Art Medium Term Plan- Summer

			Summ	ner Term -Rec	eption					
Using [Development N	Aatters: Expressive	Arts and Design							
Year Group	Term	Key question	Enquiry questions	Progress	sion of Art skills	Progression of core elements of Art	Vocabulary			
Year R	Spring Term	Terrific transport What will I be	 What patterns do we see in buildings? What patterns and textures are on local buildings? Can I make colours darker or lighter? (H Klint) Can I make representations of real-life structures? Can I make an observational drawing of myself? Can I talk about artists work? Can I paint on a large scale? (Hilma Klint (Jackson Pollock) 	ilma Essentia I know	See EYFS Planning on a Page for Expressive Arts na Essential Knowledge: I know I can see patterns in nature. how to explore textures in nature. Adding white makes colours lighter.					
Year	Key title	Prior Learning	Sum Enquiry questions and suggested learning	nmer Term - Υ Progression of	'ear 1 Progression of cor	re Essential Knowle	dge Vocabulary			
Group	-,		1 / 1100	Art skills	elements of Art					
Υ1	Flora and Forna	Prior Learning: Make accurate representations, Colour mixing creates new colours. Explored pattern and texture	How can we create art outside when we have no paints/pens or paper? Collect natural materials Make patterns How can we keep a record of our artwork? photography Who was Andy Goldworthy and what did he do? Sketchbook work and practical work.	Recognise the different styles of artists	Develop skills in overlaying and overlapping to b images Consider how ar show colours, lir	 that we construct and outside natural momentum make pict or pattern. That I can graph my so that I had memory of it blows and the second second	e, using aterials to cures and/ s. photo- artwork ave a f it when			

		Recognise shapes Create structures Use a variety of tools Talk about my own and other people's art work	autur Chang Can I drawi Who work	would my sculpture change in the nn compared to the summer? ge of materials and colours observe flowers to make realistic ings and paintings? was Georgia O'Keefe and how can I in her style? say what I like about my own work hat of others?	Paint for different purposes Add a variety of textures to paint Recognise the different styles of artists Talk about my finished work. What do I like? What would I change?	shapes and textur their work. Explore families or colour (hot/cold e Colour: Mix colours by addi black and white to o tones and tints.	f :tc) ng	•	The colours and materials I use will change with the seasons. Andy Goldsworthy is an environmental artist who works outside, using natu- ral materials. I can make col- lages and patterns outside like Andy Goldsworthy. How to draw flowers by observing and paint them by col- our mixing. Georgia O'Keefe was an artists who specialised in flora.	
					Summer Term	- Year 2				
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Year Group	Key title	Prior Learning		Enquiry questions and suggested learning	Progression of Art skills	Progression of core elements of Art	Essentia	il Lea	arning	Vocabulary
Y2	Illustration	Drawing from imagination and fi real life Observational dra Use knowledge of proportion talk about artists of	wing f	1)Can I explore the illustrations of Quentin Blake?	Drawing: Draw from Imagination Draw from di- rect experience Explore propor- tion	Use line to represent an image (real or imagined) Use line to represent an object Look at how artists use line and experiment	art bou sto • Qu Sch bou • Bou	stra thc oks ry. ent neff oks. oks	tions are pieces of it are created for that help to tell a in Blake and Axel ler illustrate children's	Line colour illustrations illustrator Quentin Blake Axel Scheffler collage texture

		2) Can I explore the illustrations of Axel Scheffler?3)Can I compare Quentin Blake to Axel Scheffler's illustrations?	Drawing: Draw from Imagination Draw from di- rect experience Explore propor- tion	Name primary and secondary colours Mix colours by adding black and white to create tones and tints.	tim als ide on • I co ing pa	an illustrate my own writ- y by using drawing, inting and collage.	
		5)Can we explore other distinctive styles of illustration? (collage, very hungry caterpillar, photography- Naught bus etc)	Collage: Use appropriate adhesives. Develop skills in overlaying and overlapping to build up an image	Repeat shapes, Overlap shapes, arrangement of pattern	 I he wh lus try 	ave an opinion about at works well on my il- tration and what I would to do differently next	
		6) Can I choose a style of illustra- tion I want to recreate? Illustrate your own piece of writ- ing using skills gained.	Application of above.				
		7)How effective are my illustra- tions?	Say what I like and do not like about my own piece of work.				
		Sui	-	-			
Key title	Prior Learning	Enquiry questions and suggested learning	Progression of Art skills	Progression of core elements of Art		Essential Knowledge	Vocabulary
Ancient Egyptians meet modern Art	Cross curricular links to Historical knowledge of the Egyptians.	How did the Ancient Egyptians adorn themselves and their possessions? Sketchbook work – exploring, making notes.	Identify a variety of imagery typical of the time period	and experiment with	а	selves and their	Adornment Pattern Repeated pattern Decorative In the style of embellish
	Ancient Egyptians meet modern	AncientCross curricularEgyptianslinks tomeetHistoricalmodernknowledge of	S)Can we explore other distinctive styles of illustration? (collage, very hungry caterpillar, photography- Naught bus etc) 6) Can I choose a style of illustration I want to recreate? Illustrate your own piece of writing using skills gained. 7)How effective are my illustrations? Key title Prior Learning Ancient Cross curricular links to Historical knowledge of Art Modern How did the Ancient Egyptians dorn themselves and their possessions? Sketchbook work – exploring, making	Ancient Cross curricular Enquiry questions and suggested learning Say what 1 like about my own piece of work. Key title Prior Learning Enquiry questions and suggested learning Progressions? Ancient Cross curricular How did the Ancient Egyptians Progressions? Ancient Cross curricular How did the Ancient Egyptians Progressions? Ancient Cross curricular How did the Ancient Egyptians Identify a variety of imagery typical of the time period	Adding black and rect experience Explore propor- tionadding black and white to create tones and tints.5)Can we explore other distinctive styles of illustration?Collage: Use appropriate adhesives. Develop skills in overlaying and overlaying to build up an imageRepeat shapes, Overlap shapes, arrangement of pattern6) Can I choose a style of illustra- tion I want to recreate?Application of above.Overlap shapes, arrangement of pattern6) Can I choose a style of illustra- tion I want to recreate?Application of above.Illustrate your own piece of writ- ing using skills gained.7)How effective are my illustra- tions?Say what I like and do not like about.Say what I like and do not like about.Key titlePrior Learning Insk to Historical knowledge of ArtEnquiry questions and suggested learning possessions?Progression of ArtProgression of core at the time possessions?Key titlePrior Learning Historical knowledge of ArtEnquiry questions and suggested learning possessions?Identify a variety of imagery typical of the time periodIdentify a variety of approache	Key title Prior Learning Enquiry questions and suggested learning Ancient Progression of Art Progression of Core elements of Art Key title Prior Learning Enquiry questions and suggested learning Progression of Core elements of Art Progression of Core elements of Art Ancient Cross curricular links to How did the Ancient Egyptians modern Progression of Art Progression of Art Ancient Cross curricular links to How did the Ancient Egyptians modern Identify a variety of imagent with a variety of imagent ypical of the time period Sketchbook work – exploring, making	Ancient Prior Learning Enquiry questions and suggested learning Progression of Art skills Ancient Explore proportion adding black and white to create tones and tints. I can illustrate my own writing by using drawing, pointing and collage. I can illustrate my own writing by using drawing, pointing and collage. What illustration? I can illustrate my own writing by using drawing, pointing and collage. What illustration? I have an opinion about what i would works well on my illustration and what i would an image 6) Can I choose a style of illustra- tion I want to recreate? 6) Can I choose a style of illustra- tion I want to recreate? Application of above. I have an opinion about what i would try to do differently next immediates. Hust and do not like and do not like about my own piece of work. Application of above. Say what I like and do not like about my own piece of work. I have an opinion advectore in the state of t

		Patterns Repeated patterns Sculpting with paper and masking tape	How did Gustav Klimt use pattern in his art work? Sketchbook work- exploration of pattern. Complete half of one of Klimt's pieces. Thumbnail explorations of patterns in the similar style.	Use the same starting points as a variety of artists	throu and p Use s recor ideas varie	re: Recreate texture gh a range of marks atterns ketchbooks to d observations and s. Experiment with a ty of formal and mal pattern.		highly decorative images and pat- terns. Gustav Klimt is an artist who used pattern in his art- work. We build up our	design artefacts compare/contrast sculpt
		(previous DT topics)	 Can I design and make an Egyptian inspired artefact? Use of death masks, canopic jars etc. Make masks (papier mache?) newspaper and masking tape 	Develop construction skills into more complex methods (Papier mache, Mod roc etc)	exper range Com	te structures by rimenting with a e of materials. pare and contrast ods of constructior	•	sketchbook with ideas that lead to a final piece. How to make an Egyptian inspired artefact I can adorn the surface of my ar- tefact with pat-	
			a 0	Can I adorn the surface of my artefact with patterns in the style of Gustav Klimt? Use of acrylic paint and lots of gold	,	variet inforn Use o differ	rn: Experiment with a cy of formal and nal pattern colour to create rent effects, moods e, size,	 Gustav Klimt. What is similar and different to Egyptian art, Gus- tav Klimt's work 	
			What is similar and different to Egyptian art, Gustav Klimt's work and my own final piece of art? Evaluation	Responses to art work to become more personal		, ,		and my own final piece of art.	
			Sun	nmer Term Ye	ar 4				
Year Group	Key title	Prior Learning	Enquiry questions and suggested learning	Progression of A skills	rt	Progression of core elements of Art	Essen	tial Knowledge	Vocabulary
Y4	Landscapes		What is a landscape?	Use the same starting points	as a		l kno		Landscape nature

Colour mixing confidence with primary, secondary colours and use of tones and tints in paint Use of tone Use of texture Drawing techniques of proportion, observational skills	How have artists been inspired to use landscapes as the subject of their art?Explore landscape artists from different time periods and cultures. How have they been inspired? Aboriginal artists, impressionists like Monet,Can I explore how different types of paint give different effects?Sketchbook work: Compare acrylic and watercolours to create landscapesHow can we ensure our drawing of landscapes are tonal drawings?	variety of artists (natural forms, environment) Use sketchbooks to record and collect information and to develop ideas. Paint for different purposes Use sketchbooks to record and collect	Explore families of colour (hot/cold etc)	•	A landscape is a piece of art that shows a scene from nature. Many artists from different time pe- riods and cultures have used land- scapes to inspire their work. How I can use my sketchbook to ex- plore how I can build texture in landscapes.	Subject Texture Tone - tonal drawings perspective
	Drawing Texture - Landscape Sketches For Beginners - Pen, Watercolour (sophiepeanut.com) How can we create textures in paint? Sketchbook thumbnail explorations Explore- For example, how do you make a rock look different to a tree.	Use sketchbooks to record and collect information and to develop ideas.	experiment with a variety informal patterns. Recreate texture through a range of marks and patterns	•	(thumbnail explo- rations) Different types of paints give differ- ent effects. (E.g. acrylic compared to watercolour) Tonal drawings explore shading dark, medium and light tones Perspective is	
	What is perspective? Explore how we can add depth and distance to our paintings and drawings using a vanishing point. E.g. Try drawing a row of trees, getting further away.	Explore composition (near/far) and perspective	Use a variety of scales and perspectives to encourage accuracy in drawing		how we show depth and dis- tance in art. (near and far)	

			Can I apply my learning to paint a landscape? Larger scale final piece Take children to the quarry/ outdoor area to paint/photograph a landscape. Children should be allowed to explore how they wish to portray this using their sketchbooks as previous learning (watercolour/acylic, pencils to make a tonal image, how are textures being used?)	Vary scales to develop accuracy Gather information, responses to become more personal			
Year Group	Key title	Prior Learning	Sun Enquiry questions and suggested learning	nmer Term Year 5 Progression of Art skills	Progression of core elements of Art	Essential Learning	Vocabulary
Y5		Colour mixing confidence with primary, secondary colours and use of tones and tints in paint Knowledge of drawing techniques- composition, Proportion and perspective	 1)What is surrealism? Compare and contrast styles (sketchbook work) (irrational, dream like, non sensical) 2) Who was Salvador Dali and what was he famous for? (Explore, use of melting clocks, stretched animal legs, lobster phone etc) 	Make comparisons and identify contrasting styles in artists work. Use the same starting points as a variety of artists (the fantastic and strange) Explore composition (near/far) and perspective Make comparisons and identify contrasting styles in artists work.	gline, imageryrk.used bydifferent artistsofand designersicand designersicand designersonColour:Use colour to create different effects, moods, s and g• Surrealism is the tional juxtaposition ages and composi- not make sense.onColour: Use colour to create different effects, moods, s pace, size, g• Salvador Dali was alist artist with m ble images like hi phone, melting cl stretched animal (change) objects of them appear surre example, use of s legs/necks etc on		Surrealism Fantasy Juxtaposition Irrational Salvador Dali Melting Clocks Perspective Composition Mood
		Collage techniques	3)How can I manipulate objects to make them appear surreal? Sketchbook work: Change drawings of animals non-surreal and surreal versions	Painting: Express mood and feelings through the application of paint.	Line: Use a variety of scales and perspectives to encourage accuracy in drawing	 legs/necks etc on ani- mals. How to create images in the surrealist style through collage and drawing. Mixed media is using more than one material 	

		Knowledge of different artisists	 4)Can I create images in the surrealist of through collage and drawing? 5) Can I create my own, mixed media surrealist inspired final piece? Understand what mixed media means. (sketchbook work with collage of magazine/newspaper images- leading a final piece) 	into feeli app Con to e and, the med	press mood and lings through the plication of pair hsider composite evoke a feeling d/or mood ld up imagery v use of a varieted dium	he nt. ition with ity of	Texture: Recreate texture through a range of marks and patterns	of technique. For example, collage, painting with acrylic and drawing with pastels etc. • How to evaluate my art work with successes and next steps.	
			6) Can I evaluate the success of my fina piece?	abo and	ke judgements out our own wo I give construct dback to others	ork tive			
				Summe	er Term Yea	ar 6			
Year Group	Key title	Prior Learning	Enquiry questions and suggested learning	Progressio skills		Progress element	sion of core ts of Art	Essential Learning	Vocabulary
Y6	Fashion Design Use of Access Art Pathways (Fashion Design)	Development of sketchbook- record ideas, practise skills, make notes and reflect to help generate ideas for my own piece of art work Colour mixing	How do fashion designers use their interests to inspire their own work? Can I identify what I like and what I do not like about other peoples' art work? Sketchbook work using Alice Fox, Rahul Mishra, Pyer Moss, Tatyana Antoun and Hormazd Narielwalla)	notes in sk to record i Make com and identi	nparisons ify ng styles in ork. formation, s become			 How fashion designers use their interests to inspire their own work. Pyer Moss amongst others. What I like and what I do not like about other people's work. A design brief is a set of instructions given to you as a designer 	Design brief Inspiration 2D to 3D
	Design)	Pattern development Reflection of our own and our peer's work.	Can I use my sketchbook to develop accuracy. of generate and test ideas? Explore Gather information, Colour: od our colour, line, shape, pattern in responses to become Use colour to create		ecific purpose our to create dif- iffects, moods,	 to adhere to. How to use my sketchbook to gener- ate and test ideas, explore colour, line, 			

(Revisit sketchbook work from previous week to remind children how the designers investigated worked. Use sketchbooks to generate and test ideas, experiment with shape, form and pattern, colour and texture. What can be stuck into sketchbooks- fabric, paper, thread etc to exemplify their ideas) Over a couple of sessions	Adhere to a design brief, showing creativity but following instructions. Gather information, responses become more personal	Consider contrasting and complimentary col- ours Discuss colour used by different artists and de- signers	 shape, pattern in response to the brief. How 2D shapes can become 3D forms I can give feedback to others, listen to feedback about my own work and respond to it positively.
Can I explore and make how to make 2D shapes into 3D forms with painted and decorated paper? (Over a couple of weeks- 1)decorate papers to make fabric designs 2- create the form of the clothing based on designs 3- add to 3D models/2D models)	Printing: Develop printing techniques through more sophisticated techniques E.g Lino	Shape: Record shape in 2d and 3d Space and form: Create structures by ex- perimenting with a range of materials. Compare and contrast methods of construc- tion Texture: Produce textured prints.	
Can I evaluate my work, giving and taking feedback positively? (create a gallery and give time to discuss intention v outcome)	Make judgements about our own work and give constructive feedback to others.		