



KS2 Cycle A Art Medium term plan

	Autumn 1	Spring 1	Summer 1
Topic	The Potteries	Stone Age	Amazing Africa
Techniques	<i>Sculpture</i>	<i>Drawing</i>	<i>Painting</i>
Significant Person	Local Artists—Emma Bridgewater/ Josiah Wedgewood/ Clarice Cliffe		Edward Tingatinga
Vocabulary	select, arrange, materials, clay, modelling, striking effect, sculpt, 3D, shape, form, coiled, symmetrical, twisted, rounded, proportioned, share, review, reflect, evaluate. influenced, studies, notable, artist artisan, designer, look, discuss, feel, work of artist, identify, mediums, techniques, used.	observation, accurately, imagination, memory, line, size, shape, thickness, delicate, flowing, continuous, solid, tone, subtle, contrasting, dramatic, broken, monochromatic, share, review, reflect, evaluate	Master, create, shape, coiled, symmetrical, twisted, rounded, proportioned, pattern, criss-cross, symmetrical, complex, thick, thin, paint brush, paint, effective, colour, mix, primary, secondary, complementary, contrasting, pale, pastel, bold, earthy, vibrant, subtle, tone, subtle, contrasting, dramatic, broken, share, review, reflect, evaluate. Tertiary influenced, studies, notable, artist artisan, designer, look, discuss, feel, work of artist, identify, mediums, techniques, used.
I will know....	<p><u>Sculpture lower KS2</u></p> <p>I can select and arrange materials for a striking effect when creating sculpture. I can select and arrange 3D materials to convey feelings, expression and movement when creating sculpture. I can use clay to create a simple functional form such as a pinch pot.</p> <p><u>Sculpture upper KS2</u></p>	<p><u>Drawing lower KS2</u></p> <p>I can experiment with an extended variety of drawing tools. (Graded pencils, rubbers, crayons, pastels, felt tips, chalk, charcoal, chalk etc.) I can understand that objects can be three dimensional and can draw from different viewpoints (above, below, front, back) I can apply tone in a drawing in a simple way. (Shadow from 3D object) I can experiment and create surface textures.</p> <p><u>Drawing upper KS2</u></p>	<p><u>Painting lower KS2</u></p> <p>I can identify colours needed in my artwork and effectively mix different tones of secondary colours for a purpose.</p> <p>I can experiment different ways to apply paint to a surface e.g. splashing, scratching, dotting, blowing, layering etc. I can use different types of brushes for specific purposes I can explore with a variety of paint (poster, water</p>

I am beginning experiment with changing the surface texture of a malleable material by impressing and carving.
I can join clay using a slip. (e.g. handles)
I can adapt work as and when necessary and justify my choices.
I can use clay to create a simple functional form such as a coil pot.

Ideas, experiences and imagination lower KS2

I can identify artist's possible inspiration and begin to identify recurring themes across artists' work.
I can plan, design and make art individually and collaboratively, sharing ideas for design, technique and use of materials.

Ideas, experiences and imagination upper KS2

I can compare and contrast artists and begin to identify common or contrasting themes, mediums or techniques.

I can confidently plan, design and make art individually and collaboratively, sharing ideas for design, technique and use of materials, making reference to art/artists that I know.
I can adapt the style of my art to reflect my ideas, experiences and imagination.

Range of Artists lower KS2

I can look at and talk about a larger array of artist's work and can study a piece to make comments on the techniques used.

I can replicate some of the techniques used by notable artists, artisans and designers.

I can begin to use a wider range of artistic terms/vocabulary to describe when studying

I can draw for a sustained period of time.
I am beginning to use pen and ink to draw.
I can develop skills of hatching and cross hatching to explore 3D work.
I can draw in proportion.
I can further develop my use of light/dark tones/textures/shadows within my drawing to create a realistic representation.

Range of Materials lower KS2

I can compare and contrast different mediums and materials and describe their effects.
I can confidently use a variety of mediums with an increasing level of skill. I know that I can use sketching as a precursor to other artwork.

Range of Materials upper KS2

I can make informed choices about the mediums or materials that I want to use and why, justifying my choices with explanations.

I can begin to purposely mix mediums to create a chosen effect.

I can use sketching to help me plot out my intended final piece of artwork.

Ideas, experiences and imagination lower KS2

I can identify artist's possible inspiration and begin to identify recurring themes across artists' work.
I can plan, design and make art individually and collaboratively, sharing ideas for design, technique and use of materials.

I can break down my drawings into component shapes to help me draw accurately.

I am developing my ability and understanding of drawing from imagination, observation and memory to design things, record observations, tell stories and express thought and feelings to others.

Ideas, experiences and imagination upper KS2

I can compare and contrast artists and begin to identify common or contrasting themes, mediums or techniques.

colours etc..)

Painting upper KS2

I can select which type paint to use, justifying my choices.
I can match and mix primary and secondary colours to make tertiary colours effectively.
I am beginning to understand that a colour wheel can be used to find complimentary, harmonious, contrasting and monochromatic colour combinations.
I can understand how artists use warm and cool colour to express a mood in their work,
I can experiment with effects and textures that I can create using paint and use these with intent in my work.

Range of Materials lower KS2

I can compare and contrast different mediums and materials and describe their effects.

I can confidently use a variety of mediums with an increasing level of skill. I know that I can use sketching as a precursor to other artwork.

Range of Materials upper KS2

I can make informed choices about the mediums or materials that I want to use and why, justifying my choices with explanations.

I can begin to purposely mix mediums to create a chosen effect.

I can use sketching to help me plot out my intended final piece of artwork.

Ideas, experiences and imagination lower KS2

I can identify artist's possible inspiration and begin to identify recurring themes across artists' work.
I can plan, design and make art individually and collaboratively, sharing ideas for design, technique and use of materials.

I can break down my drawings into component shapes to help me draw accurately.

Ideas, experiences and imagination upper KS2

I can compare and contrast artists and begin to

	<p>an artist's work.</p> <p><u>Range of Artists upper KS2</u></p> <p>I can look at and talk about the work of artists who use different mediums and identify what techniques may have been used.</p> <p>I can create original pieces that are influenced by the studies of notable artists, artisans and designers.</p> <p>I can recognise features of key artistic terms/vocabulary (harmony, contrast, abstract etc.) when studying an artist's work.</p> <p><u>Sketch books lower KS2</u></p> <p>I know that my sketchbook is a working document which develops throughout a unit of work and informs my artwork.</p> <p>I can use my sketchbook to explore and experiment with previously taught and new skills and techniques, using what I already know to inform my process.</p> <p>I can comment on both my own and other artists' work/skills/techniques, explaining what I like and dislike.</p> <p>I can annotate my work with critical and analytical observations.</p> <p><u>Sketch books upper KS2</u></p> <p>I can use my sketchbook as a working document that I can refer to which develops throughout a unit of work and informs and inspires my artwork.</p> <p>I can use my sketchbook to explore and experiment with previously taught and new skills and techniques, refining my techniques as I go.</p>	<p>I can confidently plan, design and make art individually and collaboratively, sharing ideas for design, technique and use of materials, making reference to art/artists that I know.</p> <p>I can adapt the style of my art to reflect my ideas, experiences and imagination.</p> <p>I can refine my drawings from imagination, observation and memory to design things, record observations, tell stories and express thought and feelings to others.</p> <p><u>Sketch books lower KS2</u></p> <p>I know that my sketchbook is a working document which develops throughout a unit of work and informs my artwork.</p> <p>I can use my sketchbook to explore and experiment with previously taught and new skills and techniques, using what I already know to inform my process.</p> <p>I can comment on both my own and other artists' work/skills/techniques, explaining what I like and dislike.</p> <p>I can annotate my work with critical and analytical observations.</p> <p><u>Sketch books upper KS2</u></p> <p>I can use my sketchbook as a working document that I can refer to which develops throughout a unit of work and informs and inspires my artwork.</p> <p>I can use my sketchbook to explore and experiment with previously taught and new skills and techniques, refining my techniques as I go.</p> <p>I can comment on both my own and other artists' work/skills/techniques, explaining what I like and dislike and through exploration and experimentation begin to adapt skills/techniques/effects.</p> <p>I am consistently and confidently annotating my</p>	<p>identify common or contrasting themes, mediums or techniques.</p> <p>I can confidently plan, design and make art individually and collaboratively, sharing ideas for design, technique and use of materials, making reference to art/artists that I know.</p> <p>I can adapt the style of my art to reflect my ideas, experiences and imagination.</p> <p><u>Range of Artists lower KS2</u></p> <p>I can look at and talk about a larger array of artist's work and can study a piece to make comments on the techniques used.</p> <p>I can replicate some of the techniques used by notable artists, artisans and designers.</p> <p>I can begin to use a wider range of artistic terms/vocabulary to describe when studying an artist's work.</p> <p><u>Range of Artists upper KS2</u></p> <p>I can look at and talk about the work of artists who use different mediums and identify what techniques may have been used.</p> <p>I can create original pieces that are influenced by the studies of notable artists, artisans and designers.</p> <p>I can recognise features of key artistic terms/vocabulary (harmony, contrast, abstract etc.) when studying an artist's work.</p> <p><u>Sketch books lower KS2</u></p> <p>I know that my sketchbook is a working document which develops throughout a unit of work and informs my artwork.</p> <p>I can use my sketchbook to explore and experiment with previously taught and new skills and techniques,</p>
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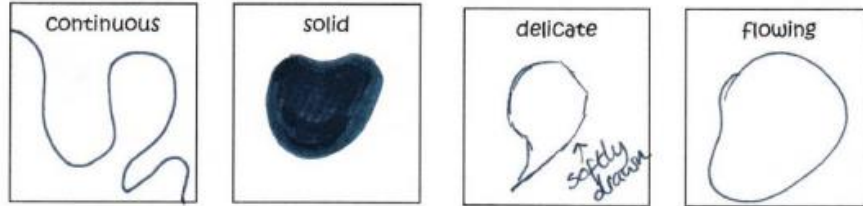
Regular
Regular shapes have sides that are all equal and interior (inside) angles that are all equal.

Lower Key Stage 2

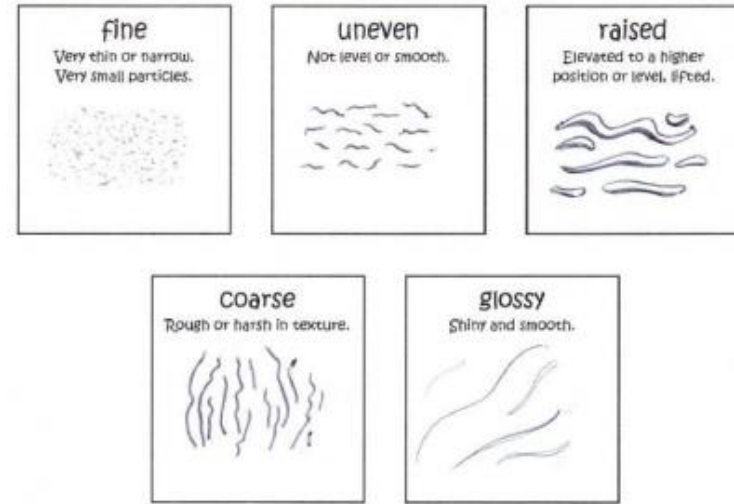
Skill vocabulary:

Line

Definition – A line is the path left by a moving point e.g. a pencil or a brush dipped in paint. A line can take many forms e.g. horizontal, diagonal or curved. A line can be used to show feelings and expressions.

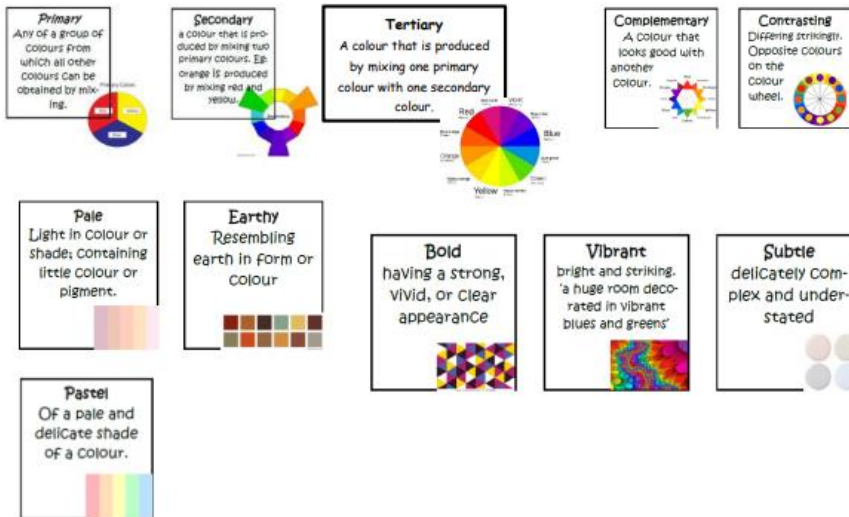


Visual texture:



Colour

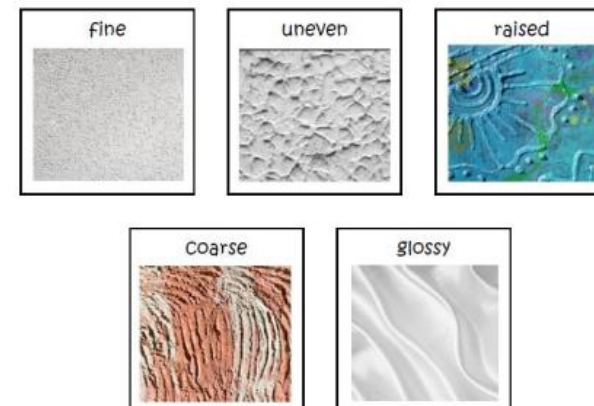
Definition – Colour is the element of Art that is produced when light is reflected by to the eye after hitting an object.



Texture

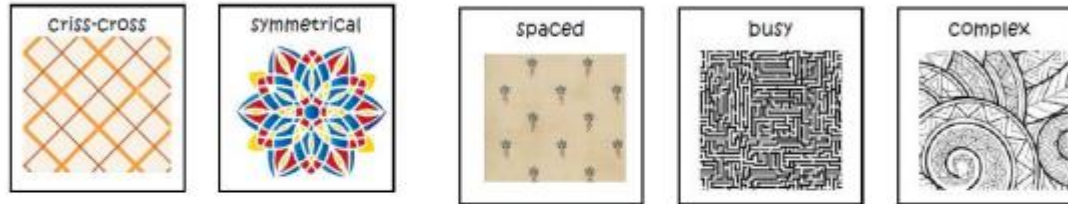
Definition – The way something looks and feels. This can be split into actual texture (what can be felt) and visual texture (what can be seen).

Tactile Texture:



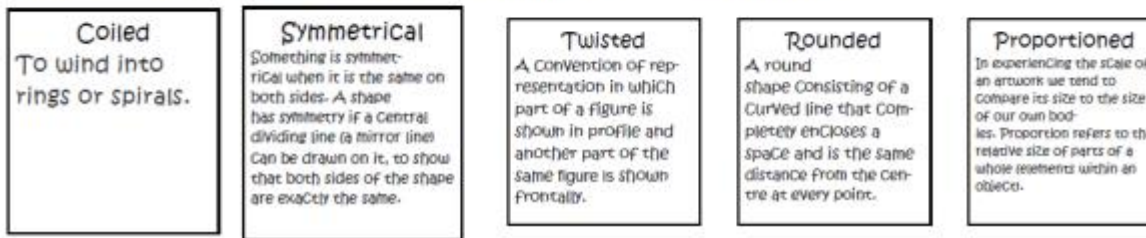
Pattern

Definition – A pattern is a design that is created by repeating lines, shapes, tones or colours. Patterns can be manmade or natural.



Shape and Form

Definition – A shape is an area enclosed by a line. It could be just an outline or it could be shaded in. Form is a three dimensional shape. Sculpture is about creating forms.



Tone

Definition – Tone means the lightness or darkness of something. This could be how light or dark something appears. Tones are created by the way light falls on a 3D object.

