



Medium Term Plan – 2022/2023

All year groups to complete a drawing/sketching unit, a painting unit and one other craft or art technique, which will be set for each year group. Units to be taught in order to show year on year progression.							
	Unit 1	Unit 2	Unit 3				
Year 3	<p><u>Drawing Aims</u></p> <ul style="list-style-type: none"> Use drawing to observe, analyse, invent, and communicate ideas and information. Experiment and investigate different tools and surfaces in order to make appropriate choices. Develop skills using a wide range of marks with varied angle, speed, pressure and sharpness to show line, tone, shape, pattern and texture. Use drawings to review, adapt and refine their ideas and those of others and recognise that artists and designers often use drawing as a starting point. Look at recognize and talk about drawings from different contexts and cultures and consider their purposes. Children use predominantly pencils (from 4b to 2h) coloured pencils and colour pens. 	<p><u>Painting Aims</u></p> <ul style="list-style-type: none"> Experiment with different approaches to using and applying paint. Freely explore ideas, working from first-hand experience, memory and imagination. Develop increased confidence in colour-mixing and mark-making, working with a wider range of paints and painting tools. Talk about colour and composition in their own and in artists’ paintings, expressing opinions with appropriate vocabulary. Adapt and refine their own work, sharing ideas with others. Compare and contrast works of art from different times and places. 	<p><u>Printing Aims</u></p> <ul style="list-style-type: none"> Experiment more widely with different variables, such as shape, pressure, method, tools materials or colour, and begin to think more creatively about the application of techniques, setting themselves standards and visual goals. Begin to be more discerning in their use of pattern and balance in colour and composition, experimenting with a wider range of tools and techniques. Understand and use appropriate and relevant vocabulary. Use planning and predicting skills and make choices as to how they can develop or modify their own environment and culture, an of printing in other cultures, countries and periods of history. 				
	<p><u>Artist</u> Ben Barrell (sculptor)</p>	<p><u>Artist</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">William Morris Charles Voysey Charles Rennis Mackintosh</td> <td style="padding: 2px;">Laura Ashely Sheila Hicks</td> </tr> </table>	William Morris Charles Voysey Charles Rennis Mackintosh	Laura Ashely Sheila Hicks	<p><u>Artist</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Marie Anne Papillon Anne Allen</td> <td style="padding: 2px;">Henri Matisse Roy Lichtenstein</td> </tr> </table>	Marie Anne Papillon Anne Allen	Henri Matisse Roy Lichtenstein
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<p><u>Outcomes</u> A completed drawing of their new playground ideas, drawings should have some areas coloured to show designs. <u>Evaluation</u> – a review by themselves or their peers on their finished piece of work.</p>	<p><u>Outcomes</u> A completed painting of a still life in watercolour paint. Final piece should show evidence of a least 2 different application techniques, for example, transparent, watery, opaque. There should be no white paper visible. <u>Evaluation</u> – a review by themselves or their peers on their finished piece of work.</p>	<p><u>Outcomes</u> A completed piece of printing from a stimuli image of the child’s choosing. At least 3 different printing tools should be recognized in the finished piece of work. <u>Evaluation</u> – a review by themselves or their peers on their finished piece of work.</p>					



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Year 4	<p><u>Drawing Aims</u></p> <ul style="list-style-type: none"> Collect and share ideas and explore and experiment with materials. Develop the confidence to use a range of drawing strategies and techniques. Understand that marks can have meanings. Develop control over a variety of drawing tools and materials, using them selectively and purposefully. Look at different kinds of drawing, talk about them and try to interpret them. Children use predominantly pencils (from 6b to 2h) coloured pencils, colour pens, colour washes and marker pens. 	<p><u>Painting Aims</u></p> <ul style="list-style-type: none"> Freely explore ideas, working from first-hand experience, memory and imagination and using a broad range of resources as a stimulus. Experiment, on different scales, with different approaches to using and applying paint, with a wider range of media and painting tools. Review, adapt and refine their own work, sharing ideas with others. Begin to show a wider understanding of the works and ideas of different artists and increased confidence in describing colour, style and composition in paintings, expressing opinions using specialist vocabulary. 	<p><u>Collage and Textiles Aims.</u></p> <ul style="list-style-type: none"> Explore and comment on different starting points for collage and textiles work, using sketchbooks to collect visual stimuli, through drawings, photographs, notes and discussions. Investigate and explore different materials, changing the surface and appearance of paper by adding and layering other media, exploring patterns in fabrics, learning to make blocks and using them to make a range of marks and repeat images on fabric Develop and use an extended and broad vocabulary to describe collage and textiles, making comparisons and links to other techniques covered in previous years. 												
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<p>A completed drawing of something that is meaningful to them. They need to include a sketch up idea and then a finished detailed piece of work. This can either be black and white, or coloured.</p> <p><u>Evaluation</u> – a review by themselves or their peers on their finished piece of work.</p>	<p>A completed painting of a landscape, either from first hand or imagination. It will need to include a least 2 different painting styles, for example, swirling, splattered, scraffito etc.</p> <p><u>Evaluation</u> – a review by themselves or their peers on their finished piece of work.</p>	<p>A completed piece of collage that has built on a real or imaged rainforest/type plant. Final piece should include 3 different textures made from varying pieces of collage.</p> <p><u>Evaluation</u> – a review by themselves or their peers on their finished piece of work.</p>													



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	<p><u>Drawing Aims</u></p> <ul style="list-style-type: none"> Collect and share ideas, and explore and experiment with materials Use a range of drawing strategies and techniques. Understand that marks can have a meaning Develop control over a variety of drawing tools and materials, using them selectively and purposefully. Look a different kinds of drawings, talk about and try to interpret them. Children to start to decide what best to use for their work, choices from; pencils (from 4b to 2h) coloured pencils, colour pens, ballpoint pens chalk, charcoal, pastels and marker pens. 	<p><u>Painting Aims</u></p> <ul style="list-style-type: none"> Create imaginary and exploratory work, try different approaches and develop an extended repertoire of ideas in sketchbooks. Consolidate and further develop skills in colour mixing, applying paint and selecting appropriate tools and materials for work on different scales. Make connections between the materials and processes they explore and those used by artists, expressing personal preferences. Use increased awareness of painting methods and styles to review and refine their work. Comment on similarities and differences in artists' work across different times and cultures with an increasingly specialist vocabulary. 	<p><u>Sculpture Aims</u></p> <ul style="list-style-type: none"> Explore and develop ideas, experimenting with a variety of approaches, resources and 2D and 3D materials to develop their ideas. Extend and refine construction skills, manipulating the formal elements and the qualities of materials and processes to suit their intentions. Build upon previous years' skills to plan sketched ideas for sculpture. Develop greater knowledge and understanding about ideas, methods and approaches used by different sculptors, communicating a personal response and expressing opinions using appropriate vocabulary. 																
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	<p>A completed drawing of a building in a setting, including sketch ups to support final piece. Final piece must be drawn in 3-D. It can either be in colour or just pencils.</p> <p><u>Evaluation</u> – a review by themselves or their peers on their finished piece of work. Children to include from what viewpoint the picture has been drawn and express what mood the work gives them.</p>	<p>A completed floral painting of either still life or imagined, featuring a selection of blended colours. Finish work will need to include a background colour.</p> <p><u>Evaluation</u> – a review by themselves or their peers on their finished piece of work. Starting to look at one element of their finished work they would like to improve.</p>	<p>A completed 'junk-model' representing their 'Word'. Pieces must feature similarities from original planned sketches and be covered and painted.</p> <p><u>Evaluation</u></p> <p>Evaluate and develop critical understanding by reflecting on the successful aspects of their work. Identifying areas for improvement adapting and refining work.</p>																
Year 6	<p><u>Drawing Aims</u></p> <ul style="list-style-type: none"> Collect and share ideas, and explore and experiment with materials. Use a range of drawing strategies and techniques. Understand that marks can have meanings. Develop control over a variety of drawing tools and materials, using them selectively and purposefully. 	<p><u>Painting Aims</u></p> <ul style="list-style-type: none"> Create imaginary and exploratory work, try out different approaches and develop an extended repertoire of ideas. Collect materials and ideas to develop in sketchbooks and explore different starting points. 	<p><u>Digital Media Aims</u></p> <ul style="list-style-type: none"> Combine digital and traditional techniques. Further develop image-manipulation skills, designing for a purpose. Develop an understanding of the creative potential of digital technology. Use their understanding to refine, develop, adapt and discuss their own work. 																



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<ul style="list-style-type: none"> Look at different kinds of drawings, talk about them and try to interpret them. Children will make decisions on the best mark making medium to use, selecting from pencils/coloured pencils, colour pens, ballpoint pens, chalk, charcoal, pastels and marker pens. 	<ul style="list-style-type: none"> Consolidate and further develop skills in colour mixing, applying paint and selecting appropriate tools and materials for work on different scales and for different purposes. Use increased awareness of painting methods and styles to review and refine their own ideas, making connections with processes used by artists. Understand how particular materials and methods relate to context, and articulate their understanding and preferences with an increasingly specialist vocabulary. 													
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<p>2 final pieces, one in charcoal and one in pastels. Both depicting the same image, a figure in motion. <u>Evaluation</u> against of their work against their chosen artists, include comparison of copied style and composition.</p>	<p>A completed still-life painting. Final piece should include at least 3 skills and techniques from the lessons, for example, show shade, tone, contrasting and or complementary colours etc. <u>Evaluation</u> – peer review of final piece of work taking into account previous stages of sketches and paint work.</p>	<p>A completed illustrated design depicting their chosen ‘character’. Finished pieces should have a least 2 technique, for example, layering, filters etc. <u>Evaluation</u> - Using correct vocabulary to review their finished work. Show understanding of what to refine, develop, adapt in their next piece of digital art.</p>												