

Art Medium Term Plan Autumn Term		
NC Objectives	Key Knowledge	Vocabulary
<p><b>EYFS</b></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> </ul>	<p>Know how to use equipment such as a glue spreader to assemble materials together and thereby achieve a desired effect.</p> <p>Know how to use a paint brush to create simple representations of events, people and objects.</p>	<p><b>brush, pencil, glue, glue spreader, mix, scissors, cut, stick, paint, materials</b></p>
<p><b>Year 1 -ART</b> <b>Drawing</b> Drawing animals and exploring different drawing techniques. Learn about the work of Romero Britto and how he uses contrasting colours in his paintings.</p> <ul style="list-style-type: none"> <li>• to use drawing and painting to develop and share their ideas, experiences and imagination</li> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>	<p>To know how to draw the outline of an animal body.</p> <p>To know how to use thin and thick lines to draw a picture.</p> <p>To know primary and secondary colours.</p> <p>To know secondary colours are made by mixing two primary colours.</p> <p>To know how to make colours lighter and darker.</p> <p>To know we can use others' work to inspire our own.</p> <p>To understand how some colours, stand out and contrast with each other.</p>	<p><b>draw, outline, thick lines, thin lines, outline, curve, contrasting, primary colour, secondary colour, mix, lighter, darker, artist, art</b></p>

<p><b>OUTCOME: Create a piece in the style of Romero Britto</b></p>	<p>Know how artists like Romero Britto use contrasting colours in their work to create an effect</p>	
<p><b>Year 2</b>  <b>Art - Painting</b>  <b>Artist study – Kandinsky</b></p> <p><b>OUTCOME: African sunset with animal silhouettes.</b>  <b>Create piece in the style of Kandinsky</b></p> <ul style="list-style-type: none"> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>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.</li> </ul> <p><b>Collage</b>  <b>Observe and draw outlines of Kenyan landscape.</b>  <b>Collage Kenyan landscape.</b></p> <ul style="list-style-type: none"> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>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.</li> </ul>	<p>To identify primary colours.  To know we can make secondary colours by mixing primary colours.  To independently mix primary colours to make secondary colours.  To understand how a colour wheel works in showing shades of colour.</p> <p>To know what an artist does and the type of work they do.  To know who Wassily Kandinsky was.  To know the type of artist he was and describe his work.  To know how art can be appreciated by others.</p> <p>To know how to use a variety of media, including photocopied material, <b>magazines, fabric and tissue</b> in our artwork.  To know how to <b>arrange</b> and glue shapes onto a surface to convey an idea.  To know how to use scissors <b>accurately</b> to cut out shapes.  To know how to <b>layer material</b> to create an effect.</p>	<p>Colour, primary, secondary, mix, wash, blend, brush, stroke, shade, light, dark</p> <p>artist, Wassily Kandinsky, shape, line, bold, circle, curved</p> <p>Landscape, view, horizon, shapes, natural, collage, cut, tear, stick, layer, build, texture</p>

<p><b>Year 3</b> <b>Art and Design</b></p> <ul style="list-style-type: none"> <li>▪ to create sketch books to record their observations and use them to review and revisit ideas</li> <li>▪ 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]</li> <li>▪ about great artists, architects and designers in history.</li> </ul> <p>(Outcome: Design a tile following a visit to Brick and Tile Museum)</p>	<p>To know and use variety of <b>sketching techniques</b>. To know how to <b>improve</b> their technique To know about and explore modern Italian tile designs (Designer to be confirmed). To understand and explore shape/pattern and symmetry in their own design. To know how to use tools to manipulate and create different effects in clay.</p>	<p>Sketching, techniques, improve, drawing, shading, shadow, shadowing, stippling, hatching, cross hatching</p>
<p><b>Year 4</b> <b>Art – Autumn 2</b></p> <ul style="list-style-type: none"> <li>• produce creative work, exploring their ideas and recording their experiences</li> <li>• become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>• evaluate and analyse creative works using the language of art, craft and design</li> <li>• know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> </ul> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)</p>	<p>Know about great artists, architects and designers in history - investigate the work of <b>Keith Haring</b>, explore his creations and <b>evaluate</b> using the <b>language of art, craft and design</b>. To know about Keith Haring and recognise his style of Street art/Graffiti. Understand and improve <b>techniques</b> and mastery of painting using a range of materials while investigating <b>Stone Age cave paintings (trip to Wookey Hole)</b>. <b>Outcome - Paint stones and rocks using mixed paint and natural, traditional materials.</b> <b>Create a mural in the style of Keith Haring.</b></p>	<p><b>Street Art, Graffiti, Keith Haring, evaluate, language of art, craft and design, technique, Stone Age cave paintings.</b></p>

<p><b>Year 5</b>  <b>Art: William Morris</b>  Pupils should be taught about great artists, architects and designers in history.  Pupils should be taught to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p>	<p>Know who <b>William Morris</b> was.  Know how to develop <b>observational</b> drawing skills.  know how <b>printed</b> materials were made in Victorian times.  Know how to <b>overprint</b> a pattern  Define <b>rotational symmetry, translation and reflection</b>.  Know how to create a William Morris style print on <b>textiles</b>.</p>	<p><b>William Morris observational printed overprint rotational symmetry, translation reflection textiles</b></p>
<p><b>Year 6</b>  Art and Design</p> <ul style="list-style-type: none"> <li>• create sketch books to record their observations and use them to review and revisit ideas</li> <li>• improve their mastery of art and design techniques, including <b>drawing</b>, painting and <b>sculpture</b> with a range of materials [for example, pencil, charcoal, paint, clay]</li> </ul>	<p><u>Propoganda Poster</u>  Know that <b>propaganda posters</b> were created to send important messages to people and <b>raise morale</b>.  Know that sketching was a <b>creative outlet</b> for soldiers on the <b>Front Line</b>.  Know how to create mood and <b>atmosphere</b> in sketches using line and tone.</p> <p><u>Blitz Scene Collage</u>  Know that a variety of materials can be layered to create an <b>ombre</b> effect.  Know how to choose pieces for collage based on <b>shade</b> and <b>tint</b> of colour.  Know that black and white can create <b>contrast</b>.  Know how to use <b>collage</b> to create a night time <b>Blitz</b> scene.</p> <p><u>Anderson Shelters (DT link)</u></p>	<p><b>propaganda posters, raise morale, creative outlet, Front Line, atmosphere</b></p> <p><b>ombre, shade, tine, contrast, collage, Blitz</b></p>

	<p>Know how to represent a 3d model of an Anderson Shelter on paper.</p> <p>Know how to use perspective to create a 3d effect.</p>	
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