

Art Medium Term Plan

EYFS

Overview	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. Within EYFS, FS1 and FS2 follow the same themes. However, these are differentiated according to outcome linked to our own school's separate curriculum goals for FS1 and FS2. Within FS1, children are taught the key skills and knowledge to support a strong grounding in each subject area. In FS2, these skills and knowledge are built upon to develop a deeper understanding in preparation for the KS1 curriculum. The steps below are taught as a specific art focus however, Art and Design is also delivered through many ways using continuous provision as a tool to secure, embed and introduce new knowledge and skills.
Early Learning Goals	*Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. *Share their creations, explaining the process they have used.

Foundation Stage 1 Medium Term Plan

Term	Autumn	Spring	Summer
Foundation Stage N1 Milestones	- Make marks on paper e.g., continuous circles. - To begin to know that they can control mark making.	- To explore different mark making implements. - To be able to use different tools to create an effect. - Paint with a purpose in mind e.g. 'I'm going to paint my Mummy'. - To know implements can create different effects in mark making. - To realise mark making can be used with purpose. - To understand how to hold a pencil correctly.	- To be able to draw clear shapes and give meaning to my own marks. - Begin to make purposeful marks e.g., a circle to represent a head for a person. - Access the painting area independently. - Follow the paint routine independently. - To recognise when to add detail. - To know how to create a colour change when painting. - To know what happens when you combine two colours together.
Foundation Stage N2 Milestones	- To explore media e.g. with my fingers, brushes making different shapes. - To be confident to explore the art area independently. - To be able to decide what marks to use to represent what is being drawn.	- To be able to mark make using different implements e.g. brushes, chinks, pens, felt tips. - To be able to choose a tool to create a specific effect. - Use drawing to represent ideas like movement or loud noises. - Hold a pencil in a comfortable grip.	- Draw with increasing complexity and detail, such as representing a face with a circle and including details. - To explore colour and colour mixing independently. - To be able to colour mix independently.
Vocabulary	Brush Paint Clean Palette Wash Water	Mix Dab Thick Thin Colour	Shade Stroke Artist Illustrator Lighter Texture

Foundation Stage 2 Medium Term Plan

Foundation Stage 2 Milestones	- Follow the paint routine independently - To give meaning to the marks that are made. - Use paints to create a clear image e.g. a person. - To explore and create different patterns (e.g. Rangoli patterns). - To use simple tools and techniques competently and appropriately. - To appreciate that different art types. - To learn the names of different tools and techniques that can be used to create Art. - To know how different colours and materials can be used to create things.	- To use a variety of media to create a range of images e.g. wax crayons, chalk. - To mix paints to make a range of shades e.g. lighter and darker colours. - Know how to mix colours to make green, orange, brown and purple. -To know how to make a range of shades with paints e.g. lighter and darker colours.	- To use what they have learnt about media and materials in an original way and be able to explain their choices. - Selects appropriate resources and adapts work where necessary. - To create a piece of work inspired by an artist. - To represent my own experiences and ideas through drawing and painting. - To assemble, build and adapt my work independently and as part of a team. - To know the different uses and purposes of a range of media and materials. - To explain the process of how I created a painting or model.
Vocabulary	Brush Paint Clean Palette Wash Water	Mix Dab Thick Thin Colour	Shade Stroke Artist Illustrator Lighter Texture

Key Stage 1

National Curriculum	Pupils should be taught: - to use a range of materials creatively to design and make products; - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space; - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.		
Year 1 Art Medium Term Plan			
Term	Autumn 1	Spring 2	Summer 1
Unit	The Art of Drawing and Painting – Picasso	The Art of Printing – Present day materials	The Art of Sculpture – Andy Goldsworthy
Overview	To follow.	In Y1, children build upon the knowledge they have gained in FS1 and 2 and continue to explore different printing materials eg: lego blocks, string x3 (Access art) and other toys they can recognise themselves will create a print.	In Y1, children build upon the knowledge they have gained in FS1 and 2 and continue to explore sculpture with natural materials by revisiting the work of Andy Goldsworthy.
End of Unit Outcomes	Children to produce a portrait inspired by the works of Picasso.	Children to produce a print using selected objects to create a repeating pattern.	Children to produce a transient sculpture using natural materials inspired by the work of Andy Goldsworthy.
Sequence of learning (small steps)	Artist style and Influences - Know that cubism is a style of painting when artists use cubes and other 2-D and 3-D shapes to create a whole picture. - Know that 2 of Picasso’s most famous paintings are: Weeping Woman and Guernica. - Know that cubism includes lots of overlapping shapes. - Know that Picasso was a Spanish artist who created many different paintings, sculptures and ceramics. Drawing knowledge - Know a line is used to create an outline. - Know and can recognise different line shapes (open, closed, straight, wavy and zig-zag). - Know and can create lines of different thickness. Painting knowledge - Know the primary colours are: red, yellow and blue. - Know different paint brush sizes create different sized strokes (lines).	Painting knowledge - Know that a secondary colour is made by mixing 2 primary colours. - Know by mixing red and yellow you can make orange. - Know by mixing yellow and blue you can make green. Printing knowledge - Know that printing makes a copy. You can paint your hand and press it down on paper and you would see a copy of your hand print. - Know that your shoe makes a print if you step in mud or paint. - Know that paint needs to cover the design and it is pressed down. - Know that a print can be made by different objects (e.g.: plastic shapes of lids, leaves, lego, wheels etc.) - Know that objects can be printed to create a repeating pattern.	Artist style and influences - Know that Andy Goldsworthy is a British Artist. - Know that Andy Goldsworthy makes sculptures using natural materials. - Know there are other artists which create art using natural materials. - Know that Andy Goldsworthy makes ‘land art’. - Know that Andy Goldsworthy photographs his art. - Know that Andy Goldsworthy records how his art changes over time using photographs. Drawing knowledge - Know that a line is used to create an outline. - Know that I can use a pencil to create lines (straight, wavy and zig zag) and dots for texture. Sculpture knowledge - Know that a sculptor is someone who makes sculptures. - Know that a sculpture is made out of different materials and is 3-D. - Know that a sculpture can be made from recycled and natural materials. - Know that sculptures are different shapes and sizes.

	• Know that adding more water to paint makes a colour less bright. • Know that adding more paint makes a colour brighter.				• Know that some sculptures stand up and some lie flat. <u>Photography Knowledge</u> • Know I can use a camera to take a picture of my finished artwork.
Vocabulary	Open/ closed shapes Line Outline Sketch Detail Thickness Techniques Colour names Cubism	Primary colour Secondary Colour Bright(ness) Brush size Mix Rollers Pads Control	Printing Rubbing Smudge Image Surface Pressure	Hard/soft materials Plasticine Foam Copy Design	Recyclable Malleable Structure Shape Form Sculptor Sculpture

Year 2 Art Medium Term Plan			
Term	Autumn 1	Spring 1	Summer 1
Unit	The Art of Drawing and Painting – Brian Wildsmith	The Art of Printing – Paul Klee	The Art of Sculpture – Alexander Calder
Overview	To follow.	In Y2, children build upon the knowledge they have gained in Y1 and begin to link their printing knowledge to how to create a repeating print pattern and how a block print can be used to create a piece of artwork.	In Y2, children build upon the knowledge they have gained in Y1 and begin to link their sculpture knowledge to different forms. Children are introduced to wire sculpture through their study of the sculptor 'Alexander Calder' and his mobile and stable structures.
End of Unit Outcomes	Children to produce an animal e.g.: owl, inspired by the work of Brian Wildsmith and which shows an understanding of the techniques taught over the half term.	Children to produce a printed piece of artwork inspired by the artwork, 'Castle and Sun' by Paul Klee. Children could focus on a significant London landmark to link with their Geography work this half term.	Children to produce a free standing or suspended sculpture inspired by the work of Alexander Calder.
Sequence of learning (small steps)	Artist style and Influences - Know that Brian Wildsmith was a local artist from Penistone. - Know that Brian painted pictures of the nature he spotted in and around Penistone. - Know that many of Brian's paintings were used to illustrate children's books. Drawing knowledge - Know that a line is used to create a sketch or outline. - Know that different grades of pencil create different shades (value). - Know that different tones can be created with coloured pencils by applying different pressure. - Know that different textures can be used to add detail to drawings (hatch, cross-hatch and stipple). Painting knowledge - Know all the primary colours (red, yellow and blue). - Know mixing two colours of paint creates a secondary colour. - Know that orange, green and purple are secondary colours. - Know that brown is a tertiary colour made from red, yellow and blue. - Know the difference between a warm and cool colour. - Know that a tint is created by adding white. - Know that a shade is created by adding black. - Know that the technique of 'scraffito' involves scratching in the paint to create a design.	Artist style and Influences - Know that Paul Klee is a German artist who was born in Switzerland. - Know that one of Paul Klee's famous artworks is 'Castle and Sun.' - Know this painting was created out of squares, circles, rectangles and triangles. Drawing knowledge - Know that a line is used to create an outline. - Know the different between a straight and curved line. - Know and remember lines can be open or closed. Painting knowledge - Know all the primary colours (red, yellow and blue). - Know how to mix two colours of paint to create a secondary colour. - Know that orange, green and purple are secondary colours. - Know that brown is a tertiary colour made from red, yellow and blue. - Know what a warm colour is. - Know what a cool colour is. - Know that a tint is created by adding white. - Know that a shade is created by adding black.	Artist Style and Influences - Know that Alexander Calder is most well-known for his mobiles and 'stable' stable structures. - Know that Calder invented the mobile when he decided to create a drawing in the air. - Know they are called 'mobiles' because they moved when the wind blew. - Know his artworks were often inspired by nature: rain, snow and leaf flurries. - Know he was really good at maths and studied engineering and this influenced his designs. Drawing knowledge - Know that a line is used to create an outline. - Know the different between a straight and curved line. - Know and remember lines can be open or closed. Painting knowledge - Know all the primary colours (red, yellow and blue) . - Know mixing two primary colours of paint creates a secondary colour. - Know that orange, green and purple are secondary colours. - Know that brown is a tertiary colour made from red, yellow and blue. Sculpture knowledge - Know the difference between a sculptor and sculpture.

	Know that a splatter effect can be created using a paint brushes bristles.		Printing knowledge - Know that printing makes a copy. - Know different materials (both natural and manmade) can be used to create a print. - Know that paint or ink covers the design before being pressed down to make a copy. - Know and recognise some of the materials which can be used to make a print eg: plasticine, cork, sponge, open and closed shapes. - Know that by pressing a design into a material eg: foam, you can create a texture or design on a print called an impressed print. - Know that a print can be repeated to create a repeating pattern.		- Know and can name at least 2 sculptors. - Know that paper can be used to create a sculpture. - Know the paper building techniques: roll, loop, curl, fringe and twist. - Know the mean of and can explain the terms: shape and form. - Know that a 3-D sculpture needs a stable base or be suspended from a wall or ceiling. - Know that a sculpture often uses a material that needs to be shaped and moulded eg: wire or pipe cleaners.	
Vocabulary	- Primary colour - Secondary colour - Sgraffito - Splatter	- Brian Wildsmith - Tint - Tone (warm colour, cool colour, wet on wet, wash, pointillism)	- Polystyrene - Rotating - Print - Block printing - Relief printing - Straight	- Curved - Roller - Landmark - Copy (repeating pattern, natural, man-made, primary colour, secondary and tertiary colour)	- Alexander Calder - Stabile - Structure - Sculpture - Curve - Twist	- Model - Sculptor - Construct - Assemble (cut, stick, fold, bend, attach, architect, architecture)

Key Stage 2

Key Stage 2			
National Curriculum	Pupils should be taught: - to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design; - to create sketch books to record their observations and use them to review and revisit ideas; - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay); - about great artists, architects and designers in history.		
Year 3 Art Medium Term Plan			
Term	Autumn 2	Spring 1	Summer 1
Unit	The Art of Sculpture – Prehistoric art	The Art of Printing – Paisley/Indian design	The Art of Drawing and Painting – Katsushika Hokusai
Overview	In Y3, children build upon the knowledge they have gained in Y2 and begin to explore further forms of sculpting material. Children use clay to create an engraved ‘petroglyph’ slab, inspired by ‘cave art’ and created by removing part of a clay surface by incising, picking or carving.	In Y3, children build upon the knowledge they have gained in Y2 and begin to develop their knowledge of Intaglio printing using engraved Styrofoam. The children recognise the recesses carry the ink and this is then transferred onto paper or fabric.	To follow.
End of Unit Outcomes	Children to produce a clay slab including a prehistoric design inspired by their research into prehistoric cave art. Children to engrave their design to demonstrate understanding of petroglyphs.	Chidlren to produce a Paisley print design on styrofoam using 1 colour. Print to be transferred onto a canvas bag.	Children to produce a waterscape inspired by the work of Hokusai’s Great Wave.
Sequence of learning (small steps)	<u>Artist Style and Influences</u> - Know that the first Britons painted on cave walls as a way of communicating and telling stories. - Know that cave paintings date back to the Stone Age 10,000BC. - Know that the first Britons had no paper or pencils, so they used cave walls to create their artwork on. - Know that paints were made from clay, berries and ground up stones. - Know that paintbrushes were made from sticks and moss/leaves. - Know that Stone Age people were inspired by hunting and their day to day lives when creating cave paintings. <u>Drawing knowledge</u> - Know that different grade of pencils can be used to create different tones and textures to make surfaces appear rough or smooth. - Know that pastel can be used to create different tones when shading a large area.	<u>Artistic style and Influences</u> - Know that the paisley pattern originated in India and was based on an Indian pine cone. - Know that we call it paisley in England due to the high volume of the pattern being produced in Scotland, in the town of Paisley. - Know that Paisley is used for lots of Indian clothing and is full of vibrant colours. <u>Drawing knowledge</u> - Know that different grade of pencils can be used to create different tones and textures to make surfaces appear rough or smooth. - Know that pressure on a coloured pencil creates a more intensive colour (tone). - Know that lines and shapes can be used to create repeating patterns in a design. - Know using a sketch helps me develop and refine my art skills before producing a final piece of art.	<u>Artist style and Influences</u> - Know that Hokusai was a Japanese print maker who specialised in wood block prints. - Know that Hokusai was influenced by landscape artists and the views of Mount Fuji. <u>Drawing knowledge</u> - Know that different grade of pencils can be used to create different tones and textures to make surfaces appear rough or smooth. - Know that pressure on a coloured pencil creates a more intensive colour (tone). - Know using a sketch helps me develop and refine my art skills before producing a final piece of art. - Know you can create the feeling of movement from curved lines. - Know the difference between, foreground, mid-ground and background.

	• Know how to create lines and shapes to represent different figures and forms. • Know using a sketch helps me develop and refine my art skills before producing a final piece of art. <u>Painting knowledge</u> • Know how to mix two colours of paint to create a secondary colour. • Know that orange, green and purple are secondary colours. • Know that brown is a tertiary colour made from red, yellow and blue. • Know that black is the boldest colour to create an outline. <u>Sculpture knowledge</u> • Know the difference between a sculptor and sculpture. • Know that sculptures can be created from a range of different materials. • Know that clay can be cut, shaped and moulded to create different forms. • Know that tools can be used to create impressed details in clay. • Know that prehistoric art including petroglyphs which were carved into cavern walls. • Know clay is a malleable material but that it can also dry out quickly. Know adding water to clay can help the material stop drying out or can be used to rub over a mistake.		<u>Painting knowledge</u> • Know all the primary colours (red, yellow and blue). • Know mixing two primary colours of paint creates a secondary colour. • Know that orange, green and purple are secondary colours. • Know that brown is a tertiary colour made from red, yellow and blue. • Know that a tint is created by adding white. • Know that a shade is created by adding black. <u>Printing knowledge</u> • Know what printing is (impressed and raised). • Know that a roller is used to apply ink or paint to a design. • Know that pressure is applied to transfer the print to paper or fabric. • Know the print creates a reverse copy. • Know there are lots of different ways to create a print using natural or man-made materials. • Know that repeated prints are used on fabric and wall paper.		<u>Painting knowledge (In addition to Y2..)</u> • Know all primary colours. • Know all secondary colours. • Know a tertiary colour is made from mixing a primary and a secondary colour. • Know that different brushes can be used to create different effects (textures) in paintings. • Know some of the techniques used by artists eg: Van Gogh (Short brush strokes). • Know that different tints and shades can be created by adding white or black. • Know that different tones can be created by adding grey.	
	Vocabulary • Texture • Carve • Symbols • Decorative • Texture	• Sculptor • Sculpture • Mould (symbolic, petroglyph, pictograph)	• Block printing • Paisley • Printing ink • Roller	• Carve • Relief printing (layering)	• Texture • Tint • Shade • movement • Line • Primary colour	• Secondary colour • Background • Foreground • Mid-ground • Landscape / waterscape (detail, mixing, animation)

Year 4 Art Medium Term Plan			
Term	Autumn 1	Spring 1	Summer 1
Unit	The Art of Printing – 7 th – 9 th Century Medieval Period	The Art of Drawing and Painting – Margaret Godfrey	The Art of Sculpture – Zaha Hadid
Overview	In Y4, children build upon the knowledge they have gained in Y3 and begin to develop their knowledge of a collagraph print. They recognise a collagraph is built up and manipulated by the artist, using a collage-like process which combines an array of materials such as glue, sand, string, beads and foil.	To follow.	In Y4, children study the closely related art form of architecture. Although this is not sculpture, children are introduced to the concept of 'architectural sculpture' through exploring the works of Zaha Hadid. Children create paper and card inspired architectural sculptures of buildings. Linking to work in Y2, when children observe the architectures of London landmarks.
End of Unit Outcomes	Children to create a collagraph design for an illuminated letter of their choice. Children can use string, card etc to build up their design. This will be printed onto paper and gold or silver detail added to 'illuminate' the design. The design can be shrunk and added to a piece of writing so children understand the purpose of illuminated letters.	Children to produce a Volcanic landscape piece of artwork, inspired by the work of Margaret Godfrey, showing an awareness of how techniques and textures can improve the aesthetics of a piece of artwork.	Children will produce a paper sculpture design for a building of the future inspired by the work of 'Zaha Hadid.' This could be e.g.: A school for the future.
Sequence of learning (small steps)	Artistic style and Influences - Know the word 'illuminated' comes from the Latin word illuminare, meaning "light up." - Know in Medieval times, all books were hand written and decorated by hand, usually by priests and monks. They were seen as very precious works of art, and you had to be very skilled to produce them. - Know illumination means pages or letters decorated by hand with gold, silver or coloured designs. - Know the illuminated manuscripts were created in monasteries by monks or nuns and there were usually three people involved. These were the parchmenter, who prepared calf or sheep skins to be used for the pages of the book; the scribe, who wrote the words on to each page; and the illuminator, who created the decorated letters. Drawing knowledge - Know that different grades of pencil produce a different shade. - Know that different grades of pencil work better for fine detail. - Know H pencils are hard and B pencils are soft. - Know that different grades of pencil work better for shading. - Know that shading, hatching and cross hatching can be used to create different tones and textures. - Know that using sketches can help me to develop and refine my art skills before producing a final piece of work.	Artist style and Influences - Know that Margaret Godfrey is a symbolic painter (believing art represents an emotion or an idea). - Know her artwork includes both representational and abstract styles. - Know she painted many volcanoes which include abstract designs. - Know she painted images including geometry, pattern, explosive colour and playfulness. Drawing knowledge - Know that different grades of pencils can be used to create different tones and textures to make surfaces appear rough or smooth. - Know that different grades of pencil work better for fine detail. - Know H pencils are hard and B pencils are soft. - Know that different grades of pencil work better for shading. - Know that shading, hatching, cross hatching, stippling and stumbling can be used to create different tones and textures.	Artist Style and Influences - Know Zaha Hadid was an architect known for her radical deconstructivist designs (fragments of construction). - Know that architects plan and design the construction and development of buildings and land areas. - Know some of the buildings Zaha Hadid designed e.g.: Heydar Aliyev Centre Baku, Azerbaijan, the MAXXI museum, Sheikh Zayed Bridge, London Aquatics Centre and Riverside Museum. - Know Zaha Hadid was influenced by artist Kazimir Malevich. - Know some of her famous buildings are located Abu Dhabi, London, Glasgow, Germany. Drawing knowledge - Know that a different grade of pencil can be used for the effect, shade or tone I am trying to achieve. - Know using sketches can help me to develop, improve and refine my art skills before producing a final piece of work. - Know distance and perspective can be conveyed through the element of space, scale and proportion.

	<u>Painting knowledge</u> - Know all primary colours can make secondary and tertiary colours. - Know that different paint brushes can be used to create different effects. - Know that metallic paints can be used to 'illuminate' parts of a painting. <u>Printing knowledge</u> - Know printing makes a copy and can be created from an impressed or raised design. - Know and names equipment needed to create a print. - Know and name some of the printing techniques they have used in school already. - Know that a collograph is a raised print. - Know that to overprint means you can use more colour combinations and detail.		- Know that using sketches can help me to develop and refine my art skills before producing a final piece of work. - Know the difference between, foreground, mid-ground and background. <u>Painting knowledge</u> - Know all primary colours can make secondary and tertiary colours. - Know that different paint brushes can be used to create different effects. - Know different lines can be used to show texture when painting. - Know that a marbling effect can be created with paint or ink. - Know that bleeding is when one colour runs into another. - Know that line, shape and colour can be used to represent figure and form in movement.		<u>Sculpture knowledge</u> - Know that sculptures can be created from a range of different materials. - Know that sculptures begin from a concept (idea) that is a paper based design. - Know can some materials are mouldable and malleable e.g.: clay, plasticine and that others e.g.: paper can be modelled in different ways. - Reinforce prior Y2 knowledge paper building techniques: roll, loop, curl, fringe, twist and fold - Know different 3-D shapes and forms can be represented with paper. - Know why a stable base is needed for a 3-D structure.	
	Vocabulary - Illuminated - Impressed - Raised - Repeat - Continuous - Manuscript - Collograph	- Soft - Hard - Shading - Technique - Radiating - Pattern Structure	- Primary, secondary and tertiary colour. - Background - Mid-ground - Foreground - Landscape (shading, rhythmic, linear pattern)		- Architect - Architecture - Concept (Idea / design) - Curve - Construct - Scale - Proportion	- Perspective - Organic / Geometric design - Form - Figure - Structure

Year 5 Art Medium Term Plan			
Term	Autumn 1	Spring 1	Summer 1
Unit	The Art of Drawing and Painting – Georgia O’Keefe	The Art of Sculpture – Lowry	The Art of Printing – Frida Kahlo
Overview	To follow.	In Y5, children build upon the knowledge they have gained in Y4 and begin to develop their knowledge of wire armatures (wire framed bodies), wrapped with clay or foil. Children create models of Lowry’s matchstick men, women and children to change a 2-D painting into a 3-D sculpture.	In Y5, children build upon the knowledge they have gained in Y4 and begin to develop their knowledge of lino (relief) printing. They begin to understand in relief printmaking, it is the surface of the plate that carries the image, which is transferred onto the paper. The areas that are cut away do not come into contact with the paper and therefore remain clear.
End of Unit Outcomes	Children to produce a ‘large scale’ close up painting based on their study of flowers painted by Georgia O’Keefe.	Children to produce a backdrop painting of an industrial landscape, inspired by the artwork of Lowry. The final painting will be created from a culmination of different children’s work. Each child to produce a wire small figure sculpture to add to the design to create a 3-D effect to the painting.	Children to produce an outline print using lino cut tools inspired by the portrait work of Frida Kahlo. Children add a headdress to the design inspired by the headdress designs of Frida Kahlo. The headdress can be drawn and painted or added with further small scale prints.
Sequence of learning (small steps)	Artist style and Influences - Know that Georgia O’Keefe is known for painting up-close flowers and colourful landscapes. - Know that Georgia O’Keefe painted in an abstract and impressionism style. - Know that Georgia O’Keefe used her surroundings as her muse (inspiration). - Know that Georgia O’Keefe used the mediums of pastel, charcoal, watercolour and oil. Drawing knowledge - Know that a different grade of pencil can be used for the effect, shade or tone I am trying to achieve. - Know that pressure on a coloured pencil creates a more intensive colour and can be used to create a 3-D effect (tone). - Know using sketches can help me to develop, improve and refine my art skills before producing a final piece of work. Painting knowledge - Know you can organise line, tone, shape and colour to represent figures and forms.	Artist Style and Influences - Know that LS Lowry was an artist born in the Victorian times. - Know that LS Lowry painted the industry around Lancashire. - Know that Lowry used a limited colour palette. - Know that Lowry is famous for painting Matchstick Men. Drawing knowledge - Know that a different grade of pencil can be used for the effect, shade or tone I am trying to achieve. - Know using sketches can help me to develop, improve and refine my art skills before producing a final piece of work. - Know distance and perspective can be conveyed through the element of space, scale and proportion. Painting knowledge - Know a colour palette will help me replicate the colours used by an artist being studied. - Know line, tone, shape and colour can be organised to represent figures and forms. Sculpture knowledge - Know the difference between a sculptor and sculpture. - Know that sculptures can be created from a range of different materials.	Artistic style and Influences - Know that Frida Kahlo was a Mexican artist. - Know that Frida Kahlo was an important figure for feminists. - Know that Frida Kahlo mainly worked in the medium of oil. - Know that Frida Kahlo lived in pain from having Polio as a child. - Know that Frida Kahlo used symbolism to paint her pain. Drawing knowledge - Know using sketches can help me to develop, improve and refine my art skills before producing a final piece of work. Painting knowledge - Know a colour palette will help me replicate the colours used by an artist being studied. Printing knowledge - Know what some of the different printing techniques are and can name these: impressed (intaglio) and collograph (raised). - Know that lino printing is relief printing.

	- Know that a colour wash is a semi-transparent layer of colour used for background using watercolour paint. - Know that a wash is a watery form of watercolour paint. - Know a colour palette will help me replicate the colours used by an artist being studied. Know the difference between complementary and harmonious colours.		- Know that a sculpture is a 3-D form which can be created using a range of mouldable materials. - Know a sculpture is designed with the intension of being viewed from many angles. - Know that moulding and manipulating materials can create a 3-D form eg: clay, foil. - Know armatures that are self-constructed: eg: wire frame. - Know that a stable base is needed to hold a free-standing sculpture in place.		- Know that when using lino use have to carve out your design. - Know that carving lino creates a template for a print that can be re-used. *Know that lino cutting tools need to be used safely. - Know why a safety block or bench block is used.	
Vocabulary	- Analogus colour - Gradation - Impressionism - Proximity	- Contrast - Complementary (primary, secondary, tertiary colour)	- Naïve art - Scale - Proportion - Perspective - Back ground	- Foreground - Mid-ground - Industrial landscape - Manipulate - Mould	- Emphasis - Symbolism - Mono-print - Feminism	- Portrait - Lino - Carving - Relief print (intaglio)

Year 6 Art Medium Term Plan			
Term	Autumn 2	Summer 1	Summer 2
Unit	The Art of Sculpture – Henry Moore	The Art of Drawing and Painting – Victoria Topping	The Art of Printing – William Morris
Overview	In Y6, children build upon the knowledge they have gained in Y5 and continue to develop their knowledge of wire armatures, wrapped with clay, designing and creating sculptures inspired by the work of Henry Moore and Barbara Hepworth.	To follow.	In Y6, children build upon the knowledge they have gained in Y5 and continue to develop their knowledge of lino (relief) printing. They create more detailed and intricate designs through careful manipulation of lino-cutting tools. Children use their prints to transfer onto cushions and then add embellishments to their finished design.
End of Unit Outcomes	Children will produce a wire based sculpture inspired by the artworks of Henry Moore. Children will photograph the sculpture using a green screen backdrop of eg: a park, to see their sculpture in situ.	Children to produce a digitally modified black and white portrait inspired by the artwork contained in the book 'Mythologica' by Victoria Topping. Children will present themselves as a Greek God or Goddess.	Children will create a 'William Morris' inspired lino print design using at least 2 colours. The design will be transferred to fabric to create a cushion. Embroidery and embellishments will be added to the final design.
Sequence of learning (small steps)	Artist Style and Influences - Know that Henry Moore was a British artist. - Know that Henry Moore was known for his sculptures made from bronze. - Know that a sculpture from the Maya civilisation of a figure lying down influenced his own work. - Know that Moore created semi-abstract figures of humans. - Know that Moore worked with stone, bronze and other materials. - Know that one of Moore's sculptures was put in the West German parliament building in 1979. - Know that Moore's inspiration came from nature and the natural environment around him. Drawing knowledge - Know that artwork is made up of different elements, often used to make a final piece of work (line, colour, form, shape, space, texture, value, pattern, tone). - Know that lines can be used to depict movement and shadow. - Know that value can be added to a drawing through the use of light and shade. - Know that hatching and cross hatching can be used to add shadows or reflection.	Artist style and Influences - Know that Victoria Topping is an English artist and illustrator. - Know that Victoria Topping uses a combination of traditional and digital techniques. - Know that Victoria uses vivid colour, bold forms and recurring motifs. - Know that Victoria is influenced by exotic flora and fauna and traditional folk art. - Know that Victoria's first book (Mythologica) was awarded non-fiction book of the year on Amazon. Drawing knowledge - Know that artwork is made up of different elements, often used to make a final piece of work (line, colour, form, shape, space, texture, value, pattern, tone). - Know that lines can be used to depict movement and shadow. - Know that value can be added to a drawing through the use of light and shade. - Know using sketches can help me to develop, improve and refine my art skills before producing a final piece of work. Digital Drawing Knowledge	Artistic style and Influences - Know that William Morris William (24 March 1834 – 3 October 1896) was a British textile designer, poet, artist, novelist, architectural conservationist, printer, translator and socialist activist associated with the British Arts and Crafts Movement. - Know that William Morris was particularly famous for his wallpaper and textile designs. - Know the 'Strawberry Thief' is one of Morris' most famous designs. - Know that Morris was inspired by the herbs and flowers which grew in the gardens around his home. - Know that William Morris often used natural dyes to produce his designs on fabric. Drawing knowledge - Know that artwork is made up of different elements, often used to make a final piece of work (line, colour, form, shape, space, texture, value, pattern, tone) - Know using sketches can help me to develop, improve and refine my art skills before producing a final piece of work. - Know that value can be added to a drawing through the use of light and shade. Painting knowledge

	- Know that pencil crayons can be used to create varying levels of colour intensity (tone) and understand how colours can be blended. - Know that movement and perspective can be shown through the element of space. <u>Painting knowledge</u> - Know that the technique of wax resist is created by using wax and watercolour paint. - Know a colour palette will help me replicate the colours used by an artist being studied (linked to painting final sculpture). <u>Sculpture knowledge</u> - Know the difference between a sculptor and sculpture. - Know that sculptures can be created from a range of different materials. - Know that a sculpture is a 3-D form which can be created using a range of mouldable materials. - Know that a sculpture is viewed from all angles. - Know how to mould, manipulate and combine materials (wire, paper, clay) to create a 3-D form. - Know that armatures are self-constructed eg: wire frame. - Know that you need to create a stable base to hold a free standing sculpture in place. - Know that a sculpture can be refined to improve its stability		- Know that you can combine a selection of images using digital technology considering colour, size and rotation. <u>Painting knowledge</u> - Know that you can organise line, tone, shape and colour to represent figures and forms. - Know that a colour wash is a semi-transparent layer of colour used for background using watercolour paint. - Know that a wash is a watery form of watercolour paint. - Know the difference between complementary and harmonious colours. - Know a colour palette will help me replicate the colours used by an artist being studied.		- Know a colour palette will help me replicate the colours used by an artist being studied. - Begin to build a knowledge of a wide range of colours and colour names from the 'colour' thesaurus grid. - Know and can create primary, secondary colours; contrasting and complimentary colours. - Begin to build a knowledge of a wide range of colours and colour names from the 'colour thesaurus' vocabulary grid. - Know the appropriate tools for my artwork. - Know how to colour match accurately and create colour palettes for pieces of artwork. <u>Printing knowledge</u> - Know that lino can be used to create a detailed print template. - Know that lino tools need to be used carefully. - Know the difference between the negative and the positive, what is cut away and what is left behind. - Know how to replicate a design to create a repeated print. - Know that a print can be used for a specific purpose eg: cushion cover. - Know that a lino print can be reused to add more than one colour to a design. - Know a print can be combined with other skills eg: embroidery and other embellishments to create an item for a purpose.	
	Vocabulary - Abstract - Armature - Structure - Mould - Malleable - Manipulate	- Marquette - Sculpture - Perspective - Stable / stability	- Layers - Motif - Tertiary colour - Vivid - Complimentary	- Contrast - Digital - Traditional	- Embroidery - Embellishment - Textile - Print - Lino - Carve - Template	- Replicate - Intricate - Designer - Colour palette - Contrasting - Complimentary