

# KS2 Cycle B Art Medium term plan

	Autumn 1	Spring 1	Summer 1
Торіс	Food Glorious food (Victorians)	Toga- Tastic (Romans)	Tropical Jungle Journey
Techniques	Printing	Sculpture: 3D modelling	Collage
Significant Person	William Morris		Henri Rousseau/ David Hockney
Vocabulary	printing, layer, colour, complementary, contrasting, pale, pastel, bold, earthy, vibrant, subtle, patterns, repeated, criss-cross, symmetrical, spaced, busy, complex, share, review, reflect, evaluate influenced, studies, notable, artist artisan, designer, look, discuss, feel, work of artist, identify, mediums, techniques, used. share, review, reflect, evaluate	select, arrange, materials, clay, modelling, striking effect, sculpt, 3D, shape, form, coiled, symmetrical, twisted, rounded, proportioned, share, review, reflect, evaluate.	select, arrange, materials, paper, overlap, convey, feelings, expression, movement, texture, tactile, fine, uneven, raised, coarse, glossy, share, review, reflect, evaluate influenced, studies, notable, artist artisan, designer, look, discuss, feel, work of artist, identify, mediums, techniques, used. share, review, reflect, evaluate
I will know	Printing lower KS2I can learn how to use polystyrene when designing and creating print.I can refine my mono-printing techniques by making controlled marks/patterns/motifs.I can replicate more detailed patterns from the world around me (e.g. patterned fabrics/wallpaper)	Sculpture lower KS2 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.	Collage lower KS2I can select and arrange materials for a striking effect when creating collage.I can select and arrange materials/textures/colours for a purpose.I can experiment with a range of techniques such as cutting, tearing, overlapping, folding, crumpling, tearing, fraying and layering to create images.Collage upper KS2
	<u>Printing upper KS2</u> I can design and build more intricate/detailed	<u>Sculpture upper KS2</u>	I can select and arrange materials/textures/colours for a purpose and justify my choices.

repeated patterns.	I am beginning experiment with changing the surface	I can confidently manipulate materials to create an
I can master printing techniques of using	texture of a malleable material by impressing and	intended texture or effect.
layers of colour and repeating patterns.	carving.	I can experiment with creating mood, feeling,
	I can join clay using a slip. (e.g. handles)	movement and areas of interest using different
Ideas, Experiences & Imagination lower	I can adapt work as and when necessary and justify	media.
KS2	my choices.	I can select and arrange materials to convey feelings,
I can identify artist's possible inspiration and	I can use clay to create a simple functional form	expression and movement when creating collage.
	such as a coil pot. <b>Range of Materials lower KS2</b>	Range of Materials lower KS2
begin to identify recurring themes across	I can compare and contrast different mediums and	I can compare and contrast different mediums and materials and describe their effects.
artists' work.	materials and describe their effects.	I can confidently use a variety of mediums with an
I can plan, design and make art individually	I can confidently use a variety of mediums with an	increasing level of skill. I know that I can use
and collaboratively, sharing ideas for design,	increasing level of skill. I know that I can use	sketching as a precursor to other artwork.
technique and use of materials.	sketching as a precursor to other artwork.	Range of Materials upper KS2
I am developing my ability and understanding	Range of Materials upper KS2	I can make informed choices about the mediums or
of drawing from imagination, observation and	I can make informed choices about the mediums or	materials that I want to use and why, justifying my
memory to design things, record observations,	materials that I want to use and why, justifying my	choices with explanations.
tell stories and express thought and feelings	choices with explanations.	I can begin to purposely mix mediums to create a
to others.	I can begin to purposely mix mediums to create a	chosen effect.
Range of Artists lower KS2	chosen effect.	I can use sketching to help me plot out my intended
I can look at and talk about a larger array of	I can use sketching to help me plot out my intended	final piece of artwork.
artist's work and can study a piece to make	final piece of artwork. Ideas, Experiences & Imagination lower KS2	Ideas, Experiences & Imagination lower KS2
comments on the techniques used.	I can identify artist's possible inspiration and begin	I can identify artist's possible inspiration and begin
I can replicate some of the techniques used		to identify recurring themes across artists' work.
by notable artists, artisans and designers.	to identify recurring themes across artists' work.	I can plan, design and make art individually and
I can begin to use a wider range of artistic	I can plan, design and make art individually and	collaboratively, sharing ideas for design, technique
terms/vocabulary to describe when studying	collaboratively, sharing ideas for design, technique	and use of materials.
an artist's work.	and use of materials.	I am developing my ability and understanding of
	I am developing my ability and understanding of	drawing from imagination, observation and memory to
<u>Range of Artists upper KS2</u> I can look at and talk about the work of	drawing from imagination, observation and memory	design things, record observations, tell stories and
	to design things, record observations, tell stories	express thought and feelings to others.
artists who use different mediums and	and express thought and feelings to others.	Range of Artists lower KS2
identify what techniques may have been used.	<u>Sketch books lower KS2</u>	I can look at and talk about a larger array of artist's
I can create original pieces that are	I know that my sketchbook is a working document	work and can study a piece to make comments on the
influenced by the studies of notable artists,	which develops throughout a unit of work and	techniques used.
artisans and designers.	informs my artwork.	I can replicate some of the techniques used by
I can recognise features of key artistic	I can use my sketchbook to explore and experiment	notable artists, artisans and designers.
terms/vocabulary (harmony, contrast,	with previously taught and new skills and techniques,	I can begin to use a wider range of artistic
abstract etc.) when studying an artist's work.	using what I already know to inform my process.	<b>5 5 1</b>

	I can comment on both my own and other artists'	terms/vocabulary to describe when studying an
<u>Sketch books lower KS2</u>	work/skills/techniques, explaining what I like and	artist's work.
I know that my sketchbook is a working	dislike.	Range of Artists upper KS2
document which develops throughout a unit of	I can annotate my work with critical and analytical	I can look at and talk about the work of artists who
work and informs my artwork.	observations.	use different mediums and identify what techniques
I can use my sketchbook to explore and	Sketch books upper KS2	may have been used.
experiment with previously taught and new	I can use my sketchbook as a working document that	I can create original pieces that are influenced by
skills and techniques, using what I already	I can refer to which develops throughout a unit of	the studies of notable artists, artisans and designers.
know to inform my process.	work and informs and inspires my artwork.	I can recognise features of key artistic
I can comment on both my own and other	I can use my sketchbook to explore and experiment	terms/vocabulary (harmony, contrast, abstract etc.)
artists' work/skills/techniques, explaining	with previously taught and new skills and techniques,	when studying an artist's work.
what I like and dislike.	refining my techniques as I go.	Sketch books lower KS2
I can annotate my work with critical and	I can comment on both my own and other artists'	I know that my sketchbook is a working document
analytical observations.	work/skills/techniques, explaining what I like and	which develops throughout a unit of work and informs
<u>Sketch books upper KS2</u>	dislike and through exploration and experimentation	my artwork.
I can use my sketchbook as a working	begin to adapt skills/techniques/effects.	I can use my sketchbook to explore and experiment
document that I can refer to which develops		with previously taught and new skills and techniques,
throughout a unit of work and informs and	I am consistently and confidently annotating my	using what I already know to inform my process.
inspires my artwork.	work with critical and analytical observations.	I can comment on both my own and other artists'
I can use my sketchbook to explore and		work/skills/techniques, explaining what I like and
experiment with previously taught and new		dislike.
skills and techniques, refining my techniques		I can annotate my work with critical and analytical
as I go.		observations.
I can comment on both my own and other		Sketch books upper KS2
artists' work/skills/techniques, explaining		I can use my sketchbook as a working document that
what I like and dislike and through		I can refer to which develops throughout a unit of
exploration and experimentation begin to		work and informs and inspires my artwork.
adapt skills/techniques/effects.		I can use my sketchbook to explore and experiment
		with previously taught and new skills and techniques,
I am consistently and confidently annotating		refining my techniques as I go.
my work with critical and analytical		I can comment on both my own and other artists'
observations.		, work/skills/techniques, explaining what I like and
		dislike and through exploration and experimentation
		begin to adapt skills/techniques/effects.
		I am consistently and confidently annotating my work

	with critical and analytical observations.

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.

Coiled To wind into rings or spirals.	Symmetrical Something is symmet- rical when it is the same on both sides. A shape has symmetry if a Central dividing line (a mirror line) Can be drawn on it, to show that both sides of the shape are exaCtir the same.	Twisted A convention of rep- resentation in which part of a figure is shown in profile and another part of the same figure is shown frontally.	Rounded A round shape Consisting of a Curved line that Com- pletely encloses a space and is the same distance from the cen- tre at every point.	Proportioned In experiencing the scale of an artwork we tend to compare its size to the size of our own bod- les. Proportion refers to the relative size of parts of a whole resenants within an objects.
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## 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.



Contrasting dram





Monochrome A piece of Art that uses only 1 colour in a range of shades.



