

Art Medium Term Plan Summer Term		
NC Objectives	Key Knowledge	Vocabulary
<p>EYFS</p> <ul style="list-style-type: none"> • 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. • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. 	<p>To know how to mix colours to achieve a desired end result.</p> <p>To know how to use materials to create different textures on pieces of art.</p> <p>To know how to use materials to achieve a desired effect and make any necessary changes using tools and techniques including using scissors correctly.</p>	<p>colour, design, mix, texture – including describing words for different textures</p>
<p>Year 1 - Art Sculpture - Artist study Andy Goldsworthy. Creating a sculpture using natural materials</p> <ul style="list-style-type: none"> • 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 • 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. 	<p>Know who Andy Goldsworthy is</p> <p>Know what a sculptor does</p> <p>Know what materials he uses to make his art</p> <p>Know how he draws his inspiration from nature</p> <p>Know how to make a structure or sculpture</p> <p>Know how to combine materials in a systematic way to form a pattern or shape</p> <p>Understands how to experiment with different materials and test if they are suitable</p>	<p>artist, sculpture, sculptor, natural settings, wildlife, patterns, materials, process, inspiration</p>

<p>OUTCOME: Use natural materials to create a 3D sculpture in the style of AG.</p>		
<p>Year 2- Art Drawing Sculpture and artist study – Andrew Kaye</p> <ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to use a range of materials creatively to design and make products 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. <p>OUTCOME – Use thin wire/ pipe cleaners to create a 3D sculpture in the style of Andrew Kaye.</p>	<p>To know the correct way to hold a pencil when we are drawing. To know how to make a colour lighter or darker when drawing or shading. To understand what shading is. To understand how to make marks of different thickness, size and shape. To know how lines, shapes differ depending on the tools we use: pencils, crayons, felt tips and chalk. To know what a bold line and a faint line is. To know how to draw thin and thick lines. To know what observing means, To understand the importance of regularly observing an object when drawing it. To know that we must begin our drawing with the outline of a shape or object.</p> <p>To know what a sculpture is. To know some materials that are used in artists’ sculptures. To know Andrew Kaye uses metal in his work. To know Andrew Kay uses the natural environment to create his pieces. To know Andrew Kaye begins with a sketch of his object. To know Andrew Kaye mainly uses animals from the UK in his work. To know that sculpture is a form of art. To know what a sculptor does.</p>	<p>Draw, drawing, sketch, outline, observe, line, pencil, light, dark, thick, thin, shade/shading, bold, faint</p> <p>artist, sculpture, sculptor, job, material, natural, UK, inspire/ inspiration, environment, sketch</p>

<p>Year 3 – Art – Outcome: Create a Roman mosaic</p> <ul style="list-style-type: none"> 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 	<p>To know how mosaics are created. To know how to create striking designs which can be seen and recognised from a distance. To know how traditional mosaics were created. To understand which materials can be used when making mosaics. To understand that the Roman’s valued art and were used in wealthy Roman homes. (Pompeii and Roman Baths link) To recognise that ideas can be reviewed and revisited at the sketching stage of their design. To know that different media can be used to create art, including graphite pencils of differing hardness/softness, charcoal, paint, chalk, clay, wire, Modroc, play dough. To know about the art and style of the Roman Empire</p>	<p>review, revisit, design, art, create, different media (pencil, charcoal, paint, chalk, clay, wire, Modroc, play dough) Mosaic, tiles, pattern, materials,</p>
<p>Year 4 Art – Summer 1 Giacometti</p> <ul style="list-style-type: none"> 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 	<p>To know and use variety of sculpting techniques and materials. To know about Giacometti and recognise his style of art. Understand how dividing areas can help to draw accurate body dimensions. To evaluate and analyse our own sculptures using the language of art, craft and design, 3D, accurate, dimensional, scale, detail</p> <p>Outcome – create an accurate dimensional sculpture in aluminium and clay.</p>	<p>Sketching, techniques, materials, Giacometti, dimensions, sculpture, 3D, accurate, dimensional, scale, detail</p>

<p>Year 5 -Art: Botanical drawing and painting</p> <ul style="list-style-type: none"> • 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>Know that artists played a role in science in creating botanical and zoological illustrations</p> <p>Know that many scientific artists have contributed significantly to our knowledge of the natural world</p> <p>Know that botanical illustration is always a true and lifelike representation of a plant or animal</p> <p>Know that scientific illustrations should highlight a plant's particular distinguishing features which enable botanists to tell one plant from another</p>	<p>Botanical and zoological illustrations, lifelike representation, distinguishing features, botanists</p>
<p>Year 6 - Art</p> <ul style="list-style-type: none"> • Pupils should be taught to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. <p>Pupils should be taught the steps needed to draw a successful portrait.</p>	<p>Know that portrait drawing is a form of drawing from the observation that focuses on depicting the human face, its characteristics, and expressions.</p> <p>Know that to draw a portrait from observation, you need to complete some specific tasks to represent its likeness correctly.</p> <p>Skills/ steps:</p> <ul style="list-style-type: none"> • Draw an oval shape • Draw a centerline • Measure the halfway point on the center line • Draw the eye level • Subdivide the eye level into five sections • Draw the outlines of the eye • Subdivide the bottom half of the face and repeat • Measure the point on the bottom half of the face • Add the nose and the mouth • Draw and represent the jawline 	<p>portrait, observation, depicting the human face, characteristics, expressions, oval, centreline, halfway point, subdivide, jawline, hairline, subtle detail, features.</p>

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| | <ul style="list-style-type: none">• Add the neck and ears• Draw the hairline• Draw eyebrows• Begin to add subtle detail to the various features | |
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