

Art Medium Term Plan 2021-22 – Cycle A	
Autumn 1	Autumn 2
Key Stage 1	
Self Portraits Favourite Colour – mixed media Kapow – Formal Elements of Art (Y1)	Kapow – Sculptures and collages (Y1)
<ul style="list-style-type: none"> • Use artwork to record ideas, observations and experiences. (Learning) • Know the names of tools, techniques and elements that he/she uses. (Learning) • Select particular techniques to create a chosen product and develop some care and control over materials and their use. (Learning) • Know that different artistic works are made by craftspeople from different cultures and times. (Learning) • Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines. (Techniques) • Explore mark-making using a variety of tools. (Techniques) 	<ul style="list-style-type: none"> • Use artwork to record ideas, observations and experiences. (Learning) • Experiment with different materials to design and make products in two and three dimensions. (Learning) • Represent things observed, remembered or imagined using colour/tools in two and three dimensions. (Techniques) • Know the names of tools, techniques and elements that he/she uses. (Learning) • Select particular techniques to create a chosen product and develop some care and control over materials and their use. (Learning) • Know that different artistic works are made by craftspeople from different cultures and times. (Learning) • Make structures by joining simple objects together. (Techniques) • Represent things observed, remembered or imagined using colour/tools in two and three dimensions. (Techniques) • Experiment with basic tools on rigid and flexible materials. (Techniques)
Lower Key Stage 2	
	Formal Elements of Art (Y3)
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas. (Learning) • Experiment with different materials to create a range of effects and use these techniques in the completed piece of work. (Learning) • Explain what he/she likes or dislikes about their work. (Learning) • Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. (Learning) • Explore shading, using different media. (Techniques)
Upper Key Stage 2	
Photography (Y6) KAPOW	
<ul style="list-style-type: none"> • Select ideas based on first hand observations, experience or imagination and develop these through open ended research. (Learning) • Adapt his/her own final work following feedback or discussion based on their preparatory ideas. (Learning) • Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts. (Learning) 	

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| <ul style="list-style-type: none">• Explain and justify preferences towards different styles and artists. (Learning)• Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures. (Techniques)• Use techniques, colours, tones and effects in an appropriate way to represent things seen (Techniques)• Create intricate printing patterns by simplifying and modifying sketchbook designs. | |
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Spring 1	Spring 2
Key Stage 1	
Lower Key Stage 2	
Art and Design Skills – KAPOW (Y4)	
<ul style="list-style-type: none"> • Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas. (Learning) • Experiment with different materials to create a range of effects and use these techniques in the completed piece of work. (Learning) • Explain what he/she likes or dislikes about their work. (Learning) • Use taught technical skills to adapt and improve his/her work. (Learning) • Know about some of the great artists, architects and designers in history and describe their work. (Learning) • Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. (Learning) • Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied. (Learning) • Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes. (Techniques) • Compare and recreate form of natural and manmade objects. (Techniques) • Draws familiar objects with correct proportions. (Techniques) • Plan a sculpture through drawing and other preparatory work. (Techniques) • Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours. (Techniques) 	<ul style="list-style-type: none"> •
Upper Key Stage 2	
Art and Design skills – KAPOW (Y5)	
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Evaluate his/her work against their intended outcome. (Learning) • Select ideas based on first hand observations, experience or imagination and develop these through open ended research. (Learning) • Use line, tone and shading to represent things seen, remembered or imagined in three dimensions. (Techniques) • Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product. (Learning) • Explain and justify preferences towards different styles and artists. (Learning)

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| | <ul style="list-style-type: none">• Begin to develop an awareness of composition, scale and proportion in their work. (Techniques)• Use simple perspective in their work using a single focal point and horizon. (Techniques)• Follow a design brief to achieve an effect for a particular function. (Techniques) |
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Summer 1	Summer 2
Key Stage 1	
Sculptures and Mixed Media.	
<ul style="list-style-type: none"> • Use artwork to record ideas, observations and experiences. (Learning) • Experiment with different materials to design and make products in two and three dimensions. (Learning) • Know the names of tools, techniques and elements that he/she uses. (Learning) • Select particular techniques to create a chosen product and develop some care and control over materials and their use. (Learning) • Represent things observed, remembered or imagined using colour/tools in two and three dimensions. (Techniques) • Experiment with basic tools on rigid and flexible materials. (Techniques) • Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines. (Techniques) • Know that different artistic works are made by craftspeople from different cultures and times. (Learning) • Explain what he/she likes about the work of others. (Learning) 	•
Lower Key Stage 2	
Dragon Collages	
<ul style="list-style-type: none"> • Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas. (Learning) • Experiment with different materials to create a range of effects and use these techniques in the completed piece of work. (Learning) • Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. (Learning) • Use taught technical skills to adapt and improve his/her work. (Learning) • He/she is able to create a collage using overlapping and layering. (Techniques) • Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques. (Techniques) 	•
Upper Key Stage 2	
	English (The Strange Case of Origami Yoda) Children write instructions and create origami animals.
•	<ul style="list-style-type: none"> • Develop different ideas which can be used and explain his/her choices for the materials and techniques used. (Learning) • Evaluate his/her work against their intended outcome. (Learning)

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| | <ul style="list-style-type: none">• Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product. (Learning)• Select ideas based on first hand observations, experience or imagination and develop these through open ended research. (Learning)• Refine his/her use of learnt techniques. (Learning)• Adapt his/her own final work following feedback or discussion based on their preparatory ideas. (Learning)• Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts. (Learning)• Begin to develop an awareness of composition, scale and proportion in their work. (Techniques)• Follow a design brief to achieve an effect for a particular function. (Techniques) |
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Any objectives not covered will be covered during enrichment days

