



# Art Medium Term Plan- Spring



## Spring Term -Reception

Using Development Matters: Expressive Arts and Design

| Year Group | Term        | Key question   | Enquiry questions  | Progression of Art skills                       | Progression of core elements of Art | Vocabulary |
|------------|-------------|--|--|---|-------------------------------------|------------|
| Year R     | Spring Term | <b>Terrific transport</b><br><br><b>What will I be</b> | What patterns do we see in buildings?<br>What patterns and textures are on local buildings?<br>Can I make colours darker or lighter? (Hilma Klint)<br>Can I make representations of real-life structures?<br>Can I make an observational drawing of myself?<br>Can I talk about artists work?<br>Can I paint on a large scale? (Hilma Klint) (Jackson Pollock) | See EYFS Planning on a Page for Expressive Arts |                                     |            |

## Spring Term - Year 1

| Year Group | Key title                                      | Prior Learning   | Enquiry questions and suggested learning   | Progression of Art skills  | Progression of core elements of Art  | Milestones | Vocabulary   |
|------------|--|--|--|--|--|------------|--|
| Y1         | <b>Where do we see animal patterns in art?</b> | <b>Prior Learning:</b><br>Make accurate representations,<br><br>Colour mixing creates new colours.<br><br>Use a variety of tools, including modelling tools<br><br>Talk about my own and other people's art work | 1)Where do we see animals in paintings? (Henri Rousseau)                                     | <b>Drawing:</b><br>Draw from direct experience   | <b>Line:</b><br>Use line to represent an image                                     |            | painting<br>design<br>patterns<br>texture<br>colour<br>sculpture<br>sculpt<br>clay |
|            |  |  | 2) Where do we see animals in clothes, fabric and wallpaper designs?<br><br>Sketchbook work- | Recognise the different styles of artists  | Look at how artists use line and colour and shape.                                 |            |  |
|            |  |  | 3)Can I recreate animal skin patterns? (paint, print, collage)                               | <b>Painting:</b><br>Paint for different purposes<br>Add a variety of textures to paint | <b>Colour:</b><br>Mix colours by adding black and white to create tones and tints. |            |  |
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|            |                       |  | 4) Can I make a mixed media collage? (whole class)  | Paint for different purposes<br>Add a variety of textures to paint  | <b>Texture:</b><br>Make textured paints using sand, sawdust etc                          |            |   |
|------------|-----------------------|--|---|---|--|------------|---|
|            |                       |  | 5) Can I sculpt a 3D animal?  | <b>3D:</b><br>Make constructions using simple joins.<br>Use a starting point to create a simple 3D piece                              | <b>Form and Space:</b><br>Create structures by experimenting with a range of materials.  |            |   |
|            |                       |  | 5) Can I evaluate our mixed media collage and 3D animal?  | Talk about my finished work. What do I like? What would I change?   | Look at how artists use line and experiment with a variety of approaches                 |            |   |
|            |                       |  | Spring Term - Year 2  |   |  |            |   |
| Year Group | Key title             | Prior Learning   | Enquiry questions and suggested learning  | Progression of Art skills   | Progression of core elements of Art  | Milestones | Vocabulary  |
| Y2         | <b>Lets go Local!</b> | Make representations of real life structures<br><br>Use knowledge of proportion<br><br>talk about artists work | 1)What is printing? What ways can we print in art?<br>(vegetables, stencils, use of a sponge, a roller, print leaves etc etc)<br>Repeated patterns<br>(Sketchbook work) | <b>Printing:</b><br>Cut into objects and print<br>Overlap, mix colours, repeat,<br>Use press prints to carve into and then print from | <b>Pattern:</b><br>Repeat shapes,<br>Overlap shapes, consider the arrangement of pattern |            | direct printing, stencil printing, incised printing roller, ink pattern repetition embellish landmark |
|            |                       |  | 2) What is an incised print?<br>Make a small incised print and make a repeated pattern (sketchbook work)  | Incised Printing<br>Cut into objects and print  | <b>Line:</b><br>Use line to represent an image   |            |   |
|            |                       |  | 3) Can I draw a variety of landmarks? (line drawings)<br>Round tower<br>Chester clock bridge  | <b>Drawing:</b><br>Draw from direct experience  | <b>Line:</b> Use line to represent an image  |            |   |

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|            |                               |  | The blue bridge<br>Anderton boat lift etc   | Continue to develop proportion   |   |            |   |
|            |                               |  | 4) Can I represent landmarks by printing?   | Incised Printing<br>Cut into objects and print   | <b>Line:</b><br>Use line to represent an image  |            |   |
|            |                               |  | 5) How can I embellish my prints even more?   | Change colour, add other colours, cut/ rip and collage together<br>Repeat patterns   | <b>Tone:</b><br>Use different materials to represent dark/light   |            |   |
|            |                               |  | 6) Can I evaluate my printing?  | Talk about my work<br>What would I do differently?   |   |            |   |
|            |                               |  | Spring Term Year 3  |  |   |            |   |
| Year Group | Key title                     | Prior Learning   | Enquiry questions and suggested learning  | Progression of Art skills  | Progression of core elements of Art   | Milestones | Vocabulary  |
| Y3         | <b>What is primitive art?</b> | Cross curricular links to Historical knowledge of the Stone Age.<br><br>Experience of using a variety of different tools to make marks<br><br>Add texture to paint to create different effects | 1) What artistic imagery can we see from the Stone Age?<br>(sketchbook work)<br><br>2) Can I recreate a wall painting?<br>How do different materials and surfaces impact on the art work I create? Under tables/ on rough surfaces/outside (add to sketchbooks afterwards)<br><br>3) Can I use primitive tools and techniques to draw and make marks?<br>Outdoors forest area- mix berries and coal etc to make inks<br>Use sticks, feathers, fingers etc | Identify a variety of imagery typical of the time period<br><br><b>Painting:</b><br>Use the same starting points as a variety of artists (figure, natural forms, environment, , painting from events)<br><br><b>Painting:</b><br>Use the same starting points as a variety of artists (figure, natural forms, environment, , painting from events) | Look at how artists use line and experiment with a variety of approaches.<br><br><b>Texture:</b> Recreate texture through a range of marks and patterns<br><br><b>Line:</b> Look at how artists use line and experiment with a variety of approaches. |            | primitive art<br>primitive tools<br>influenced/ influence<br>inspire<br>dyeing<br>nature<br>natural materials |

|            |                |   | 5) How have modern artists been influenced by primitive art?<br><a href="http://www.laurelbarbieri.com/cave-art/">http://www.laurelbarbieri.com/cave-art/</a><br>Make links to Graffiti artists? (sketchbooks work)  | Gather information ,   | <b>Pattern:</b> Experiment with a variety of formal and informal pattern  |            |  |
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|            |                |   | 6) Can I use primitive art to inspire my own art work? Evaluate Final piece  | <b>Drawing:</b><br>Vary scales to develop accuracy. Explore composition (near/far) and perspective<br>Responses to art work to become more personal  | <b>Colour:</b><br>Develop awareness of colour in the environment.   |            |  |
|            |                |   | Spring Term Year 4   |  |   |            |  |
| Year Group | Key title      | Prior Learning  | Enquiry questions and suggested learning   | Progression of Art skills  | Progression of core elements of Art   | Milestones | Vocabulary   |
| Y4         | <b>Mosaics</b> | Knowledge of Collage techniques are secure<br><br>Use of a variety of different tools and materials<br><br>Working together<br><br>Antonio Gaudi as an architect (Y2)<br><br>Making Repeated patterns | 1)How is a mosaic different to a collage?<br><br><br><br><br><br><br>3)Where and how did the Romans use mosaics in their art work? Sketchbook work<br><br><br>2)Where might we see more modern examples of mosaics? Antonio Gaudi Sketchbook work<br><br><br>4) Can I explore mosaic techniques? <a href="#">How to Do Mosaics: 14 Steps (with Pictures) - wikiHow</a> | <b>Collage:</b><br>Use collage to represent real and imagined objects<br><br><br><br><br><br><b>3D:</b><br>Use sketchbooks to record and collect information and to develop ideas.<br><br><br><b>3D:</b> Use sketchbooks to record and collect information and to develop ideas.<br><br><br>3D: Develop construction skills into | <b>Pattern:</b><br>Use sketchbooks to record observations and ideas.<br>Produce textured collages with a variety of materials<br><br><br><b>Pattern:</b><br>Use sketchbooks to record observations and ideas.<br><br><br><b>Pattern:</b><br>Use sketchbooks to record observations and ideas.<br><br><br><b>Form and space:</b> |            | Collage<br>Mosaic<br>Antonio Gaudi<br>Embellish<br>Repeated pattern<br>Textured<br>Grout and sealant<br>Arrangement with spacing |

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|            |                                       |  | Use of clay, ceramic, pot, seeds, shells, cds, lentils, pulses, etc.  | more complex methods (clay techniques)  | Create structures by experimenting with a range of materials. Compare and contrast methods of construction                   |            |  |
|            |                                       |  | 5) Can I design and create a class mosaic that may be displayed in our school grounds?<br>In style of existing Sandiway mosaic- collect old pottery and ceramics etc to make a class piece.<br>Alternatively everyone makes a tile that could be used in a whole class piece. | Embellish using a variety of techniques   | Application of learning  |            |  |
|            |                                       |  | 6) Can I evaluate our class mosaic?   | Discuss and evaluate, provide future advice for yourself and for others.        |  |            |  |
|            |                                       |  | Spring Term Year 5  |   |  |            |  |
| Year Group | Key title                             | Prior Learning   | Enquiry questions and suggested learning  | Progression of Art skills   | Progression of core elements of Art  | Milestones | Vocabulary   |
| Y5         | <b>Skyscapes, land and cityscapes</b> | Colour mixing confidence with primary, secondary colours and use of tones and tints in paint | 1)How do painters paint the land/sky/ city? Compare and contrast styles (sketchbook work)<br>Impressionism, Vanessa Gardiner, Kittie Jones  | Make comparisons and identify contrasting styles in artists work.               | <b>Colour:</b> Discuss colour used by different artists and designers  |            | Impressionism<br>Van Gogh<br>Mood<br>Contrast<br>Complimentary |
|            |                                       |  | 2) Compare impressionism to the cityscapes of L S Lowry? (Sketchbook work)  | Explore composition (near/far) and perspective                                  | <b>Colour:</b> Discuss colour used by different artists and designers  |            | Skyscape<br>Landscape<br>Cityscape                             |
|            |                                       | Knowledge of Proportion and perspective  | 3) How can I create an impression of the mood in a painting? (sunset, dull, stormy, sunny etc)<br>You may wish to focus on weather (sketchbook work)  | <b>Painting:</b><br>Express mood and feelings through the application of paint. | <b>Colour:</b><br>Use colour to create different effects, moods, space, size, Consider contrasting and complimentary colours |            |  |

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|            |                                       |  | 4) Who was Van Gogh and what was his painting style? Can I use a starry, starry night to inspire my own sky painting? (Sketchbook work)   |  | <b>Texture:</b><br>Recreate texture through a range of marks and patterns   |            |  |
|            |                                       |  | 5) Can I apply my painting skills to create an original sky, land or city scape? (children bring in a photograph and paint from photo) Use on canvas if possible. Final piece   | <b>Painting:</b><br>Express mood and feelings through the application of paint.                              |   |            |  |
|            |                                       |  | 6) Can I evaluate the success of my final piece?  | Make judgements about our own work and give constructive feedback to others.                                 |   |            |  |
|            |                                       |  | <b>Spring Term Year 6</b>   |  |   |            |  |
| Year Group | Key title                             | Prior Learning   | Enquiry questions and suggested learning  | Progression of Art skills  | Progression of core elements of Art   | Milestones | Vocabulary   |
| Y6         | <b>How can lino be used to print?</b> | Printing techniques- Knowledge of the following vocabulary:<br><br>Direct printing, Stencil printing incised/ incising | 1)What do we already know about different types of printing? What is lino and how is it used in art? (sketchbook work)  | <b>Printing:</b><br>Develop printing techniques through more sophisticated techniques E.g Lino               |   |            | Lino printing<br>Lino block preparation<br>accuracy<br>manipulate<br>composition<br>positive/negative shapes |
|            |                                       |  | 2)Can I explore the patterns and motifs of the Mayan culture? / Can I design simple yet effective images that I may be able to recreate using a lino cutting? (sketchbook work) | <b>Drawing:</b><br>Vary scales to develop accuracy.<br>Gather information, responses to become more personal | <b>Line:</b><br>Use a variety of scales and perspectives to encourage accuracy in drawing                             |            |  |
|            |                                       |  | 3)Can I cut my lino in preparation to print?  | <b>Printing:</b><br>Develop printing techniques through more sophisticated techniques E.g Lino               | <b>Shape:</b> Understand positive and negative shape identification<br>Record shape in 2d and 3d (printing, incising) |            |  |
|            |                                       |  | 4) Can I print using my lino cutting?   | <b>Printing:</b><br>Develop printing techniques through  | <b>Texture:</b><br>Produce textured prints.   |            |  |

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|  |  |  |  | more sophisticated techniques E.g Lino            |   |  |  |
|  |  |  | 5) Can I explore how I can manipulate the prints I have created? (CAD)<br>Can you make your image into wallpaper that repeats? |   | <b>Pattern:</b><br>Use technology to visualise repeated patterns.<br>Make patterns for a specific purpose |  |  |
|  |  |  | 7) Can I evaluate the success of my own and other people's finished pieces?  | Make decisions about their work as it progresses. | <b>Texture:</b> Discuss decoration and texture in different forms and cultures                            |  |  |
|  |  |  | Summer Term planning will follow<br>(Milestones are currently under review)  |   |   |  |  |
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