


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>

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		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.

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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- Albert Lizah- African landscapes (landscape art using chalk, soil, and acrylic) Artist- Joanna Wirazka- Painting on leaves Artist- Andy Goldsworthy – nature art</p>  <p>Albert Lizah</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 Wassily Kandinsky Shape art using objects, different tools and colours. (Maths link)</p>  
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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>

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<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.</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>

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<p>Unit 4 Sonia Delauney Electric Prisms: Painting skills</p> <p>Builds on Foundation Stage skills of applying and mixing paint.</p>	<p>Unit 5 Stella Rankin Jug and Apples: Drawing skills</p> <p>Builds on Foundation Stage skills of making meaningful marks and representational images.</p>	<p>Unit 6 Van Gogh Wheatfield with Crows – textures Builds on Foundation Stage skills</p> <p>Builds on Reception work about the artist Van Gogh.</p>
		<p>1. What is texture and what textures can I see in Van Gogh's Wheatfield? To respond positively to ideas and starting points. To describe the work of notable artists. I can explain what is meant by the word texture. I can use the language of art to describe what I can see in a work of art.</p>
		<p>2. What different textures can I create using different tools, papers and paints? Select and use a different variety of tools and techniques including different brush sizes and types. Create textured paint by adding sand/flour. I can explore and experiment with different tools, papers and paints to make a variety of textures.</p>
		<p>3. Can I paint my own Van Gogh inspired landscape using some of the texture techniques I have explored? Select and use a different variety of tools and techniques including different brush sizes and types. Create textured paint by adding sand/flour. I can use what I have learned to create a textured landscape of my own.</p>
<p>5. 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>5. 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>6. 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>6. 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>	

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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 plasticene. 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>

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<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>Unit 6 Pastel work Builds on Year 1 Unit 1 and the previous Y2 unit. Continues to develop the children's knowledge of the artist Van Gogh.</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.</p>	<p>1. Can I use pastels to imitate Van Gogh's sunflowers?</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. How can I use pastels? To use different materials to draw. I can explore different ways of using pastels.</p>	<p>2. Can I use pastels to create a piece of artwork of my own?</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><i>Further content of the above to be confirmed.</i></p>	<p><i>Further content of the above to be confirmed.</i></p>
<p>4. How does textured paint make a difference?</p>		

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<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>		

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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 1 Cave art (linked to history)	Unit 2 Polar art (3D work) (linked to geography)	Unit 3 – Collage Eggs
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.	Builds on paper and plasticene sculptures experienced in KS1. Continues to develop drawing skills, in particular the ability to accurately represent a given image by adding tone and observing shape.	Builds on collage work in KS1 (Year 1 Unit 2 and Year 2 Unit 1). Develops the idea of more detailed and precisely arranged collage.
<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. How can I describe a Faberge egg? Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. I can talk about what I notice in the art work that other people have done. Design, Faberge, swirl, triangular, repeated, geometric, organic (there will be many words to describe the patterns...produce class chart) (Line, pattern)</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 plan a design for a Faberge egg? Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. I can produce my own patterned paper for use in collage. Design, prefer, (Line, pattern)</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>3. Can I use collage techniques to produce my Faberge design? Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. I understand the term mosaic and use this technique in my collage work.</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, masking tape (form)</p>	
<p>5. Can I create my own cave painting picture selecting from ideas explored so far?</p>	<p>5. Can I make my 3-D model? Use Papier Mache to create a 3-D object</p>	

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<p>Question and make thoughtful observations about starting points and select ideas to use in their work 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>TI can develop a 2-D piece of work into a 3-D representation. Paste, shred, glue, rip, layers (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 texture to my penguin? 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 (texture)</p>	

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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 4 The iron man – digital art (linked to literacy)	Unit 5 Fruit – still life (linked to science)	Unit 6 Turner and water colour painting
<p>This unit builds on the children’s experience in KS1 with using Windows Paint app. In year 3, the children are introduced to paint.net which gives more choices about shapes, brushes and effects. For more detail, see the ICT curriculum plans</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>Builds on painting skills thus far but develops specific vocabulary and techniques for using water colour.</p>
<p>1. What effects can I create using different brushes on paint?</p> <p>Use a graphics package to create images and effects with; <u>Lines</u> by controlling the brush tool with increased precision. <u>Changing the type of brush</u> to an appropriate style</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>1. SUPER POWER OF LOOKING LESSON: Lesson 3 Landscapes</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>2. What shapes can I create using paint and how do I duplicate shapes?</p> <p>Create <u>shapes</u> by making selections to cut, duplicate and repeat</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>2. What ways can I work with water colour paint to create a landscape?</p> <p>To develop further techniques in water colour such as wet on wet, sponging, splattering, using salt I can explore different techniques and select the ones I want to use in my own landscape picture.</p>
<p>3 / 4. Can I create a background for Iron Man?</p> <p>Use a graphics package to create images and effects</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. I can mix my own colours including shades and tints. I can apply paint effectively.</p> <p>Primary, secondary, colour wheel, (colour)</p>	
<p>3 / 4. Can I create a background for Iron Man?</p> <p>Use a graphics package to create images and effects</p>		
<p>5. Can I create an Iron Man using shapes on paint?</p> <p>Use a graphics package to create images and effects</p>		
<p>6. Can I use the skills I have learned to create my own piece of art?</p> <p>Use a graphics package to create images and effects</p>		

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Year 4

<p>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>		
<p style="text-align: center;">Unit 1 – Egyptian art: (linked to history)</p> <p>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 style="text-align: center;">Unit 2 –D. L. Friedman Graphite Stones (linked to geography)</p> <p>Links to still life work in Year 3 Unit 5 and drawing of penguins in Unit 2.</p>	<p style="text-align: center;">Unit 3 - Clarisse Cliff and clay work (linked to history)</p> <p>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. Freidman? 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.</p>	<p>2. 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.</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.</p>

Whole School Art Medium Term Plan



<p>Colour, line</p>	<p>Illusion of form, 3D, light, dark, grades of pencil, shading (tone)</p>	<p>Plan, design and make models from observation or imagination. To work with a malleable material to help them plan and design a pot.</p> <p>Sphere, cylinder, roll, press, pinch, mould, smooth, lip, (form)</p>
	<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?</p> <p>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?</p> <p>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>	<p>SHOW CASE WORK TO AN OUTSIDE AUDIENCE.</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.

Unit 4 – No unit	Unit 5 – Expressing emotion (linked to PSHE)	Unit 6 – Collage (linked to geography)
	<p>This unit builds on previous work in Foundation and Year 1 on self-portraits. However, in this unit children concentrate on using digital techniques to create artistic images. This unit links to Y3 work on producing digital art images for The Iron Man. Children are introduced to using Activ Inspire as a tool for constructing a digital image.</p>	<p>This unit builds on the collage work experienced in Y1 (Kandinsky abstract), Y2 (Tiger) and Y3 (Eggs). In this unit, children are expected to become more proficient in their skills, applying smaller pieces of materials in a precise way. They select colour and images for effect. Some children will choose to add another media (e.g. water-colour) to their work.</p>
Collage work adding more detail	<p>1. How is emotion conveyed in 'The Scream'?</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>To talk about works of art using the language of art.</p> <p>I can choose ideas from what I have looked at in other people's work to produce work of my own.</p> <p>Expressionists, emotion, represent, exaggeration, distortion (Colour, line, space)</p>	<p>1. Who is Peter Blake and how can I describe his work?</p> <p>Element of art: space</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>I can choose ideas from what I have looked at in other people's work to produce work of my own.</p> <p>I can compare and contrast different artists from different times</p> <p>Pop art, collage, layering, space, foreground, mid ground, background, busy, chaotic, detailed, second hand....(space)</p>
	<p>2. Can I capture a digital image that portrays strong emotion?</p> <p>Record and collect visual information using digital cameras/ laptops</p> <p>I can capture a digital image to use in my own art work.</p> <p>Facial features, digital images (colour)</p>	<p>2. Who is Danielle Vaughan and how is her work different from Peter Blake?</p> <p>Element of art: space</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>I can choose ideas from what I have looked at in other people's work to produce work of my own.</p> <p>I can compare and contrast different artists from different times</p> <p>Collage, layering, space, foreground, mid ground, background (space)</p>
	<p>3. How do I use paint.net to manipulate my image?</p> <p>Present recorded visual images using software</p> <p>Use a graphics package to create images and effects</p> <p>Experiment with colours and textures by using effects and simple filters to manipulate and create images for a purpose</p> <p>I can alter an original image to express an idea of their own.</p> <p>Filter, manipulate (colour)</p>	<p>3. What aspect of my learning this year would I like to express through my own art work?</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>I can think about my artwork and the artwork of others, and make responses which show that I could develop my future work.</p> <p>Theme, selection (space)</p>
	<p>4. Who is David Hockney?</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>I can choose ideas from what I have looked at in other people's work to produce work of my own.</p>	<p>4. What will my composition look like?</p> <p>Element of art: space and line</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>I can think about my artwork and the artwork of others, and make responses which show that I could develop my future work.</p> <p>Preliminary, style, techniques, composition, (space line)</p>

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	Joiners, cubists, polaroid (space, shape)	
	5. How can I use Activ Inspire to create my own montage piece? Create shapes by making selections to cut, duplicate and repeat I can create a montage piece using digital technology. Angle, joining, perspective, cut/snip/paste, montage (space, shape)	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. 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. Recap of previous terms during the unit. (space)
	6. Can I evaluate my final piece of digital art 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 critically about my own work and the work of others. I can talk about my work using the language of art. spacing, lay out, layering, overlap, overall effect, focal point...	

Whole School Art Medium Term Plan



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)	Unit 3 – Black and white art- Charles Keeping (linked to literacy)
<p>This unit builds on work done in pencil drawing polar bears and the still life drawing of fruit in Y3. New learning is the use of hatching and cross hatching to create form. The sculpture aspect builds on Y3 polar bear models and Y4 clay work. However, new learning here is more about producing an abstract imaginative idea for their model rather than improving sculpting skills. This unit links to the Iron Man digital art in Y3 and the photo montages in Y4.</p>	<p>This unit builds on the children’s experiences with pastel colour thus far. They are encouraged to use the pastels thickly to give texture and scratch in to the foreground.. Pattern work is further explored but on a more detailed and intricate level. Children move further towards selecting and combining techniques to produce a single piece of independent work based on a mountain landscape.</p>	<p>The focus of the unit is to encourage the children to look at the effects that can be created using black and white media, whilst continuing to build on their understanding of perspective and the ability to select and combine techniques to produce artwork of their own.</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. Use different techniques for different purposes within their own work To use shading and cross-hatching effectively to create the illusion of form in 2-D work <i>I have used line and tone to create form in my drawing</i> Sketch, shading, cross-hatching Form, line, tone</p> <p>(preceded by 2 revision sessions for crosshatching of fruit and shading of 3-D shapes)</p>	<p>1. What can we learn about perspective and colour from O’Keeffe’s mountain landscape? Question and make thoughtful observations about starting points and select ideas to use in their work. Begin to develop an awareness of composition, scale and proportion. Use dry media to make different marks, lines, patterns , textures and shapes within a drawing. To produce a picture of a mountain landscape in pastel which has a fore ground, midground and background.</p> <p>Perspective, layers, thick, scratching, colour, space</p>	<p>1. What can we learn about perspective and composition from Charles Keeping’s illustration? Question and make thoughtful observations about starting points and select ideas to use in their work. Begin to develop an awareness of composition, scale and proportion. Begin to use simple perspective in their work using a single focal point and horizon. To produce small scale drawings practising moving the single focus point focal point, composition, perspective, space,</p>
<p>2. How can we describe a Henry Moore sculpture? 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 <i>I can talk about the work of artists</i> Abstract, organic, curved, 3-D form,</p>	<p>2. How can we describe Yayoi Kusama’s work? (SUPER POWER OF LOOKING LESSON) 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. Mindfulness, zentangle, abstract, pattern, form</p>	<p>2. Can I work in black and white using newspaper? Use collage as a means of extending work from initial ideas To experiment with using newspaper as a material for collage. tear, overlap, space</p>
<p>3. Can I design a sculpture for the school grounds in the style of Moore? Plan a sculpture through drawing and other preparatory work To use ideas from Moore’s work to produce a design of their own.</p> <p>Theme, design, preliminary sketch, form, line, tone</p>	<p>3. Can I create a mountain landscape using repeated patterns based on Kusama’s work? Work in a sustained and independent way to create a detailed drawing. Use dry media to make different marks, lines, patterns, textures and shapes. To select patterns from images studied and incorporate those in their own work. Motif, pattern</p>	<p>3. Can I produce my own composition inspired by the title ‘the way through the woods’? Begin to develop an awareness of composition, scale and proportion. Begin to use simple perspective in their work using a single focal point and horizon. To use pencil to plan out a composition of a collage entitled ‘the way through the woods’. focal point, composition, perspective, space,</p>
<p>4. Can I make my sculpture selecting from my preliminary sketches? Shape, form, model and construct from observation or imagination To manipulate plasticene to create a 3-D sculpture that is based on a preliminary sketch. Smooth, sculpt, mould, form</p>	<p>4. 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 and plan a mountain scape of their own.</p>	

Whole School Art Medium Term Plan

	Composition, mixed media	
<p>5. How do I manipulate images digitally? Record, select and store visual information using a digital device. Present recorded visual images. Understand that a digital image is created by layering. To use power-point to present an image of their sculpture in the school grounds.</p>	<p>5. Can I produce my own mountain landscape combining some of the techniques I have been leaning about? 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, mixed media</p>	
<p>6. What thoughts do I have about the work I have produced and how could I take it forward? 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.</p>	<p>6. Can I produce my own mountain landscape combining some of the techniques I have been leaning about? 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.</p>	

Whole School Art Medium Term Plan



Year 5

<p>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>		
<p>Unit 4 – Identity -complimentary colours. Self-portraits (linked to PSHE) The focus of this unit is to develop the children’s understanding of how colours are used rather than understand how to mix colours which they should now be able to do. (Y4 Unit 1 and 2, Y3 Unit 1 and 5). Children revisit the skills of portrait and proportion within this which they will not have done since KS1. The new learning about colour is then applied to a portrait painting.</p>	<p>Unit 5 – Pencil crayon skills (linked to literacy) The first session of this unit is designed to refine the children’s use of colour pencils by introducing blending and shading, just as the first unit in Y5 is intended to help the children gain increasing control over creating tone in 2-D drawing.</p>	<p>Unit 6 – Flower art- drawing skills, water colour and wire sculpture (linked to science) The beginning of this unit links to the Y3 still life work (Unit 5). It builds on the work done in Y5 Unit 1, 4 and 5 where children are being expected to show increasing control over the representations of what they see and their ability to create tone in drawing. The wire sculpture aspect of the unit links to previous sculpture work across KS2 but gives the children an opportunity to work with a different media and provides the challenge of producing a free standing model using greater dexterity than earlier KS2 materials.</p>
<p>1. What can I learn about portraits from the work of Kehinde Wiley? 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. Photorealism, pattern, colour</p>	<p>1. How do I use coloured pencils effectively? Explore colour mixing and blending techniques with coloured pencils. To carry out preliminary studies. To practise colour pencil skills on anime-style drawings Blending, shading, colour</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. What is meant by complimentary/contrasting colours? Be able to identify complementary colours. To identify complimentary colours on a colour wheel. To use water colour paints to create a background composition for a self-portrait. Colour wheel, contrasting, complimentary, colour</p>	<p>2. How do I use coloured pencils effectively? Explore colour mixing and blending techniques with coloured pencils. To carry out preliminary studies. To practise colour pencil skills on super-hero drawings Blending, shading, colour</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>3. How do I draw the features of a face in proportion and detail? Begin to develop an awareness of composition, scale and proportion. Carry out preliminary studies. To understand the proportions of facial features when drawing in pencil. Proportion, scale, composition, space</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. To use what they have learned about colour mixing to create a painting in water colour. colour</p>
<p>4. Can I draw a self-portrait from a photograph? Work in a sustained and independent way to create a detailed drawing. To create an accurate drawing of a face/upper body using what they have learned about composition and proportion. Proportion, scale, composition, space</p>		<p>4. How do artists use wire to make a sculpture? Work from a variety of sources. Develop close observational skill. Question and make thoughtful observations about starting points and select ideas to use in their own work. To comment on and evaluate works of art using the language of art. To select ideas from other artists to use in work of their own. Line, form</p>
<p>5. Can I evaluate my self-portrait and make improvements?</p>		<p>5. Can I use wire to make a flower sculpture? Use man made materials to create sculptures.</p>

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<p>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. Proportion, scale, composition, space</p>		<p>To create a free standing sculpture of a flower to include features learned about in science. Line, form</p>
<p>6. Can I produce a painting from my drawing to combine with my background? Develop a painting from a drawing. To paint a self-portrait using water colour on top of a pencil drawing Self-portrait, colour</p>		

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.

<p>Unit 1 – Illustrators and digital art (linked to literacy)</p> <p>This unit links to Y5 Unit 3 where an illustrator’s style is studied and children select aspects of this to produce independent work. The children are expected to produce quite detailed silhouettes but the idea of tonal contrast is continued from the work in Y5. Using marbling is new learning. The digital art builds on children’s experiences in Y5 with Paint.net but children are working with more than one layer and learn how to use further effects available on this software.</p>	<p>Unit 2 – Clay work inspired by the Mayans (linked to history)</p> <p>This unit builds on the claywork done in Y4 Unit 3 but moves on to coil pot techniques rather than pinch pots. Children continue to build associated vocabulary and add more intricate detail to their work.</p>	<p>Unit 3 – Collage inspired by Dali</p>
<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, silhouette, 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>New for 2023 – details to be confirmed</p>
<p>2. How do I create a silhouette 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), 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. 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>3. Can I add colour to my pot? Adapt their work according to their views and describe how they might develop it further. To select colours to complete pot and evaluate their success. Colour</p>	
<p>4. 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. Line, shape</p>		

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<p>5. Can I use digital media (paint.net) to design an illustration for my own story using some of the artistic techniques I have learned?</p> <p>Use a graphics package to create and manipulate new images . Be able to import an image into a graphics package. Create layered images from original ideas.</p> <p>To produce a layered image using paint.net.</p> <p>Space</p>		
<p>6. Can I evaluate and make improvements to my digital image?</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>To assess their own work and make improvements using the language of digital art.</p>		

Whole School Art Medium Term Plan



Year 6

Year 6		
<p>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>		
<p style="text-align: center;">Unit 4 – Islamic art (linked to RE)</p> <p>This unit links to pattern work experienced in Y3 Unit 3 on designs for decorating eggs and Y5 Unit 2 based on the work of Kusama. However, new learning here is based on reproducing geometric repeating patterns on a more complex basis. Children are shown how to use mathematical equipment and geometric paper to produce accurate patterns. This unit also links to developing Y6 pupils' understanding of shape and use of vocabulary in mathematics.</p>	<p style="text-align: center;">Unit 5 – Lowry: Buildings and perspective (linked to geography)</p> <p>This unit builds on perspective work experienced in Year 5 Unit 2 and 3. New learning is the use of perspective in drawing buildings rather than in landscape work.</p>	<p style="text-align: center;">Unit 6- Urban sketchers Buildings in Leicester (linked to Unit 5 geography)</p> <p>Creating a detailed drawing links to Y5 Unit 6. Children by this stage should be producing good quality work in pencil with attention to line, shading and perspective. The use of water colours is revisited from Y6 Unit 1 when children used this media to produce a background for their silhouetted trees and the background wash for the work in the previous unit.</p>
<p>1. 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>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>1. How is Emma Fitzpatrick's style different to Lowry's work in depicting buildings? 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, focal point, line, shape</p>
<p>2. What do Islamic geometric patterns look like and can I recreate any? Use dry media to make different marks, lines, patterns and shapes within a drawing. To follow instructions to create geometric drawings based on Islamic designs. Geometric, repeating, interlaced, calligraphy, vegetal, linear, line, pattern</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>2. What special buildings do we have in Leicester and how could I portray them? Work from a variety of sources including observation, photographs and digital images. Develop close observation skills using a variety of viewfinders. To select a building as a subject and use a cropping tool to select the portion or view they want to portray. Cropping tool, line, shape</p>
<p>3. What do Islamic geometric patterns look like and can I recreate any? Use dry media to make different marks, lines, patterns and shapes within a drawing. To follow instructions to create geometric drawings based on Islamic designs. Geometric, repeating, interlaced, calligraphy, vegetal, linear, line, 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>3. Can I produce a detailed pencil drawing of my chosen building? Work in a sustained and independent way to create a detailed drawing. line, shape</p>
<p>4. What do Islamic geometric patterns look like and can I recreate any? Use dry media to make different marks, lines, patterns and shapes within a drawing. To follow instructions to create geometric drawings based on Islamic designs. Geometric, repeating, interlaced, calligraphy, vegetal, linear, line, 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>	<p>4. Can I develop a painting from my drawing using water colours? Develop a painting from a drawing. To work on top of their original drawing with water colour to add colour and further depth. Colour</p>

Whole School Art Medium Term Plan

	<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>	<p>5. What is a junk journal and how do I make one? Experiment with a range of media to overlap and layer creating interesting colours, textures and effects To look at examples of junk journals and develop a mood board to collect ideas that will reflect their personal interests. To use mixed media to create a junk journal. Junk journal, mixed media, texture, colour</p> <p>The junk journal project is completed during the last week of term between performances of the Leavers' play. Again, this work is an opportunity for children to express their ideas creatively and purposefully. The junk journals are used as a 'leavers' book' in which children collect messages and signatures of friends and staff. As the 'art' has a purpose, this project is a cross-over between DT and art.</p>
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