

**KS2 Cycle B Art Medium term plan**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Autumn 1** | **Spring 1** | **Summer 1** |
| **Techniques** | ***Drawing*** | ***Painting*** | ***Sculpture*** |
| **Significant Person** |  |  |  |
| **Vocabulary** | 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. | 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….** | **Drawing lower KS2**  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.  **Drawing upper KS2**  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.  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.  I can refine my drawings from imagination, observation and memory to design things, record observations, tell stories and express thought and feelings to others.    **Sketch books lower KS2**  I know that my sketchbook is a working document which develops throughout a unit of work and informs my artwork.  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.  I can comment on both my own and other artists’ work/skills/techniques, explaining what I like and dislike.  I can annotate my work with critical and analytical observations.  **Sketch books upper KS2**  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.  I can use my sketchbook to explore and experiment with previously taught and new skills and techniques, refining my techniques as I go.  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.    I am consistently and confidently annotating my work with critical and analytical observations. | **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 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 an artist’s work.  **Range of Artists upper KS2**   I can look at and talk about the work of artists who use different mediums and identify what techniques may have been used.  I can create original pieces that are influenced by the studies of notable artists, artisans and designers.  I can recognise features of key artistic terms/vocabulary (harmony, contrast, abstract etc.) when studying an artist’s work.  **Sketch books lower KS2**  I know that my sketchbook is a working document which develops throughout a unit of work and informs my artwork.  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.  I can comment on both my own and other artists’ work/skills/techniques, explaining what I like and dislike.  I can annotate my work with critical and analytical observations.  **Sketch books upper KS2**  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.  I can use my sketchbook to explore and experiment with previously taught and new skills and techniques, refining my techniques as I go.  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.    I am consistently and confidently annotating my work with critical and analytical observations. | **Collage lower KS2**  I 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**  I can select and arrange materials/textures/colours for a purpose and justify my choices.  I can confidently manipulate materials to create an intended texture or effect.  I can experiment with creating mood, feeling, movement and areas of interest using different media.  I can select and arrange materials to convey feelings, expression and movement when creating collage.  **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 & 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 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.  **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 an artist’s work.  **Range of Artists upper KS2**  I can look at and talk about the work of artists who use different mediums and identify what techniques may have been used.  I can create original pieces that are influenced by the studies of notable artists, artisans and designers.  I can recognise features of key artistic terms/vocabulary (harmony, contrast, abstract etc.) when studying an artist’s work.  **Sketch books lower KS2**  I know that my sketchbook is a working document which develops throughout a unit of work and informs my artwork.  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.  I can comment on both my own and other artists’ work/skills/techniques, explaining what I like and dislike.  I can annotate my work with critical and analytical observations.  **Sketch books upper KS2**  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.  I can use my sketchbook to explore and experiment with previously taught and new skills and techniques, refining my techniques as I go.  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.    I am consistently and confidently annotating my work with critical and analytical observations. |