

Art Medium Term Plan- Autumn



				Autu	mn Term -Re	ception			
		Matters: Expressive	<u> </u>	-			T		
Year Group	Term	Key question	Enquiry questions				ssion of core nts of Art	Vocabulary	
Year R	Autumn Term	Percy and his friends	What happens when we mix colo What patterns can I make? What happens when I mix primar colours together? Can I make an observational draw myself? Can I use artists work to try differ styles? (George Seurat)	y ving of	See EYFS Pla	nning on a Pag	e for Exp	oressive Arts	
				Au	tumn Term -	Year 1			
Year Group	Key title	Prior Learning	Enquiry questions and suggested learning	Progres skills	ssion of Art	Progression of a		Vocabulary	End Point
Y1	What is a portrait?	Prior Learning: Make accurate representations, Colour mixing creates new colours, Observational drawing Experience of talking about artists work	1)Can I draw a portrait? (Discuss the features on your face, model proportion of a face) Sketchbook work 2) How have artists painted portraits? Sketchbook work-Arcimboldo, etc 3) What makes Picasso's portraits unusual? *colour, line and shapes* (compare a traditional portrait with Picasso) Sketchbook work- add the other half to a Picasso portrait. 3) Can I make a colour wheel to show how I can mix colours?	Recogni differen artists	t styles of	Line: Use line to repan image Look at how an use line and coand shape. Look at how an use line and coand shape. Colour: Name primary secondary colo	rtists olour rtists olour	draw portrait primary colours secondary colours self-portrait proportion Modigliani Picasso Arcimboldo individual	Draw a portrait that shows progression from EYFS Understand how artists create portraits in different styles Know the primary colours Know how to make secondary colours.

			4)Can I make a portrait in the style of Picasso? 5) Can I evaluate my Picasso painting?	Paint for different purposes. Draw from your imagination Discuss my learning and outcomes	(Use of a colour wheel) Look at how artists use line and experiment with a variety of approaches		Paint a portrait in the style of an artist Talk about my art work
				Autumn Term - `	Year 2		
Year Group	Key title	Prior Learning	Enquiry questions and suggested learning	Progression of Art skills	Progression of core elements of Art	Vocabulary	End Point
Y2	Buildings	Understanding of proportion in relation to a face, Picasso and proportion Drawing from reality and from imagination Knowledge of colour- primary and colour mixing to create secondary	1)What is proportion? Sketchbook work: Refer to previous learning about Picasso- proportion was distorted. Draw a portrait in proportion (model how) and draw a portrait out of proportion.	Drawing: Draw from Imagination Draw from direct experience Explore proportion	Line: Use line to represent an image Pattern: consider the arrangement of shapes and pattern		Understand what is meant by the term proportion
		colours	2)Where can proportion be seen in art? Sketchbook work of artists using and not using proportion effectively	Explore proportion	Look at how artists use line and experiment with a variety of approaches		Know how proportion can impact how a piece of art looks
			3)Can I draw buildings in proportion?	Explore proportion	Line: Use line to represent an image		Draw in proportion

			Sketchbook work of heritage sites around the world-complete the other half of a selection of buildings 4) Who were Antonio Gaudi	Recognise the	Pattern: consider the arrangement of shapes and pattern Look at how artists		Understand how architects design
			and Hundertwasser? Sketchbook-Case study – images from work in Gaudi's pieces in Barcelona, Hundertwasser buildings	different styles of artists	use line		buildings in proportion
			5)Can I design and illustrate a building in the style of Antonio Gaudi/ Hundertwasser that could be built in Cheshire? Final piece- larger scale	Draw from Imagination Painting: Paint for different purposes	Look at how artists use line and experiment with a variety of approaches Use knowledge of colour wheel to complete my design		Create a line drawing that takes account of proportion (final piece)
			6) Can I evaluate how effective building design is?	Discuss what has worked well and what could be improved upon			Discuss strengths in work
				Autumn Term Y	1		
Year Group	Key title	Prior Learning	Enquiry questions and suggested learning	Progression of Art skills	Progression of core elements of Art	Vocabulary	End Point
Y3	Environmental messages in art	Basic collage techniques- cutting and sticking Scissor control, ripping materials Proportion Knowledge of colour- primary and colour	1)How have artists used rubbish to produce art work? Sketchbook work	Drawing: Gather information, with responses to become more personal	Tone, Record different shapes within the natural environment in sketchbooks Texture, Recreate texture through a range of marks and patterns Pattern: Use sketchbooks to record observations and ideas.	Reuse Recycle Rubbish Collage Overlap Overlay Recreate design environmental art Artists messages	Understand that Artists recycle

		mixing to create secondary colours	2) Can I investigate collage techniques? Also- Consider how Matisse used paper cutting	repre imag embe varie	collage to esent real and ined objects, ellish using a ety of techniques clapping, laying, ripping,	textured	: Produce d collages ariety of ls			ollage effectively with a variety of shriques
			3) How do artists put environmental messages across in their art? Sketchbook work	with	er information, responses to me more					ists use their work to put across eir own thoughts
			4) Can I design a collage that uses reclaimed materials to represent a sea scape with an environmental message?	Drawing: Gather information, with responses to become more personal		textured	: Produce d collages ariety of ls			llage effectively and laboratively
			5)Can I make a collaborative collage with an environmental message?	Collage: Use collage to represent real and imagined objects, embellish using a variety of techniques		texture range of patterns Pattern textures	: Produce d collages ariety of			llage effectively and laboratively
			6) Can I evaluate how successfully rubbish can be used as art?	and a	ider strengths areas for lopment				Abl	le to discuss work constuctively
					Autumn Term Y	ear 4				
Year Group	Key title	Prior Learning	Enquiry questions and sugges learning	ted	Progression of a skills	Art	Progression of A	Vocabulary		End Point
Y4	Still Life	Gathering information and	Can I explore the work of conter rary and more traditional artists who work within the still life ge	5	Painting: Use the same starting page as a variety of a	oints	Use sketchborecord obserand ideas.	Still life Direct objects Responses Traditional Modern		Understand what still life is and how it has been used by artists.

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(Use Access	responding to artists work.	Understand that artists make work in			Composition	
Art Pathway)	artists work.	response to static objects around			Composition Perspective	
	Line drawing	them and this is called still life.			Scale	
	from real and					
	imagined	still life has been a genre for many				
	starting points.	hundreds of years, and is it still rele-				
	Use of	vant today				
	proportion in drawing					
		Sketchbook work exploring still life				
	Knowledge of	from traditional, modern and con-				
	colour- primary and colour	temporary pieces				
	mixing to create	Can I use my sketchbook to make	Explore composition (near/far) and	Line: Draw objects from different viewpoints Colour: explore colour- tones and tints		Know how a sketchbook is
	secondary	visual notes, record and reflect?	perspective in			used to record ideas, responses and experiments.
	colours	Explore how artists work with still	drawing			
		life, and how they bring their own				
	Recreate	comments and meaning to the ob-	Drawing practise to			
	texture through	jects they portray	build texture/tone/pattern			
	a range of marks and		texture/tone/pattern			
	patterns	Small scale Still life practise with	Painting practise to			
		different materials and media	build texture/tone			
		Inspire children to bring objects	and pattern			
		in to comment on their own life				
		in their own final pieces				
		Can I draw from observation and	explore composition,	Use line, shape,		Produce a still life piece
		think about how I can use line,	foreground, background, and	colour, texture, and form to help us give		
		colour, shape, texture, form and	negative space.	meaning to our work		
		composition to make my artwork				
		interesting?	Vary scales in drawing			
			to develop accuracy			

			Consider the objects and composition of the objects prior to creating a final piece Consider the media and look				
			Can I present and share my artwork, and explain how my sketchbook work helped build my knowledge and skills towards my final piece?				Can present ideas to share artwork.
				Autumn Term Year 5			
Year Group	Key title	Prior Learning	Enquiry questions and suggested learning	Progression of Art skills	Progression of core elements of Art	Vocabulary	End Point
Y5	M C Escher, drawing Genius A case study	Varying of scales to develop accuracy Drawing in and out of proportion	1)What is Tessellation and how has it been used in art? (potential to use CAD to repeat patterns) Explore Tessellation in art (not only in Escher) Use of a template to create tessellating pieces.	Drawing: Explore composition (near/far) and perspective	Pattern: Use technology to visualise repeated patterns Make patterns for a specific purpose	Visual effect CAD Composition Perspective Scale Texture Tone Graphic artist Monotone	Tessellation is used to create patterns that repeat
		Exploration of composition (near/far) and perspective Adding tone and tints to add light and shade	2)How do you create a 3D effect with a 2D drawing? Escher's hand drawing-sketchbook work	Vary scales to develop accuracy.	Tone: Explore methods to produce tone (cross hatching, smudging) Experiment with tone using shades of black and white Texture: Recreate texture through a range of marks and patterns		Drawing techniques can make 2D objects appear to be 3D
			3)What is so awe inspiring about Escher's work? A case study- complete parts of Escher's drawings	Gather information, responses to become more personal			know about MC Eschers work

			4)Can I draw in the style of Escher? Final piece to incorporate different aspects of Eschers style (tessellation, visual effects, 2D to 3D appearance 5) How effective were our Escher inspired drawings	Make decisions about their work as it progresses. Make judgements about our own work	Line: Use a variety of scales and perspectives to encourage accuracy in drawing		Work in the style of MC Esher, implementing a range of drawing skills. Make judgements about my own work and sensitively
				and give constructive feedback to others.			feedback to others
				Autumn Term Year 6			
Year Group	Key title	Prior Learning	Enquiry questions and suggested learning	Progression of Art skills	Progression of core elements of Art	Vocabulary	End Point
Y6	Activism in Art: As an artist, can I use my skills, vision and creativity to speak on behalf of a whole community?	Varying of scales to develop accuracy Drawing in and out of proportion Exploration of	Can I investigate how artists use their skills to make art which speaks about things which matter, often on behalf of whole communities? Sketchbook development of ideas	Recognise the contribution artists have made to society	Discuss colour used by different artists and designers Recreate designs from other times and cultures	moods evoke propaganda posters scale transpose typography visuals mass production effect/ effective	Artists work convey messages that are spoken on behalf of communities
	(using the Access Art Pathway)	composition (near/far) and perspective Adding tone and tints to	Can I explore how I can find out what I care about and find ways I might share my ideas? Sketchbook development of ideas		Recreate designs from other times and cultures.	voice community background foreground	Artists can inspire us to stand up for our beliefs and speak on behalf of our own community.
		add light and shade Collage techniques Art carries messages (Y3	Can I create visuals and text which communicate my message? Can I use typography to make my message stand out? Sketchbook	Painting: Express mood and feelings through the application of paint.	Colour: Use colour to create different effects, moods, space, size, Consider contrasting and complimentary colours		Sketchbooks support the development of skills The elements of art are line, colour, tone, texture, pattern, shape, space and form

1	 environmental	Colour work-			
	art)	complimentary/contrasting			
	uitj	colours- colour wheels			
		Can I use line, shape and colour to	Painting:	Colour:	We can combine skills to
		make my art work?	Express mood and	Use colour to create	
		Can I combine different	feelings through the	different effects,	create mixed media pieces.
		techniques, such as print, collage	application of paint.	· ·	
		and drawing?	application of paint.	moods, space, size,	
		and drawing:	Drawing:	Consider	
			Transpose from	contrasting and	
			sketches to make	complimentary	
			things larger	colours	
			tilligs larger		
			Make decisions	Shape: Understand	
			about their work as	positive and	
				negative shape	
			it progresses.	identification	
			Adapt and change		I understand the journey of
		Can I reflect upon my own art	artwork as it		
		work and that of my peers?			a piece of artwork from
		work and that of my peers:	progresses- reflect		artists inspiring us, to
			and justify		developing sketchbooks,
			adaptations made on		making adaptations as we
			the journey to		progress to produce a final
			completion.		piece.
		Spring and So	ummer Term planning w	ill follow	