

East Stanley School



Art Scheme of Work

Updated: Jan 2023

Art Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>Drawing: Make your mark (omit Less 3)</p> <p>Painting and mixed media: Colour splash (omit Less 4)</p>		<p>Sculpture and 3D: Paper play</p>		<p>Craft and design: Woven Wonders</p>	
Year 2	<p>Drawing: Tell a story (omit Less 5)</p> <p>Craft and design: Map it out (omit Less 4)</p>		<p>Sculpture and 3D: Clay houses</p>		<p>Painting and mixed media: Life in colour</p>	
Year 3	<p>Drawing: Growing artists (omit Less 3)</p> <p>Painting and mixed media: Prehistoric painting (omit Less 5)</p>		<p>Craft and design: Ancient Egyptian scrolls</p>		<p>Sculpture and 3D: Abstract shape and space - available January 2023</p>	
Year 4	<p>Sculpture and 3D: Mega materials (omit Less 4)</p> <p>Drawing: Power prints (omit v 1)</p>		<p>Craft and design: Fabric of nature</p>		<p>Painting and mixed media: Light and dark</p>	
Year 5	<p>Sculpture and 3D: Interactive installation (omit Less 5)</p> <p>Craft and design: Architecture (omit lesson 1)</p>		<p>Drawing: I need space</p>		<p>Painting and mixed media: Portraits</p>	
Year 6	<p>Craft and design: Photo opportunity (omit Less 4)</p> <p>Painting and mixed media: Artist study (omit Less 5)</p>		<p>Drawing: Make my voice heard</p>		<p>Sculpture and 3D: Making memories - available January 2023</p>	

Art - Medium Term Plan - Year 1

Year Group	Term	Topic/Theme	Learning objectives	Key vocabulary	Resources	Assessment opportunities
1	Aut 1	<p>Drawing: Make your mark (omit L3)</p> <p>Exploring mark-making and line; Working and experimenting with different materials through observational and collaborative pieces.</p>	<ol style="list-style-type: none"> To know how to create different types of lines. To explore line and mark-making to draw water To draw with different media To develop an understanding of mark making To apply an understanding of drawing materials and mark-making to draw from observation 	<p>Line, Vertical, Horizontal, Diagonal, Wavy, Straight, Cross-hatch, Optical art, 2D shape, 3D shape, Abstract, Narrative, Printing, Shade, Form, Continuous, Mark making, Observe, Dots, Circle, Lightly, Firmly, Texture, Shadow, Charcoal, Pastel, Chalk</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Roll of white paper or lining paper <input type="checkbox"/> String <input type="checkbox"/> Black paper or card <input type="checkbox"/> Oil pastels <input type="checkbox"/> Soft pastels <input type="checkbox"/> Chalk <input type="checkbox"/> Charcoal <input type="checkbox"/> B grade sketching pencils <input type="checkbox"/> Still life objects to draw <input type="checkbox"/> Black fineliners or handwriting pens 	
1	Aut 2	<p>Painting and mixed media: Colour splash (omit L4)</p> <p>Exploring colour mixing through paint play; Using a range of tools to paint on different surfaces; Creating paintings inspired by <i>Clarice Cliff</i> and <i>Jasper Johns</i>.</p>	<ol style="list-style-type: none"> To investigate how to mix secondary colours To apply knowledge of colour mixing when painting To explore colour when printing To experiment with paint mixing to make a range of secondary colours To apply their painting skills when working in the style of an artist 	<p>Hue, Shade, Primary colour, Secondary colour, Pattern, Mix, Blend, Print, Shape, Kaleidoscope, Texture, Space, Thick</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Ready-mix paint in primary colours <input type="checkbox"/> Play dough/plasticine in primary colours <input type="checkbox"/> Tissue or cellophane in primary colours <input type="checkbox"/> Lego bricks or similar for printing <input type="checkbox"/> Chalks or marker pens (optional) <input type="checkbox"/> Paper plates (i per child) <input type="checkbox"/> Drinking straws 	

1	Spr	<p>Sculpture and 3D: Paper play</p> <p>Creating simple three dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. Children fold, roll and scrunch materials to make their own sculptures.</p>	<ol style="list-style-type: none"> 1. To roll paper to make 3D structures. 2. To shape paper to make a 3D drawing 3. To apply paper-shaping skills to make an imaginative sculpture. 4. To work collaboratively to plan and create a sculpture. 5. To apply painting skills when working in 3D. 	<p>Sculpture, Artist, Three dimensional (3D), Cylinder, Curve, Loop, Tube, Concertina, Overlap, Spiral, Zig-zag, Carving, Mosaic, Imagine</p>	<ul style="list-style-type: none"> <input type="checkbox"/> A4 thin coloured card <input type="checkbox"/> A4 thin white card <input type="checkbox"/> Card from packaging boxes or similar <input type="checkbox"/> Masking tape <input type="checkbox"/> Metallic paint (optional) <input type="checkbox"/> Sponges for painting 	
1	Sum	<p>Craft and design: Woven Wonders</p> <p>Learning fibre art skills such as plaiting, threading, knotting and weaving to create three-dimensional woven artworks inspired by artist <i>Cecilia Vicuña</i>.</p>	<ol style="list-style-type: none"> 1. To know that art can be made in different ways. 2. To choose, measure, arrange and fix materials. 3. To explore plaiting, threading and knotting techniques. 4. To learn how to weave. 5. To combine techniques in a woven artwork. 	<p>Art, artist, craft, knot, loom, plait, thread, threading, weaving, warp, weft</p>	<ul style="list-style-type: none"> <input type="checkbox"/> ??? 	

Art - Medium Term Plan - Year 2

Year Group	Term	Topic/Theme	Learning objectives	Key vocabulary	Resources	Assessment opportunities
2	Aut 1	<p>Drawing: Tell a story (omit L5)</p> <p>Using storybook illustration as a stimulus, children develop their mark making skills to explore a wider range of tools and experiment with creating patterned surfaces to add texture and detail to drawings.</p>	<ol style="list-style-type: none"> To develop a range of mark making techniques To explore and experiment with mark-making to create textures To develop observational drawing To understand how to apply expressions to illustrate a character To develop illustrations to tell a story 	<p>Charcoal, Mark-making, Lines, Thick, Thin, Texture, Stippling, Hatching, Cross hatching, Scribbling, Blending, Sketch, Illustrator, Illustrations, Expression, Emoji, Emotion, Storyboard, Frame, Re-tell, Concertina</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Charcoal <input type="checkbox"/> Buff coloured paper A3 or A4 <input type="checkbox"/> White chalk <input type="checkbox"/> Small tactile objects <input type="checkbox"/> Pillow case, bag or cloths <input type="checkbox"/> A range of sketching pencils <input type="checkbox"/> Pastels (Oil and soft) <input type="checkbox"/> A soft toy <input type="checkbox"/> A variety of textured paper such as wallpapers, card and tissue paper <input type="checkbox"/> A4 cardboard viewfinders 	
2	Aut 2	<p>Craft and design: Map it out (omit L4)</p> <p>Responding to a design brief, children create a piece of art that represents their local area using a map as their stimulus. Children learn three techniques for working creatively with materials.</p>	<ol style="list-style-type: none"> To investigate maps as a stimulus for drawing. To learn and apply the steps of the felt-making process. To experiment with a craft technique to develop an idea. To develop ideas and apply craft skills when printmaking. To present artwork and evaluate it against a design brief. 	<p>Imaginary, Inspired, Landmarks, Shape, Texture, Pattern, Felt, Fibre, Viewfinder, Abstract, Composition, Mosaic, Stained glass, Overlap, Gallery, Curator, Design, Design brief, Evaluate</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Wool roving (also called 'wool tops') in white - 10g per pair of children <input type="checkbox"/> Wool roving in a mixture of colours - approx 5g per pair of children <input type="checkbox"/> Bubble wrap - 4m of a metre-width roll <input type="checkbox"/> Tea towels, 1 per pair of children <input type="checkbox"/> 2 bars of soap <input type="checkbox"/> Clean, empty milk containers or similar for pouring water <input type="checkbox"/> 30 poly-pockets, acetate sheets or similar transparent material <input type="checkbox"/> Coloured cellophane OR coloured tissue paper <input type="checkbox"/> Black sugar paper (optional) <input type="checkbox"/> Polystyrene sheets suitable for printing <input type="checkbox"/> Printing ink (optional - ready-mix paint works) <input type="checkbox"/> Roller and trays for printing 	

2	Spr	<p>Sculpture and 3D: Clay houses</p> <p>Exploring the way clay can be shaped and joined, children learn a range of essential skills for working with this medium. Children learn about the sculpture of <i>Rachel Whiteread</i> and create their own clay house tile in response.</p>	<ol style="list-style-type: none"> 1. To use my hands as a tool to shape clay 2. To shape a pinch pot and join clay shapes as decoration 3. To use impressing and joining techniques to decorate a clay tile 4. To use drawing to plan the features of a 3D model 5. To make a 3D clay tile from a drawn design 	<p>Roll, Smooth, Flatten, Shape, Cut, Pinch pot, Thumb pot, Ceramic, Glaze, Score, Slip, Surface, Join, Sculpture, Sculptor, Plaster, Casting, Negative space, Three dimensional, In relief, Detail, Impressing</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Clay <input type="checkbox"/> Boards for working on with clay <input type="checkbox"/> Rolling pins <input type="checkbox"/> A range of modelling tools for use with clay <input type="checkbox"/> Wire loop tools for cutting and shaping clay (optional) <input type="checkbox"/> A range of everyday objects that can be pressed into the clay 	
2	Sum	<p>Painting and mixed media: Life in colour</p> <p>Developing colour mixing skills, learning about the work of artist <i>Romare Bearden</i> and creating textured papers using paint, children compose collages inspired by their exploration of colour and texture in the world around them.</p>	<ol style="list-style-type: none"> 1. To develop knowledge of colour mixing 2. To know how texture can be created with paint 3. To use paint to explore texture and pattern 4. To compose a collage, choosing and arranging materials for effect 5. To evaluate and improve artwork. 	<p>collage, detail, mixing, overlap, primary colour, secondary colour, surface, texture</p>	<ul style="list-style-type: none"> <input type="checkbox"/> ??? 	

Art - Medium Term Plan - Year 3

Year Group	Term	Topic/Theme	Learning objectives	Key vocabulary	Resources	Assessment opportunities
3	Aut 1	<p>Drawing: Growing artists (omit L3)</p> <p>The children will develop an understanding of shading and drawing techniques to create botanical inspired drawings.</p>	<ol style="list-style-type: none"> To recognise how artists use shape in drawing To understand how to create tone in drawing by shading To understand how texture can be created and used to make art To apply observational drawing skills to create detailed studies To apply an understanding of composition to create abstract drawings 	<p>Geometric, Organic, Shape, Line, Object, Arrangement, Light, Dark, Shading, Tone, Grip, Smooth, Blend, Even, Frottage, Rubbing, Surface, Texture, Pressure, Tool, Tear, Cut, Botanist, Botanical, Scientific, Magnified, Form, Scale, Composition, Abstract, Frame, Gestural, Expressive, Viewfinder</p>	<ul style="list-style-type: none"> <input type="checkbox"/> A selection of sketching pencils to include 2B, 4B, 6B <input type="checkbox"/> Still life objects to draw <input type="checkbox"/> Black ink or paint (optional) <input type="checkbox"/> Real flowers <input type="checkbox"/> Wax crayons <input type="checkbox"/> A3 paper or larger <input type="checkbox"/> Graphite sticks (optional) <input type="checkbox"/> Pastels both oil and soft (optional) <input type="checkbox"/> Fineliner pens (optional) <input type="checkbox"/> Watercolour paints (optional) <input type="checkbox"/> Teabags for staining paper (optional) <input type="checkbox"/> Cardboard viewfinders 	
3	Aut 2	<p>Painting and mixed media: Prehistoric painting (omit L5)</p> <p>Discovering how and why our ancient ancestors made art, experimenting with natural materials to make homemade paints and playing with scale to paint on a range of surfaces.</p>	<ol style="list-style-type: none"> To apply understanding of prehistoric man made art To understand scale to enlarge drawings in a different medium To explore how natural products produce pigments to make different colours To select and apply a range of painting techniques To apply painting skills when creating a collaborative artwork 	<p>Charcoal, Composition, Negative image, Pigment, Positive image, Prehistoric, Proportion, Smudging, Scaled up, Sketch, Texture, Tone</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Charcoal <input type="checkbox"/> Hairspray or fixative <input type="checkbox"/> Coloured spices such as turmeric, paprika, cinnamon, nutmeg <input type="checkbox"/> Flour <input type="checkbox"/> Couscous, bulgur wheat, lentils, coarse flour, seeds, sand or modroc <input type="checkbox"/> Elastic bands (optional) <input type="checkbox"/> Small pieces of sponge (optional) <input type="checkbox"/> A3 thick card <input type="checkbox"/> Rags and sponges (optional) 	

3	Spr	<p>Craft and design: Ancient Egyptian scrolls</p> <p>Developing design and craft skills taking inspiration from Ancient Egyptian art and pattern and paper making.</p>	<ol style="list-style-type: none"> 1. To investigate the style, pattern and characteristics of Ancient Egyptian art 2. To apply design skills inspired by the style of an ancient civilisation 3. To apply understanding of ancient techniques to construct a new material. 4. To apply drawing and painting skills in the style of an ancient civilisation 5. To apply an understanding of Egyptian art to develop a contemporary response 	<p>Egyptian, Ancient, Civilisation, Papyrus, Sculpture, Painting, Pattern, Shape, Colour, Scroll, Convey, Composition, Scale, Imagery, Design, Technique, Process, Material, Layout, Zine, Fold, Audience, Inform</p>	<ul style="list-style-type: none"> <input type="checkbox"/> A selection of sketching pencils <input type="checkbox"/> Oil and soft pastels <input type="checkbox"/> Watercolour or standard colouring pencils <input type="checkbox"/> Teabags and /or coffee <input type="checkbox"/> Mixture of paper (newspapers, tissue paper, wallpaper, sugar paper, metallic) <input type="checkbox"/> Brown paper bags or packaging paper <input type="checkbox"/> Greaseproof paper <input type="checkbox"/> Long Cardboard tubes (1/2 per pupil) <input type="checkbox"/> Black fineliners <input type="checkbox"/> A4 plain paper sheets 	
3	Sum	<p>Sculpture and 3D: Abstract shape and space - coming soon!</p> <p>Exploring how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, children learn ways to join and create free standing structures inspired by the work of Anthony Caro and Ruth Asawa.</p>	<ul style="list-style-type: none"> • Coming January 2023 	<p>Coming January 2023</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Coming January 2023 	

Art - Medium Term Plan - Year 4

Year Group	Term	Topic/Theme	Learning objectives	Key vocabulary	Resources	Assessment opportunities
4	Aut 1	<p>Sculpture and 3D: Mega materials (omit L4)</p> <p>Exploring the way different materials can be shaped and joined. Learning about techniques used by artists as diverse as <i>Barbara Hepworth</i> and <i>Sokari Douglas-Camp</i>. Creating their own sculptures.</p>	<ol style="list-style-type: none"> To develop ideas for 3D work through drawing and visualisation in 2D. To use more complex techniques to shape materials To explore how shapes can be formed and joined in wire To consider the effect of how sculpture is displayed To choose and join a variety of materials to make sculpture. 	Visualisation, Ceramics, Two-dimensional (2D), Three-dimensional (3D), Organic shape, Sculpture, Tone, Form, Carving, Model, Hollow, Figurative, Abstract, Quarry, Texture, Surface, Join, Pliers, Template, Secure, Mesh, Found objects, Typography, Welding, Weaving	<ul style="list-style-type: none"> <input type="checkbox"/> Coloured chalk <input type="checkbox"/> Dark coloured A2 sugar paper <input type="checkbox"/> Bars of soap (one per child) <input type="checkbox"/> Carving tools for soap - cocktail sticks, old teaspoons, clay modelling tools, large paper clips, lollipop sticks <input type="checkbox"/> Cardboard packaging (e.g. cereal boxes, 2 per child) <input type="checkbox"/> Ribbon (Optional) <input type="checkbox"/> Black ready-mix paint <input type="checkbox"/> A variety of clean used packaging (e.g. boxes, foil and plastic wrappers) <input type="checkbox"/> String <input type="checkbox"/> Staplers / hole punch <input type="checkbox"/> PVA glue 	
4	Aut 2	<p>Drawing: Power prints (omit L1)</p> <p>Using mechanical engravings as a starting point, pupils develop an awareness of proportion, composition and pattern in drawing. Combine media for effect when developing a drawing into a print.</p>	<ol style="list-style-type: none"> To draw using tone to create a 3D effect To explore proportion and tone when drawing To plan a composition for a mixed-media drawing To use shading techniques to create pattern and contrast To work collaboratively to develop drawings into prints 	Contrast, Observational drawing, Shading, Shadow, Tone, Gradient, Three dimensional (3D), Proportion, Symmetry, Pattern, Composition, Precision, Mixed media, Wax-resist, Highlight, Collage, Combine, Parallel, Hatching, Cross-hatching, Viewfinder, Collaborate, Collaboratively, Printmaking, Abstract, Figurative, Monoprint, Block print	<ul style="list-style-type: none"> <input type="checkbox"/> Drawing pencils (various) e.g. HB, 2B, 4B <input type="checkbox"/> Range of media for drawing: charcoal, pastels, chalks, ink <input type="checkbox"/> Length of ribbon - approx 30cm per child <input type="checkbox"/> Weird objects to draw: <i>umbrellas, hats, clothes hangers, piles of books, boxes etc.</i> <input type="checkbox"/> Charcoal <input type="checkbox"/> Coloured wax crayons <input type="checkbox"/> Black ready-mix paint <input type="checkbox"/> Liquid soap - a small amount to mix into paint <input type="checkbox"/> Polystyrene sheets suitable for printing <input type="checkbox"/> Acetate sheets suitable for printing <input type="checkbox"/> A range of everyday objects to print with: string, bubble wrap, egg boxes, interesting packaging, cotton reels etc. <input type="checkbox"/> Cotton bed sheet to print onto OR similar fabric OR large pieces of card (1 large piece per group of pupils) 	

4	Spr	<p>Craft and design: Fabric of nature</p> <p>Using the flora and fauna of tropical rainforests as a starting point, children develop drawings through experimentation and textile-based techniques to design a repeating pattern suitable for fabric.</p>	<ol style="list-style-type: none"> 1. To understand starting points in a design process. 2. To explore techniques to develop imagery. 3. To explore using a textile technique to develop patterns. 4. To learn how to create a repeating pattern. 5. To understand how art is made for different purposes. 	<p>Batik, colour palette, craft, craftsperson, design, develop, designer, imagery, industry, inspiration, mood board, organic, pattern, repeat, repeating, rainforest, symmetrical, texture, theme</p>	<p><input type="checkbox"/> ???</p>	
4	Sum	<p>Painting and mixed media: Light and dark</p> <p>Developing skills in colour mixing, focussing on using tints and shades to create a 3D effect. Experimenting with composition and applying painting techniques to a personal still life piece</p>	<ol style="list-style-type: none"> 1. To investigate different ways of applying paint AND To mix tints and shades of a colour. 2. To use tints and shades to give a three-dimensional effect when painting 3. To explore how paint can create very different effects 4. To consider proportion and composition when planning a still-life painting 5. To apply knowledge of colour mixing and painting techniques to create a finished piece 	<p>Portrait, Landscape, Shadow, Tint, Shade, Texture, Contrasting, Vivid, Muted, Formal, Patterned, Abstract, Detailed, Figurative, Three dimensional (3D), Grid, Technique, Mark-making, Composition, Dabbing paint, Stippling paint, Paint wash, Pointillism</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Ready-mix paint <input type="checkbox"/> Watercolour paint (optional) <input type="checkbox"/> Tools for applying paint: <i>sponges, glue spatulas, cotton buds</i> <input type="checkbox"/> Materials that add texture: <i>sand, rice, lentils</i> <input type="checkbox"/> Objects to arrange as a still life - <i>see Teacher video for ideas.</i> <input type="checkbox"/> A3 or larger paper or card for painting <input type="checkbox"/> A range of paper for mounting finished work 	

Art - Medium Term Plan - Year 5

Year Group	Term	Topic/Theme	Learning objectives	Key vocabulary	Resources	Assessment opportunities
5	Aut 1	<p>Sculpture and 3D: Interactive installation (omit L5)</p> <p>Learning about the features of installation art and how it can communicate a message; exploring the work of <i>Cai Guo-Qiang</i> and discovering how our life experiences can inspire our art; investigating how scale, location and interactive elements affect the way visitors experience installation art</p>	<ol style="list-style-type: none"> To identify and compare features of art installations. To investigate the effect of space and scale when creating 3D art. To problem-solve when constructing 3D artworks. To plan an installation that communicates an idea. To apply their knowledge of installation art and develop ideas into a finished piece. 	<p>Display, Installation art, Mixed media, Features, Evaluate, Analyse, Location, Scale, Scaled down, Special effects, Three dimensional, Art medium, Performance art, Stencil, Atmosphere, Props, Influence, Experience, Culture, Revolution, Concept, Elements, Interact, Interactive</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Cardboard boxes (shoe boxes or photocopier paper boxes are ideal) - one per group <input type="checkbox"/> Range of materials such as powder paint, glitter, charcoal, chalk, coloured sand, ready-mix paint - see Lesson plan for advice <input type="checkbox"/> Protective goggles - (optional, see Lesson plan for advice) <input type="checkbox"/> Digital cameras or similar <input type="checkbox"/> Torches (optional) <input type="checkbox"/> Access to classroom objects such as chairs, PE equipment, trays, boxes <input type="checkbox"/> Large pieces of fabric/ materials such as foil or bubble wrap and interesting objects readily available around school to cover furniture <input type="checkbox"/> Adhesives like masking tape, sticky tape and sticky tak <input type="checkbox"/> Bulldog clips, clothes pegs or string for joining things 	
5	Aut 2	<p>Craft and Design: Architecture (omit L1)</p> <p>Investigating the built environment through drawing and printmaking. Learning about the work of architect <i>Zaha Hadid</i> and creatively presenting research on artist <i>Hundertwasser</i>. Exploring the symbolism of monument design.</p>	<ol style="list-style-type: none"> To apply observational drawing skills to interpret forms accurately To apply composition skills to develop a drawing into print. To apply an understanding of architecture to design a building. To extend design ideas through research and sketchbook use. To explore and evaluate the intention of a design. 	<p>Architecture, Composition, Design, Evaluate, Proportion, Perspective, Birds eye view, Monoprint, Architectural, Organic, Monument, Architect, Legacy, Elevation, Built environment, Observational drawing, Interpret, Form, Abstract, Pressure, Crop, Viewfinder, Design brief, Futuristic, External, Style, Annotate, Individuality, Design intention, Symbolism, Literal, Commemorate</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Clipboards (optional if drawing outside) <input type="checkbox"/> Drawing pencils of various grades e.g. HB, 2B, 4B <input type="checkbox"/> Card for making viewfinders <input type="checkbox"/> Printing ink, rollers and trays <input type="checkbox"/> Masking tape <input type="checkbox"/> Drawing media such as: pastels chalks, felt-tips <input type="checkbox"/> Large sheets of paper such as sugar paper and marker pens (1 per group) <input type="checkbox"/> Access to tablets or similar devices - one between two children <input type="checkbox"/> Variety of coloured papers, such as tissue paper or sugar paper 	

5	Spr	<p>Drawing: I need space</p> <p>Developing ideas more independently, pupils consider the purpose of drawings as they investigate how imagery was used in the 'Space race' that began in the 1950s. They combine collage and printmaking to create a piece in their own style.</p>	<ol style="list-style-type: none"> 1. To explore the purpose and effect of imagery 2. To understand and explore decision making in creative processes 3. To develop drawn ideas through printmaking 4. To test and develop ideas using sketchbooks 5. To apply understanding of drawing processes to revisit and improve ideas 	<p>Retro-futurism, Futuristic, Imagery, Culture, Cold War, Propaganda, Space race, Purpose Stimulus, Decision, Process, Technique, Collagraphy, Collagraph, Repetition, Printing plate, Composition, Printmaking, Evaluate, Revisit, Develop</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Printing ink or acrylic paint in a variety of colours <input type="checkbox"/> Rollers <input type="checkbox"/> Ink palettes <input type="checkbox"/> Thick paint brushes <input type="checkbox"/> Coloured paper and card <input type="checkbox"/> Gluesticks <input type="checkbox"/> PVA glue <input type="checkbox"/> Range of media for drawing: charcoal, pastels, chalks, ink, felt-tips <input type="checkbox"/> Sheets of cardboard <input type="checkbox"/> Materials to create textures on collagraph plates (see less plan for details) 	
5	Sum	<p>Painting and mixed media: Portraits</p> <p>Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media.</p>	<ol style="list-style-type: none"> 1. To explore how a drawing can be developed 2. To combine materials for effect 3. To identify the features of self-portraits 4. To develop ideas towards an outcome by experimenting with materials and techniques 5. To apply knowledge and skills to create a mixed-media self-portrait 	<p>Background, Continuous line drawing, Portrait, Self-portrait, Paint wash, Collage, Texture, Composition, Carbon paper, Transfer, Printmaking, Monoprint, Mixed media, Multi media, Justify, Research, Evaluate, Represent, Atmosphere, Art medium</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Photograph of each child OR mirrors to draw from <input type="checkbox"/> Tracing paper - A4 sheet per child <input type="checkbox"/> Text to be used as part of a drawing - see Lesson plan for ideas <input type="checkbox"/> Paper for collage <input type="checkbox"/> Fine-liner pens or sharpies <input type="checkbox"/> Printable acetate sheets (optional) <input type="checkbox"/> A4 carbon copy paper (optional) <input type="checkbox"/> Printing ink OR ready-mix paint (optional) <input type="checkbox"/> Rollers and trays for printing (optional) <input type="checkbox"/> Masking tape OR sticky tak OR paper clips <input type="checkbox"/> Access to tablets or similar devices - one between two children <input type="checkbox"/> Range of media for drawing: charcoal, pastels, chalks, ink, felt-tips 	

Art - Medium Term Plan - Year 6

Year Group	Term	Topic/Theme	Learning objectives	Key vocabulary	Resources	Assessment opportunities
6	Aut 1	<p>Craft and design: Photo opportunity (omit L4)</p> <p>Developing photography skills and techniques to design a range of creative photographic outcomes.</p>	<ol style="list-style-type: none"> To apply an understanding of composition to create an effective photomontage advertising poster To apply understanding of abstract art through photography To demonstrate an understanding of design choices made for effect using digital photography techniques. To apply an understanding of photography to design and recreate a famous painting To demonstrate observation and proportion to create art in a photorealistic style 	Photomontage, Image, Dada, Composition, Arrangement, Layout, Cityscape, Macro, Photography, Monochrome, Monochromatic, Album, Digital, Saturation, Emulate, Editing, Software, replacement, Focus, Frame, Recreate, Pose, Prop, Portrait, Photorealism, Photorealistic, Grid, Proportion	<ul style="list-style-type: none"> <input type="checkbox"/> Magazines to cut images from <input type="checkbox"/> Coloured, patterned or textured paper <input type="checkbox"/> Digital cameras or devices with cameras, to share <input type="checkbox"/> Access to basic photo editing software on laptops/tablets <input type="checkbox"/> Plain fabric <i>e.g. old bed sheet or towel (optional)</i> <input type="checkbox"/> Fruit and vegetables to photograph <input type="checkbox"/> Range of items to use as photographic props <i>e.g. balloons, musical instruments, umbrellas, hats, items of clothing, kitchen utensils</i> <input type="checkbox"/> Photo portraits of the children, to draw from 	
6	Aut 2	<p>Painting and mixed media: Artist study (omit L5)</p> <p>Exploring a selection of paintings through art appreciation activities. Collecting ideas in sketchbooks and planning for a final piece after researching the life, techniques and artistic intentions of an artist that interests them</p>	<ol style="list-style-type: none"> To understand how to analyse a famous painting To understand how to find meaning in painting To apply drama techniques to explore the meaning of a painting To apply interpretation skills to analyse and respond to an abstract painting 	Artist, Compositions, Evaluation, Medium, Mixed media, Technique, Translate, Analyse, Meaning, Narrative, Interpret, Justify, Inference, Respond, Tableau, Abstract, Convey, Compose, Thought-provoking	<ul style="list-style-type: none"> <input type="checkbox"/> Oil and soft pastels <input type="checkbox"/> Paint in a variety of colours <input type="checkbox"/> Colouring pencils <input type="checkbox"/> Crayons <input type="checkbox"/> A3 paper (optional) <input type="checkbox"/> Marker pens (optional) <input type="checkbox"/> Digital cameras or devices with cameras, to share 	

			<ol style="list-style-type: none"> 5. To understand how art can tell stories or portray messages 6. To develop starting points for creative outcomes 7. To demonstrate an understanding of painting techniques to make personal choices 			
6	Spr	<p>Drawing: Make my voice heard</p> <p>Exploring art with a message, children look at the famous 'Guernica' by <i>Picasso</i> and the confronting works of <i>Käthe Kollwitz</i>. They develop their drawings to incorporate new surfaces, a range of techniques and demonstrate an emerging personal style.</p>	<ol style="list-style-type: none"> 1. To explore expressive drawing techniques. 2. To consider how symbolism in art can convey meaning 3. To apply understanding of the drawing technique chiaroscuro. 4. To evaluate the context and intention of street art 5. To apply an understanding of impact and effect to create a powerful image 	aesthetic, audience, character traits, chiaroscuro, commissioned, composition, expressive, graffiti, guerrilla, imagery, impact, interpretation, mark making, Maya, Mayan, mural, representative, street art, symbol, symbolic, technique, tone, tonal	<input type="checkbox"/> Charcoal <input type="checkbox"/> Drawing pencils of various grades e.g. HB, 2B, 4B <input type="checkbox"/> A selection of materials to make handmade drawing tools (See Teacher video for guidance) <input type="checkbox"/> Drawing ink or paint <input type="checkbox"/> Colouring pencils <input type="checkbox"/> Masking tape <input type="checkbox"/> Rubbers <input type="checkbox"/> Black marker pens <input type="checkbox"/> Black fineliner pens <input type="checkbox"/> A3 paper (optional)	
6	Sum	<p>Sculpture and 3D: Making memories - coming soon!</p> <p>Documenting their memories of their time at primary school, children select their favourite art and design skills and techniques to design and create a 3D artwork to represent these memories.</p>	<ul style="list-style-type: none"> • Coming January 2023 	Coming January 2023	<input type="checkbox"/> Coming January 2023	