Tabs, slits</p>
<p>5. What background did Blake use and what background would I like to use?</p>	<p>5. How do I use scissors effectively to cut out shapes? To explore the techniques of collage.</p>	<p>5. Can I make my own Alexander Calder inspired sculpture? To use a variety of materials, techniques and shapes when sculpting.</p>

Whole School Art Medium Term Plan

<p>To explore ideas for their own work. To develop drawings from imagination. I can plan and draw an initial sketch of my background.</p>	<p>I know that moving the paper can help me when cutting out. I know that cutting with the inside of the scissors rather than the tips can help me cut more accurately. DOES NOT NEED STICKING IN ART JOURNAL! FOR CHILDREN WHO HAVE GOOD SCISSOR CONTROL, THERE ARE SOME SCISSORS WITH PATTERNED BLADES TO EXPERIMENT WITH</p>	<p>I can select and make my own forms to create a sculpture. I can select my own colours of paper.</p>
<p>6. How do I use pastels to further develop my background? To use different materials to draw with. I can add colour and texture to my background using pastels.</p>	<p>6. Can I create shapes for a Kandinsky inspired collage? To explore the techniques of collage. I can draw and cut out shapes for my collage from black paper. I can arrange and stick down my shapes.</p>	<p>5. Can I complete my own Alexander Calder inspired sculpture? To use a variety of materials, techniques and shapes when sculpting. I can select and make my own forms to create a sculpture. I can select my own colours of paper.</p>

<p>Unit 4 Sonia Delauney Electric Prisms: Painting skills Builds on Foundation Stage skills of applying and mixing paint.</p>		<p>Unit 6 Stella Rankin Jug and Apples: Drawing skills Builds on Foundation Stage skills of making meaningful marks and representational images.</p>
<p>1. How do I make secondary colours from primary colours using poster/acrylic paint? Name primary and secondary colours. Mix secondary colours from primary colours. I can name primary and secondary colours. I know which primary colours make which secondary colours. I know I need to keep my brush clean between using different paints. I can paint a circle of colour showing control.</p>		<p>1. What can I see in Stella Rankin's still life? To respond positively to ideas and starting points. To describe the work of notable artists. Observe and draw shapes from observations. Investigate tones. I can use vocabulary for shape, line and tone correctly. I can attempt to draw a jug shape with a pencil from looking at a jug. I can use my pencil with different pressure to create different tones.</p>
<p>2. Can I paint my own abstract painting in the style of Delauney? Mix secondary colours from primary colours. Apply paint to paper with increasing control. I can paint free-hand circles around each other showing control of line and shape. I can mix and choose my own colours.</p>		<p>2. How can I improve my drawing skills from last week? Observe and draw shapes from observations. Investigate tones. I can improve my pencil drawing of a jug. I can use my pencil with different pressure to create different tones.</p>

Whole School Art Medium Term Plan



Year 2

Outcomes: Pupils should be taught to use a range of materials creatively, to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination and to develop a wide range of art and design techniques. They should also be taught about the work of a range of artists, describing the differences and similarities between and making links to their own work.

Unit 1	Unit 2	Unit 3
Collage inspired by <i>Henri Rousseau</i> Builds on the collage work in Year 1 unit 2 (Kandinsky).	Mixing paints: Pamela Ward inspired abstract Builds on painting skills from year 1 Unit 2 and 4.	Sculptures inspired by Keith Haring Builds on paper sculpture unit 1 Year 1 (Alex Calder)
<p>1. Can I look at, describe and discuss Henri Rousseau's <i>Tiger in the Storm</i>? To talk about the work of artists and express an opinion. I can comment upon an image using vocabulary from the elements of art. Line, colour Super Power of looking lesson https://artuk.org/learn/learning-resources/superpower-landscape-1-surprised</p>	<p>1. Can I create a drawing inspired by Ward's 'Interwoven Coloured Triangles'? To talk about the work of artists and express an opinion. I can comment upon an image using vocabulary from the elements of art. I can name the primary and secondary colours. Abstract Colour shape</p>	<p>1. How can my stickman be improved through looking at the work of Keith Haring? To talk about the work of artists and express an opinion I can comment upon an image using vocabulary from the elements of art. I can evaluate and improve my work. Line, shape, figure</p>
<p>2. How do I use line to create my own collage materials? To experiment with lines of varying thickness. To use different materials to draw. I can make my own collage materials, exploring the different lines used in Rousseau's painting. I can experiment with chalk, pastel and crayon to produce my lines. shape, line</p>	<p>2. Can I mix my own colours to complete my abstract painting? To mix primary colours to make secondary colours. To add white and black to alter tints and shades. I can mix my own paint colours and apply them neatly to complete my painting. Primary, secondary, tint, shade, apply, brush, Colour</p>	<p>2. What different figure positions can I see in Keith Haring's work? Explore ideas for my own creative work. Use different materials to draw (pencil then work over in felt tip). Draw lines of different thickness. I can select ideas and imitate them using felt tips. I draw shapes with increasing accuracy. I use lines to give my 2D work a dynamic feel. Line, shape, dynamic</p>
<p>3. Can I make a background for my picture using my collage materials? Use a combination of materials that have been cut, torn and glued. Sort and arrange materials. Add texture by mixing materials. I can produce a background using collage materials, placing my resources in an arrangement I am happy with and then sticking down neatly. Tear, arrange, create, space</p>		<p>3. What techniques do I need to use when working with a malleable material? To manipulate malleable materials in a variety of ways. I can explore rolling, joining and smoothing the surface of clay. form, shape, rolling, pinching, joining</p>
<p>4. Can I make collage materials for my next layer using cutting skills? Use different papers to create texture. Use folded paper to create symmetrical shapes. I can make a variety of different leaves shapes through drawing and cutting using different types of paper. shape, line</p>		<p>4. Can I use my techniques to make a sculpture of a figure based on Keith Haring's work? To manipulate malleable materials in a variety of ways. I can use a variety of techniques to sculpt my figure. form, shape</p>

Whole School Art Medium Term Plan

<p>5. Can I create a tiger for my collage? To use dots and lines to demonstrate pattern and texture. Draw lines of varying thickness. I can make my own collage materials, exploring the different lines used in Rousseau's painting. I can experiment with chalk, pastel and crayon to produce my lines. Texture, pattern</p>		<p>5. Can I make a second figure identifying at least one area for improvement? To become more proficient in sculpture. form, shape,</p>
<p>6. Can I complete and evaluate my collage? Use a combination of materials that have been cut, torn and glued. Sort and arrange materials. Add texture by mixing materials. I can add a final layer using collage materials, placing my resources in an arrangement I am happy with and then sticking down neatly. I can say what I think about my final piece of work and say how I might improve my collage work in the future.</p>		<p>6. Can I produce a Keith Haring background to display my sculpture? Use different materials to draw (pencil then work over in felt tip). Draw lines of different thickness. I can explore Keith Haring's motifs further and use them in my work.</p>

<p>Unit 4 Sunflowers: VanGogh Drawing, painting, texture Builds on Year 1 painting skills and understanding about texture in Unit 2, 4 and 6.</p>	<p>Unit 5 Pastel work Builds on Year 1 Unit 1 producing a background in pastel.</p>	
<p>1. What colours can you see in Vincent VanGogh's <i>Sunflowers</i> and can you recreate them? To name primary and secondary colours. To mix primary colours to make secondary colours. To add black and white to alter tints and shades. I am beginning to use the language of colour more confidently. I can mix my own colours to match a given colour. Colour</p>	<p>1. How can I use pastels? To use different materials to draw. I can explore different ways of using pastels. Tbc</p>	
<p>2. How do I use paintbrushes to create different effects? To experiment with different brushes (including brushstrokes) I can talk about the different effects I have achieved with brushes and select the ones I prefer. Line</p>	<p>2. Can I use pastels on black paper to create a Van Gough inspired artwork of my own? tbc</p>	
<p>3. Can I use what I have learned about colour mixing and brushstrokes to imitate Van Gogh's sunflowers? To mix primary colours to make secondary colours. To add black and white to alter tints and shades. To experiment with different brushes (including brushstrokes) I can mix my own colours and apply my paint to match the image I am working from. Colour Line</p>		
<p>4. How does textured paint make a difference?</p>		

Whole School Art Medium Term Plan



<p>To create textured paint and use it in a painting. I can experiment with textured paint and comment on the effect. Texture</p>		
<p>5. Can I draw my own sunflower? I can draw a sunflower in preparation for a painting of my own. I can look carefully and represent in drawing what I can see. shape, line</p>		
<p>6. Can I paint my own sunflower? To become more proficient in painting. I can select techniques, tools and make choices about colour when producing a painting of my own. Texture Colour</p>		

Whole School Art Medium Term Plan

Year 3

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

<p>Unit 1 Cave art (linked to history)</p> <p>Builds on mark-making, drawing and painting skills from KS1 using a range of dry media Develops further the language of colour when using paints. Continues to develop the understanding of texture.</p>	<p>Unit 2 Polar art (3D work) (linked to geography)</p> <p>Builds on clay sculptures experienced in Y2. Continues to develop drawing skills, in particular the ability to accurately represent a given image by adding tone and observing shape.</p>	<p>Unit 3 Collage Enrico Baj</p>
<p>1. How can I describe the cave paintings of Lascaux? Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures I can comment upon the quality of line and colour in an artist's work. I can say why people might have made art a long time ago. Simple, continuous, (line)</p>	<p>1. How can I describe the difference between Picasso's Le Pingouin and another artist's representation? Explore ideas from first hand observation. Question and make observations about starting points and respond positively to suggestions. I can comment upon works of art using the language of art. I can draw comparisons between two pieces of art about the same subject. I can draw an initial sketch of a penguin showing an understanding of the shapes involved. 2D, shape, elongated, triangular, oblong, circular (shape)</p>	<p>1. What do I think about Enrico's work 'Fire! Fire!' Explore ideas from first hand observation. Question and make observations about starting points and respond positively to suggestions. I can comment on how a piece of art makes me feel. I can comment on the artist's use of processes and materials</p>
<p>2. What sort of lines can I see in cave paintings and can I use different mediums to recreate them? Make marks and lines with a wide range of drawing implements charcoal, pencil, crayon, chalk pastels, pens I can make lines and marks with different media. I can describe and use different lines in my drawing. Mediums, media, recreate (line)</p>	<p>2. Can I use my observational skills to draw penguins in different positions? Experiment with different grades of pencil and other implements to draw different forms and shapes. I am improving my understanding and drawing of different shapes. Observation, position, diagonal, sloping, horizontal, vertical (Line, shape)</p>	<p>2. Can I imitate Baj's work applying collage techniques? Select materials and arrange them using collage techniques I can work with different materials and media to make a collage based on Baj's work.</p>
<p>3. What are natural tones and why are they used in cave painting? Use more specific colour language. Work on a range of scales e.g., thin brush on small picture I can use particular words to describe colours. Natural tones (colour)</p>	<p>3. Can I use tone to give my drawing of a penguin an illusion of form? Begin to show an awareness of objects having a third dimension. Apply tone in a drawing in a simple way I understand what 3-D means and how it can be created in a 2-D drawing. I am using tone to improve my work. Illusion of form, 3D, light, dark, grades of pencil, shading (tone)</p>	<p>These two lessons to be done during Unit 5 3. Can I make my own design for a collage based on Baj's work? tbc</p>
<p>4. What is texture and can I create and use textured paint? Create different effects and textures with paint according to what they need for the task I can make different texture in paint and talk about the effects it can produce. (Texture)</p>	<p>4. Can I plan and design a 3-D model of a penguin using the observations I have made? Plan, design and make models from observation/imagination I can develop a 2-D piece of work into a 3-D representation. Plan, design, select, plasticene (form)</p>	<p>4. Can I construct my collage based on my design? tbc</p>
<p>5. Can I create my own cave painting picture selecting from ideas explored so far? Question and make thoughtful observations about starting points and select ideas to use in their work</p>	<p>5. Can I make my 3-D model? Use clay to create a 3-D object I can develop a 2-D piece of work into a 3-D representation.</p>	

Whole School Art Medium Term Plan

<p>I can choose ideas from what has been looked at in other people's work to produce work of my own. Preferences, selection, combining</p>	<p>Roll, join, shape (form)</p>	
<p>6. Can I evaluate my work and the work of others? Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further I can think about my artwork and the artwork of others, making responses which show that I could develop my future work. Successes, improvements, evaluation</p>	<p>6. Can I add a colour finish to my penguin sculpture? Create different effects and textures with paint according to what they need for the task I can create and select a particular texture of paint to achieve the effect I want in my art work. Work on a range of scales e.g. large brush to cover surface area quickly working with thick paint I can select the right tool for the job in hand. PVC glue</p>	

Whole School Art Medium Term Plan



Year 3

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

	Unit 5	
<p style="text-align: center;">Unit 4 Fruit – still life (linked to science)</p> <p>Links to the still-life work from Y1 Unit 5 (Rankin). This unit builds on the drawing skills learned earlier in the year when children sketched pictures of penguins. They should by now be able to mix the colours they require for their painting, including shades of colour, with increased confidence and skill.</p>		
<p>1. What is meant by ‘still-life’?</p> <p>Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. (SUPER POWER OF LOOKING LESSON)</p> <p>Explore ideas from first hand observation. Question and make observations about starting points and respond positively to suggestions.</p> <p>I can comment upon works of art using the language of art.</p> <p>Still life, observation, fauvism, (colour)</p>	<p>Continue collage work based on Enrico Baj</p>	
<p>2. Can I accurately sketch the shapes of different fruits using careful observation?</p> <p>Experiment with different grades of pencil and other implements to draw different forms and shapes.</p> <p>I am learning to draw shapes accurately from observation.</p> <p>Observation, composition, length, space, (shape)</p>		
<p>3. Can I paint my composition with colours I have mixed myself (water colours)?</p> <p>Mix colours and know which primary colours make secondary colours. Use more specific colour language.</p> <p>I know which primary colours make which secondary colours.</p> <p>I can mix my own colours including shades and tints. I can apply paint effectively.</p> <p>Primary, secondary, colour wheel, (colour)</p>		

Whole School Art Medium Term Plan

Year 4

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

<p>Unit 1 – Egyptian art: (linked to history) This unit builds on the work on line in Y3 Unit 1 when children studied cave art. Children also continue to develop their understanding of how to mix paints, including tints and shades.</p>	<p>Unit 2 –D. L. Friedman Graphite Stones (linked to geography) Links to still life work in Year 3 Unit 5 and drawing of penguins in Unit 2.</p>	<p>Unit 3 - Clarisse Cliff and clay work (linked to history) This unit links to previous units on sculpture Y1 Unit 3, Year 2 Unit 3, year 3 Unit 2.</p>
<p>1. Who were Ancient Egyptian tomb painters and how can I describe their work? Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. I can choose ideas from what I have looked at in other people's work to produce work of my own. To compare and contrast different artists from different times Profile, 2-D, simple line, repeated pattern, curves, straight lines, blocked shaped, repeated detail, viewfinders (line, shape)</p>	<p>1. How can I describe the work of D. L. Friedman? Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. I can choose ideas from what I have looked at in other people's work to produce work of my own. Realism, line, tone</p>	<p>1. How can I describe the work of Clarisse Cliff? Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. To choose ideas from what they have looked at in other people's work to produce work of their own. To compare and contrast different artists from different times Ceramic, bizarre, geometric, designer, influence, glaze, fire (form)</p>
<p>2. How were colours used in Egyptian tomb art and how were they significant? Mix colours and know which primary colours make secondary colours Use more specific colour language Mix and use tints and shades I know how to mix colours to match a given shade. I can use more specific colour language Tints, shades, significant, primary, secondary, mixing and matching (colour)</p>	<p>2. What skills do I need to practise to produce a drawing of stones like Friedman? Begin to show an awareness of objects having a third dimension. Apply tone in a drawing in a simple way I understand what 3-D means and how it can be created in a 2-D drawing. I understand what tone is and how I can use it to improve my work. Illusion of form, 3D, light, dark, grades of pencil, shading (tone)</p>	<p>2. What did Roman pottery look like and how is it different to Cliff's designs? Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. To choose ideas from what they have looked at in other people's work to produce work of their own. To compare and contrast different artists from different times Relief, line, bold, colour, geometric shapes, base, curve, narrow (form)</p>
<p>3. Can I produce a side portrait of myself using what I have learned about Egyptian artwork? Draw different forms and shapes. Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. I can choose ideas from what I have looked at in other people's work to produce work of my own. Colour, line</p>	<p>3. Can I create my own still-life composition inspired by the work of Friedman? Begin to show an awareness of objects having a third dimension. Apply tone in a drawing in a simple way To understand what 3-D means and how it can be created in a 2-D drawing. To understand what tone is and how I can use it to improve my work. Illusion of form, 3D, light, dark, grades of pencil, shading (tone)</p>	<p>3. Can I use plasticene to investigate different pinch pots? Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. To choose ideas from what they have looked at in other people's work to produce work of their own. Plan, design and make models from observation or imagination. To work with a malleable material to help them plan and design a pot.</p>

Whole School Art Medium Term Plan



		Sphere, cylinder, roll, press, pinch, mould, smooth, lip, (form)
	<p>4. What words can I use to describe line, shape and texture? Use journals to collect and record visual information from different sources. Annotate work in journal. To develop their vocabulary when talking about line, shape and texture in art. Work with plasticene to develop initial ideas for making a mod roc piece.</p> <p>Swirling, curved, flowing, bubbled, semi-circular, raised, pitted, uneven, layered, horizontal, vertical, diagonal, ridged, grooved, bumpy, wavy, creased (line, shape, texture)</p>	<p>4. How can I develop my plasticene pot to include a relief design? Adapt their work according to their views and describe how they might develop it further.</p> <p><i>To evaluate work and plan next steps. To use the techniques of scoring and smoothing when working with a malleable material.</i></p> <p>Apply, coil, score (form)</p>
	<p>5. How can I represent hardened lave using mod roc? Create surface patterns and textures in a malleable material I am learning how to add texture to my 3-D artwork. I can use different techniques when working with mod-roc to create the effects I want. Pinching, smoothing, twisting, layering, applying, (texture, pattern)</p>	<p>5. Can I create my final Roman pot design from clay? Join clay adequately and construct a simple base for extending and modelling other shapes.</p> <p>To work with clay using the slick method.</p> <p>Slick, sculpt (form)</p>
	<p>6. What shades of grey can I mix to complete my mod roc piece? Mix and use tints and shades I can use more specific colour language and create my own shades of colour to use in my own work. value</p>	SHOW CASE WORK TO AN OUTSIDE AUDIENCE.

Whole School Art Medium Term Plan



Year 4

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

Unit 4 – No unit	Unit 5 – Collage (cross-curricula)	Unit 6 – Painting and drawing (linked to PSHE) Clementine Hunter
Collage work collecting images	<p>1. Who is Peter Blake and how can I describe his work? Element of art: space Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. I can choose ideas from what I have looked at in other people's work to produce work of my own. I can compare and contrast different artists from different times Pop art, collage, layering, space, foreground, mid ground, background, busy, chaotic, detailed, second hand....(space)</p>	
	<p>2. Who is Danielle Vaughan and how is her work different from Peter Blake? Element of art: space Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. I can choose ideas from what I have looked at in other people's work to produce work of my own. I can compare and contrast different artists from different times Collage, layering, space, foreground, mid ground, background (space)</p>	
	<p>3. What aspect of my learning this year would I like to express through my own art work? Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. I can think about my artwork and the artwork of others, and make responses which show that I could develop my future work. Theme, selection (space)</p>	
	<p>4. What will my composition look like? Element of art: space and line Adapt their work according to their views and describe how they might develop it further. I can think about my artwork and the artwork of others, and make responses which show that I could develop my future work. Preliminary, style, techniques, composition, (space line)</p>	

Whole School Art Medium Term Plan

	<p>5. How will I combine my materials to achieve the effect I want? Adapt their work according to their views and describe how they might develop it further. To think about their artwork and the artwork of others, making responses which show that they could develop their future work.</p> <p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures I am becoming more proficient in my use of collage techniques.</p> <p>Recap of previous terms during the unit. (space)</p>	
--	--	--

Whole School Art Medium Term Plan



Year 5

Year 5		
Outcomes: Pupils should be taught to develop their techniques, including their control of and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.		
Unit 1 Artist: Henry Moore (linked to history)	Unit 2: Mountain landscapes (linked to geography)	(DT Pop up books)
<p>This unit builds on work done in drawing skills. New learning is the use of cross hatching to create form. The end of this unit is the basis for planning a sculpture which will be re-visited in Unit 4.</p>	<p>This unit intends to develop the children's understanding of perspective, colour and painting skills.</p>	
<p>1. What can we learn about creating the illusion of form from Henry Moore's figures from the underground? Question and make thoughtful observations about starting points and select ideas to use in their work. I can talk about a work of art using subject specific vocabulary and develop my knowledge and understanding of an artist. Sketch, shading, cross-hatching, figure, 2-D, 3-D, Form, line, tone EXPLORE Activate prior knowledge (year 4 still life of stones and year 3 drawings of penguins). Introduce the artist. Discuss image, clarify vocabulary and annotate image for art journal.</p>	<p>1. What do we notice about Georgia O'Keeffe's landscape? Question and make thoughtful observations about starting points and select ideas to use in their work. I can talk about a work of art using subject specific vocabulary and develop my knowledge and understanding of an artist. Foreground, midground, background colour tone EXPLORE Recall what we know about Henry Moore. Introduce O'Keeffe and briefly compare with Moore. Use talk partners and vocab sheet to develop responses to O'Keeffe's work.</p>	
<p>2. How do I use shading to create form? Use different techniques for different purposes within their own work I can use shading effectively to create the illusion of form in 2-D work Sketch, shading, sphere, curve, Form, line, tone EXPLORE Review use of different grades of pencil and use of different pressures. Teacher to model shading of a free-hand sphere. Children to work alongside the teacher. Evaluate success and comment on improvements that could be made. Record work in art journal.</p>	<p>2. How do we create perspective in a landscape? Begin to develop an awareness of composition, scale and proportion. To produce a picture of a mountain landscape in pastel which has a fore ground, midground and background. Perspective, layers, thick, scratching, colour, space EXPLORE Compare/contrast a second mountain landscape image with the one introduced last week. This image is an innovation on O'Keefe's work. Teacher model putting pencil lines in for layers of foreground, midground and background. Teacher talk to children about how to apply pastels effectively (dark colours first, hard pressure, lighter colours over the dark and blending, light under dark so they can scratch in detail for foreground).</p>	
<p>3. How do I use cross hatching to create form? Use different techniques for different purposes within their own work I can use cross-hatching effectively to create the illusion of form in 2-D work Sketch, cross-hatching, pear shaped, curve, Form, line, tone EXPLORE Teacher model using the technique of cross hatching on a template shape of a pear. Children work alongside the teacher. Evaluate success and comment on improvements that could be made. Record work in art journal. (some children may draw their own pear shape and cross hatch on this as an extension)</p>	<p>3 and 4. What are complementary colours? To understand the term complementary colours and how they can be used with each other To revise and refine painting skills To produce a landscape using water colours Apply, amount, water colour, complementary, brush size, grip, EXPLORE Recall learning about colour so far. Revise the colour wheel that shows how complimentary colours are opposite on the colour wheel. Learn the rhyme! Recap paint mixing skills using water colours (tubes not tins). Teacher demonstrates drawing lines in pencil (lightly) on water colour paper. Discuss quality of paper. Teacher models paint colour choice, mixing skills and application of paint. Children follow with their own piece.</p>	
<p>4. Can I apply the skills I have learned to produce a still life sketch using the drawing skills I have learned about? Use different techniques for different purposes within their own work</p>		

Whole School Art Medium Term Plan



<p>I can use shading and cross hatching effectively to create the illusion of form in 2-D work Form, line, tone CREATE Teacher sets up arrangements of 3D shapes under white cloth. Children sketch main lines and then use drawing skills to give the sketch form. Record work in art journal.</p>		
<p>5. Can I evaluate my work and make improvements to a second attempt? ASSESSMENT PIECE (2026)</p>	<p>5. What thoughts do I have about the work I have produced and how could I take it further? Adapt their work according to their views and describe how they might develop it further. Annotate work in a journal. To reflect upon their own work and the work of others using the language of art. To select an image as a stimulus for their own work (or work from their imagination) and plan a landscape of their own. Composition, CREATE Teacher to lead a reflection of the work children have done so far. Teacher to introduce some images for a stimulus to think about what their landscape could look like. Children to plan the lines and colour scheme for their own landscape. Teacher to encourage children to do more than one plan.</p>	
<p>The Bigger Picture – The Super Power of Looking (Still Life) 2026</p>	<p>6. Can I paint my own mountain landscape applying what I have learned about creating perspective, using paint as a media and choosing colours? Work in a sustained and independent way to create a piece of independent artwork. To select ideas, techniques and resources to produce an independent mountain landscape. Composition CREATE Teacher shows children various mountain landscape images. Children use pencil to plan their own painting composition. They label their drawing with a colour scheme.</p>	

Whole School Art Medium Term Plan



Year 5

Year 5		
Outcomes: Pupils should be taught to develop their techniques, including their control of and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.		
Unit 4 – Sculpture Clay work Henry Moore	Unit 5 – Collage tbc	Unit 6 - Drawing and painting Lillies
<p>1/2. What do I think about Henry Moore’s sculptures? Can I imagine a figure of my own and give it form using my drawing skills? Question and make thoughtful observations about starting points and select ideas to use in their work. Use different techniques for different purposes within their own work. To talk about the work of artists using the language of art. Abstract, organic, shape, form Work in a sustained and independent way to create a piece of independent artwork. Use different techniques for different purposes within their own work I can select ideas and techniques to produce an independent abstract figure drawing. Form, line, tone Abstract, sculpture, preliminary sketch EXPLORE Teacher leads discussion about Henry Moore’s preliminary sketches for sculptures using examples by the artist. CREATE Children develop ideas of their own from this starting point. Children select one of their ideas and complete it using shading and cross hatching techniques. They evaluate their work and comment on the intent behind it.</p>		<p>1. Can I create an accurate drawing of a still life lily? Work in a sustained and independent way to create a detailed drawing. To use close observational skills to produce a detailed drawing. To use shading with pencil. Detail, shading, line, tone</p>
<p>2/3. What do I know about using clay for sculpture? Will my design translate into a 3-D work? Adapt their work according to their views and describe how they might develop it further. Annotate work in a journal. To reflect upon their own work and the work of others using the language of art. Teacher leads discussion and activates prior knowledge using images from previous work on clay. Children test out thier design using plasticene. Children evaluate and make changes where necessary.</p>		<p>2. Can I develop a painting in water-colour using my drawing? Develop a painting from a drawing. Mix and match colours to create different light effects. To use what they have learned about colour mixing to create a painting in water colour. colour</p>
<p>5/6 What techniques do I need to use when making my clay figure? Teacher shows children a video of an artist making an abstract figure from clay. Teacher makes explicit the vocabulary smooth,</p>		<p>3. Can I develop a painting in water-colour using my drawing? Develop a painting from a drawing. Mix and match colours to create different light effects.</p>

Whole School Art Medium Term Plan

shape, press and slake. Children then make their figure and evaluate the finished piece in their art journal.

To use what they have learned about colour mixing to create a painting in water colour.
colour

Whole School Art Medium Term Plan

Year 6

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

Unit 1 – Illustrators (linked to literacy) Drawing and painting	Unit 2 – Clay work inspired by the Mayans Sculpture (linked to history) This unit builds on clay work in year 2/3/4/5. Children continue to build associated vocabulary and add more intricate detail to their work.	
<p>1. Who illustrated The Lost Happy Endings and what artistic elements are used? Question and make thoughtful observations about starting points and select ideas to use in their own work. Use a journal to collect and develop ideas. Explore the roles and purposes of artists. To identify the techniques used by Jane Ray. Illustrator, layering, value</p>	<p>1. Can I imitate Mayan designs using coils and make a plan for a coil pot? Plan through drawing and other preparatory work. To investigate different coil designs and replicate them with a malleable material, selecting ideas for their own work. Spiral, arches, twists, braids, coil, roll, folds, spheres, doughnut, Form</p>	
<p>2. How do I use water colours effectively? Carry out preliminary studies, trying out different media and materials and mixing different colours. To revise how to use water colours to create washes and tree shapes Wash, gradient (colour transitions), layering, colour, value</p>	<p>2. Can I create a clay coil pot based on my design? Shape, form, model and construct from observation or imagination. Develop skills in using clay including slabs, coils and slips. Produce intricate patterns and textures in a malleable media. To produce a clay coil pot using ideas selected from preparatory work. Form</p>	
<p>3. How do I create an image in the style of Jane Ray using water colours? Carry out preliminary studies, trying out different media and materials and mixing different colours. To create a picture with trees and sky in the style of Jane Ray. Wash, gradient (colour transitions), layering, colour, value</p>		
<p>4. Who is Jan Pienkowski and how does his art link to our learning from last week? Carry out preliminary studies, trying out different media and materials and mixing different colours. Experiment with wet media to make different patterns. Explore the roles and purposes of artists. To use marbling inks to create a background. Silhouette, value</p>		
<p>5. Can I complete an effective silhouette to contrast with my marbled paper? Start to develop their own style using tonal contrast and mixed media. To draw a design that works effectively as a silhouette.</p>		

Whole School Art Medium Term Plan



Line, shape		
6. Can I combine my silhouette design with my marbled paper and evaluate my work?		

Year 6		
Outcomes: Pupils should be taught to develop their techniques, including their control of and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.		
Unit 4 – Islamic art Drawing (linked to RE and maths)	Unit 5 – Dali – Dreamscapes Collage	Unit 6 Drawing and painting Lowry: Buildings and perspective
<p>1. What is rotational symmetry? Explore symmetry as an introduction to the unit To produce a symmetrical design using squared paper Geometric, repeating, pattern</p>	<p>1. What is surrealism and who was Salvador Dali? Question and make thoughtful observations about starting points and select ideas to use in their work. To understand the term surrealism</p>	<p>1. What can we learn from Lowry about perspective? Question and make thoughtful observations about starting points and select ideas to use in their work. To talk about works of art using the language of art Perspective, arrangement, composition, line, shape</p>
<p>2. How is Islamic faith expressed through art? Work from a variety of sources including observation, photographs and digital images. Explore the roles and purposes of artists working in different times and cultures. To understand that Islamic art has a particular style and know how it developed in the way that it did. Geometric, repeating, interlaced, calligraphy, vegetal, linear, line, pattern</p>	<p>2. How can I create a surrealist image using collage techniques? Work in a sustained and independent way to create a piece of independent artwork. Use different techniques for different purposes within their own work To produce a collage piece using digital images and images collected</p>	<p>2. How is simple perspective created using a single focal point? Begin to use simple perspective in their work using a single focal point. To draw simple cubes based on single focal point focal point, perspective, vanishing point, line</p>
<p>3. What do Islamic geometric patterns look like and can I recreate any? Use dry media to make patterns and shapes within a drawing. To follow instructions to create geometric drawings based on Islamic designs. Geometric, repeating, triangular, pattern</p>		<p>3. How is simple perspective created using a single focal point? Begin to use simple perspective in their work using a single focal point. To imitate a Lowry drawing focusing on use of a single focal point (sketching in pencil) City scape, focal point, perspective, arrangement, composition, line, shape</p>
<p>4. What do Islamic geometric patterns look like and can I recreate any? Use dry media to make patterns and shapes within a drawing. To follow instructions to create geometric drawings based on Islamic designs. Geometric, repeating, triangular (hexagonal for GDS), pattern</p>		<p>4. How can colour be added to my basic sketch? Experiment with wet media using wet on wet. Use wet media (water colour) to create a background wash which when dry will be worked into with other media. Watercolour, wash, colour NB Children who struggled with single point perspective to have a second try at lesson 3.</p>

Whole School Art Medium Term Plan



<p>5. Can I make my own geometric design based on the ideas I have explored? Use dry media to make patterns and shapes within a drawing. To produce a symmetrical design of my own using geometric paper Geometric, repeating, triangular (hexagonal for GDS), pattern</p> <p>6. Can I evaluate my design?</p>		<p>5. What other detail can be added to my work? Use dry media to make different marks, lines, patterns and shapes within a drawing. To work with pencil crayon to add detail into a drawing outline, shading, detail, line, shape</p>
--	--	--