





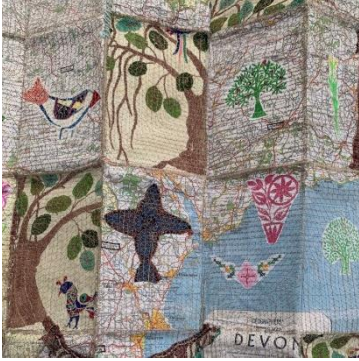






Art and Design Medium Term Plan

Intent	<p align="center">'Creativity takes courage' - Henri Matisse</p> <p>At the Federation of Wellington Community School and Marlborough Infant School, our Art Curriculum embodies the highest form of creativity that is accessible to all and maximises the development of every child's ability and artistic achievement. We engage, inspire and challenge our pupils in order to equip them with the knowledge and skills needed to experiment and express themselves through the use of different art and design techniques (sketching, painting, sculpture and other art and design techniques). To develop these techniques, our pupils will gain early experience of exploring the use of colour, pattern, texture, line, shape, form and space in the development and creation of artworks. Children will study current and historic artists and apply learned techniques and vocabulary to communicate how they see, think and feel about the world around them. Our Art units are designed to show clear progression of techniques throughout the school, which will allow the children to progress onto Key Stage 3 being able to create sketch books as a tool to record and discuss their creativity, comment on the work of others and discuss their own views as confident, passionate artists.</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation Stage (EYFS)	<p>Building on Foundation Stage where children have learnt to:</p> <ul style="list-style-type: none"> • explore different materials freely, in order to develop their ideas about how to use them and what to make. • develop their own ideas and then decide which materials to use to express them. • join different materials and explore different textures. • create closed shapes with continuous lines, and begin to use these shapes to represent objects. • draw with increasing complexity and detail, such as representing a face with a circle and including details. • use drawing to represent ideas like movement or loud noises. • show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • explore colour and colour-mixing • 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 					
Year 1	<ul style="list-style-type: none"> • 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. <p>To identify and name the three primary colours (red, yellow and blue) To colour mix paint to make secondary colours To begin to predict resulting colours To begin to identify the secondary colours To appraise an artist and describe differences and similarities in pieces of work To experiment with different brushes and tools for painting (twigs, fingers etc.) To evaluate the success of their artwork and make links to Seurat</p> <p>Georges Seurat (pointillism) Could link to Local area</p>  <p>Key words: Mix, mark making, primary/secondary colours, texture, shape, painting, paint, red, blue, yellow, green, purple, orange</p>	<ul style="list-style-type: none"> • 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. <p>Printing</p> <p>To understand what 'printing' is To explore printing simple pictures with a range of hard and soft materials (e.g. cork, pen barrels, sponge, vegetables) To explore printing in relief (e.g. String and card) To demonstrate a range of techniques (e.g. rolling, pressing, stamping, rubbing) To evaluate the success of their printing</p> <p>Orla Kiely Could link to Plants and/or explorers</p>  <p>Key words: print, pattern, shape, texture, repeating, rolling, pressing, stamping, rubbing, pressure</p>	<ul style="list-style-type: none"> • 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. <p>To experiment with a variety of media (pencils, rubbers, crayons, pastels, charcoal, pen, chalk) for mark making To explore producing lines in a range of different tones using the same pencil (pressure) To use dots and lines to demonstrate pattern and texture To work from observation (mirrors for different facial features - step by step) To evaluate the success of their artwork and make links to Matisse.</p>  <p>Matisse Could link to 'Explorers'</p> <p>Key words: pressure, mark making, line, texture, tones, observations</p>	<ul style="list-style-type: none"> • 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. <p>To understand what 'sculpture' is To explore natural and recycled materials for sculpting (e.g. straw, cardboard boxes) To experiment and explore using a range of cutting, rolling and pinching techniques (clay) To create a variety of shapes using the taught techniques To add line and texture to the product To produce a product using previously learnt sculpting techniques To evaluate the success of their sculpture</p>  <p>Barbara Hepworth (Family of Man)</p> <p>Key words: sculpture, materials, cut, roll, pinch, shape, texture, line</p>		

<p>Year 2</p>	<ul style="list-style-type: none"> 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. <p>To create a range of patterns and textures (line, cross-hatching, stippling, blending) To begin to experiment with different grade To work from observation and complete whole sketches To scale drawings with increasing accuracy To demonstrate control over the types of marks made with a range of media such as crayons, pastels, charcoal, chalk To evaluate the success of their artwork and make links to Vincent Van Gogh</p> <p>Vincent Van Gogh Could link to 'continents' by drawing flowers from different continents</p>  <p>Key words: pressure, mark making, line, texture, tones, shading, cross-hatching, stippling, blending, observation</p>	<ul style="list-style-type: none"> 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. <p>To experiment and explore using a range of cutting, rolling and pinching (clay) To develop skills to manipulate clay to make pinch pots/coiling pots To develop skills to join clay (cross-hatch & slip) To add line and texture to the product with a range of tools (e.g. forks, pasta, pens, natural materials) To embellish a sculptural piece with a chosen design (fit for purpose) To evaluate the success of their product</p> <p>Layne Peters</p>  <p>Key words: sculpture, coiling, pinch pot, cut, roll, pinch, shape, texture, line, press, join, form</p>	<ul style="list-style-type: none"> 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. <p>Collage/textiles</p> <p>To understand what is meant by 'collage' To classify/group items/objects as man-made or natural To discuss pattern and texture To justify choice of materials in terms of pattern, texture and colour To use a combination of materials that have been cut, torn and glued To join using sewing techniques (linked to DT) to create a final product To evaluate the success of their product</p> <p>Anne Kelly Links to History of Aldershot</p>  <p>Key words: collage, texture, natural, man-made, material, pattern, texture, colour, layer, form, shape,</p>	<ul style="list-style-type: none"> 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. <p>To explore different brushes and the marks they make To develop understanding of when and why to use different brushes (link to foreground detail and background) To mix all the secondary colours using primary colours confidently To mix colours to represent objects To experiment with different brushstrokes when painting To begin to explore the relationship between colours and mood/feelings To work from observation To paint a background To add detail onto a foreground To evaluate the success of their painting</p> <p>Francis Bowyer Links to Aeroplanes/Aviation</p>   <p>Key words: Mix, primary/secondary colours, texture, background, foreground, detail, brush strokes, mood, observation</p>
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Year 3

- To evaluate and analyse creative works using the language of art and design.
- To improve mastery of art and design techniques in drawing with a range of materials.
- To improve mastery of art and design in painting with a range of materials.

To identify and evaluate different artist's impressions of dragons
 To identify primary colours
 To colour mixing paint to make secondary colours, tints and shades
 To create and use stamps to make even printing patterns
 To evaluate the success of their stamp and overall artwork

Digging up the Past

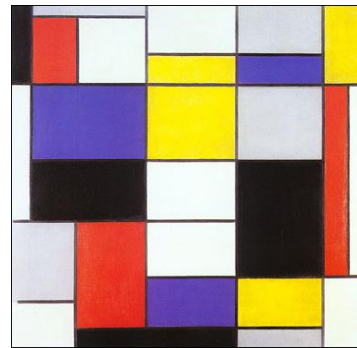


Key words: Mark making, line, texture, tone, shading, print, relief, pattern, primary/secondary/tertiary colours, hue, complimentary/contrasting, tint, shade, mood, mixed media, communicate, perspective

- To evaluate and analyse creative works using the language of art and design.
- To improve mastery of art and design techniques in drawing with a range of materials.
- To explore great artists, architects and designers in history and understand their art forms.

To give reasons for why a piece of art is appealing
 To compare different art works by one artist and identify how their work developed over time
 To use charcoal to draw lines freehand
 To use a variety of oil pastel techniques
 To limit to work with only primary colours and black
 To evaluate success of their artwork

Mondrian - Drawing - oil pastels



Key words: Mark making, print, relief, pattern, primary/secondary/tertiary colours,

- To improve mastery of art and design techniques in drawing with a range of materials.
- To make observations and use these to review and revisit ideas.

To use sketching and mark making
 To complete observational drawing from real life
 To selecting appropriate pencils for different drawing techniques
 To demonstrating multiple drawing techniques within one sketch
 To consider both proportion and perspective when sketching

Eruptosaurus - sketching - Yeo Jin (Wisley Trip)



Key words: proportion, perspective, Mark making, line, texture, tone, shading, still life, blending




- To improve mastery of art and design techniques in sculpture with a range of materials.
- To evaluate and analyse creative works using the language of art and design.

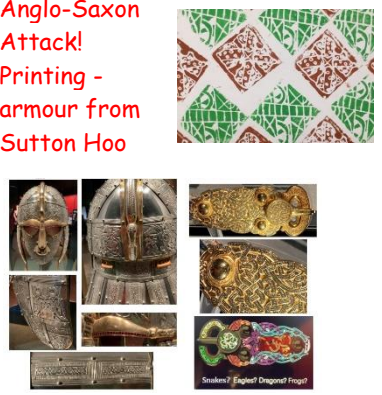

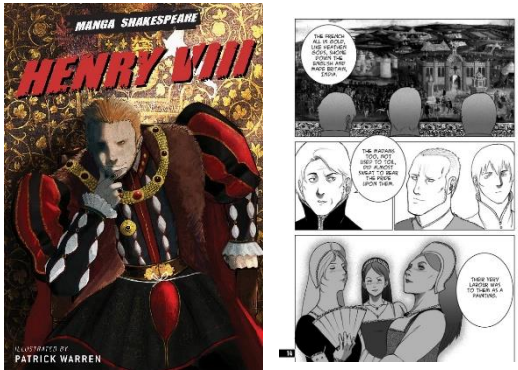
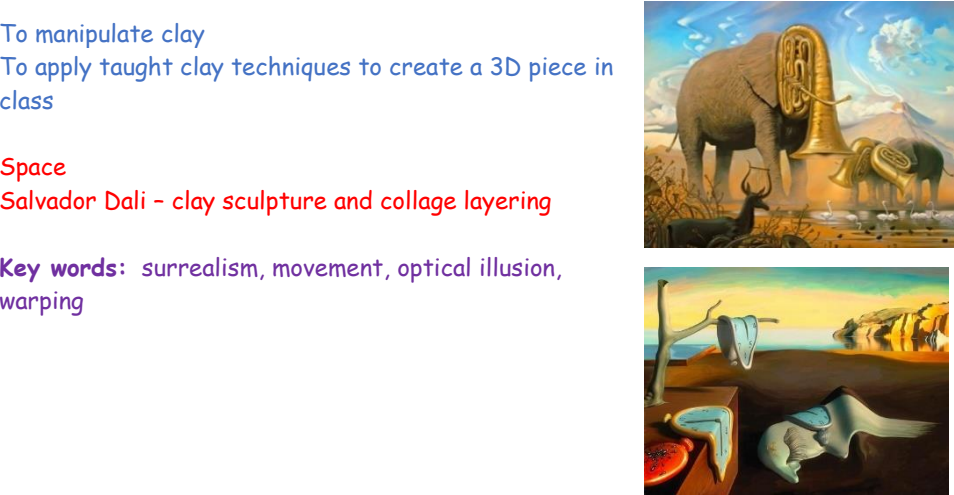
To explore the properties of materials
 To develop design criteria
 To design a sculpture using a design criteria and knowledge of the material
 To manipulate materials to create sculpture that meets the design criteria
 To evaluate a final product based on the design criteria

Environmental Explorers - Willow sculptures



Key words: proportion, perspective, texture, manipulate, shape, form, bend, weave, flexible,

<p>Year 4</p>	<ul style="list-style-type: none"> To evaluate and analyse creative works using the language of art and design. To improve mastery of art and design in painting with a range of materials. To improve mastery of art and design techniques in drawing with a range of materials. <p>To evaluate effective techniques used by the artist To use pencils to sketch and add shade/dimension to an image To create colour strips/shades of colours with water colours To compare artist's work and own work To use varying brush strokes and drawing techniques such as stippling and layering to create different effects</p> <p>Eric Joyner Robots Assemble</p>  <p>Key words: All of Year 3 words plus - Composition, repetition, expression, illustration, collage, layout, foreground, middle ground, background</p>	<ul style="list-style-type: none"> To evaluate and analyse creative works using the language of art and design. To explore great artists, architects and designers in history and understand their art forms. To make observations and use these to review and revisit ideas. To improve mastery of art and design techniques in sculpture with a range of materials. <p>To evaluate a piece of work and give reasons for personal likes/dislikes To make careful, specific observations of and reflections on their own and others' work in order to review sketches To use pencils to sketch basic outlines To use shape to create an illustration in the style of a famous artist To create collaborative art pieces with peers To use wire to create a "skeleton" to support the structure of a sculpture To use a papier-mâché technique to create and decorate a sculpture</p> <p>Keith Haring Let the Games Begin</p>  <p>Keywords: composition, repetition, illustration, sculpt</p>	<ul style="list-style-type: none"> To improve mastery of art and design in painting with a range of materials. To explore great artists, architects and designers in history and understand their art forms. To make observations and use these to review and revisit ideas. <p>To correctly define the term 'abstract' and identify abstract art To use paint colours to create abstract art To use the colour wheel and contrasting colours To create life drawing with detail (eyes/nose/mouth) To make careful, specific observations of and reflections on their own and others' work in order to review sketches To use different brushes to create varying effects and independently choose the most suitable tool To use varying paintbrush techniques - wavy lines, pointillism, detail etc.</p> <p>Picasso - Painting - self portraits</p>  <p>Keywords: cubism, realism</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	<ul style="list-style-type: none"> To evaluate and analyse creative works using the language of art and design. To explore great artists, architects and designers in history and understand their art forms. To make observations and use these to review and revisit ideas. To improve mastery of art and design techniques in painting with a range of materials (printing). <p>To explore the significance of decorative artefacts To explore patterns within artefacts To design a pattern in Anglo-Saxon style To create a stamp To print a pattern and consider colour choices</p> <p>Anglo-Saxon Attack! Printing - armour from Sutton Hoo</p>  <p>Key words: All of Year 2 printing vocabulary (print, pattern, shape, texture, repeating, rolling, pressing, stamping, rubbing, pressure) Archaeologist, repeated pattern, geometric, engraving, carve, decorative, artefacts</p>	<ul style="list-style-type: none"> To improve mastery of art and design techniques in drawing with a range of materials. To explore great artists, architects and designers in history and understand their art forms. To make observations and use these to review and revisit ideas <p>To choose from various forms of line drawing to create effect/shading/texture To create life drawing using sketching To purposefully choose shading techniques to add form To consider perspective and source of light when sketching and shading</p> <p>Adonna Khare Rainforest, plants and animals</p>  <p>Key words: All of Year 3 and Year 4 words plus - Constructive criticism, midtone, form, volume,</p>	<ul style="list-style-type: none"> To evaluate and analyse creative works using the language of art and design. To improve mastery of art and design in painting with a range of materials. <p>To observe style and form in existing artworks To evaluate existing artwork using the vocabulary of colour and form To use a digital painting app to replicate an artists' style To choose a variety of digital brushes/fill tools to create different effects To mix colours within a desired colour palette</p> <p>Patrick Warren Tudors - Digital drawing</p> <p>Key words: crop, layers</p> 	<ul style="list-style-type: none"> To explore great artists, architects and designers in history and understand their art forms. To evaluate and analyse creative works using the language of art and design. To improve mastery of art and design techniques in drawing with a range of materials. To make observations and use these to review and revisit ideas <p>To use collage to inform designs and ideas To apply known sketching techniques to mimic the artist's work To discuss artists' work using key vocabulary and reflect carefully on arrangement/perspective</p> <ul style="list-style-type: none"> To improve mastery of art and design techniques in sculpture with a range of materials. <p>To manipulate clay To apply taught clay techniques to create a 3D piece in class</p> <p>Space Salvador Dali - clay sculpture and collage layering</p> <p>Key words: surrealism, movement, optical illusion, warping</p> 		

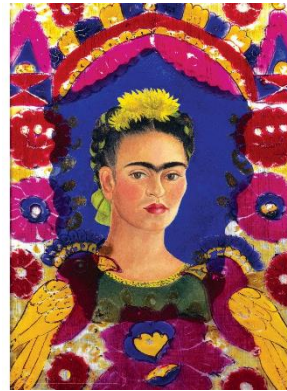
Year 6

- To explore great artists, architects and designers in history and understand their art forms.
- To improve mastery of art and design techniques in drawing with a range of materials.
- To improve mastery of art and design in painting with a range of materials.

To explore emotion in art and how colours/painting evoke feeling.
 To practise sketching facial features in proportion
 To create self portraits
 To explore painting styles

Frida Kahlo- Self Portraits

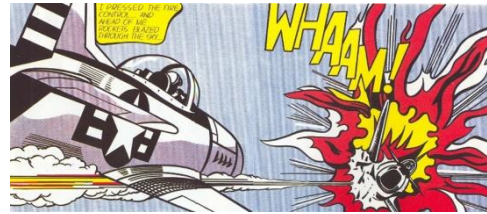
Key words: All of Year 3, 4, 5 words plus -montage, graduated tone, positive space, negative space, harmonising colours



- To evaluate and analyse creative works using the language of art and design.
- To improve mastery of art and design techniques in drawing with a range of materials.

To develop understanding of the colour wheel and complimentary/clashing colours in order to make deliberate colour choices
 To use stippling, varying density of dots to change the brightness of a coloured area
 To use patterns and shapes
 To use art to portray meaning and stories.

Liechtenstein- Pop Art



Key words: All of Year 3, 4, 5 words plus -montage, graduated tone, positive space, negative space



- To improve mastery of art and design techniques in painting and drawing with a range of materials.
- To evaluate and analyse creative works using the language of art and design.
- To make observations and use these to review and revisit ideas.

To choose colour, texture and materials
 To use cutting, tearing, layering.
 To consider size, shape, density, perspective

Matisse - collage



Key words: All of Year 3, 4, 5 words plus -montage, graduated tone, positive space, negative space