



Medium Term Plan – 2023/24

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 drawing techniques. Develop skills using a wide range of marks including varied pressure tone, shape and texture. Use drawings to review, adapt and refine their ideas. 	<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. 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. 	<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. Understand and use appropriate and relevant vocabulary. Use at least 3 different printing tools in their final piece.
	<p><u>Artist</u> Ben Barrell (sculptor)</p>	<p><u>Artist</u> Pablo Picasso (painter)</p>	<p><u>Artist</u> William Morris</p>
	<p><u>Outcome</u> A drawing of ideas to make our playground better.</p>	<p><u>Outcomes</u> A completed painting of an Egyptian Mummy using at least two different types of paint.</p>	<p><u>Outcomes</u> A completed piece of printing from a stimuli image.</p>
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. 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"> Freely explore ideas, working from first-hand experience, memory and imagination and using a broad range of resources as a stimulus. Experiment with different approaches to using and applying paint for example, swirling, splattered, sgraffito etc. Review, adapt and refine their own work, sharing ideas with others. 	<p><u>Collage Aims.</u></p> <ul style="list-style-type: none"> Explore different starting points for collage 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.



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	<p>Artist/Designer Serge Anton (photographer)</p>	<p>Artist/Designer Claude Monet (landscape artist)</p>	<p>Artist Katsushika Hokusai</p>
	<p>Outcome A completed drawing of someone who is meaningful to them.</p>	<p>Outcomes A completed painting of a landscape, either from first hand or imagination.</p>	<p>Outcomes A completed piece of collage that represents a seascape.</p>
<p>Year 5</p>	<p>Drawing Aims</p> <ul style="list-style-type: none"> • Collect and share ideas • Use a range of drawing strategies and techniques. • Develop control over a variety of drawing tools and materials, using them selectively and purposefully. • Look at different kinds of drawings, talk about and try to interpret them. • Children to start to decide which type of pencil is best to use. 	<p>Painting Aims</p> <ul style="list-style-type: none"> • Create imaginary and exploratory work • 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 • Use increased awareness of painting methods and styles to review and refine their work. 	<p>Sculpture Aims</p> <ul style="list-style-type: none"> • Explore and develop ideas, experimenting with a variety of approaches and resources. • Extend and refine construction skills using clay. • Develop greater knowledge about methods and approaches used by different sculptors, communicating a personal response and expressing opinions using appropriate vocabulary.
	<p>Artist Dan Hogman (architect, photographer and artist of buildings)</p>	<p>Artist Rachel Ruysch (floral artist)</p>	<p>Artist Beate Kuhn</p>
	<p>Outcomes A completed drawing of a war building within a setting.</p>	<p>Outcomes A completed floral painting using the Spring bloom as inspiration.</p>	<p>Outcomes A completed Ancient Greek pot made from clay.</p>



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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. • Develop control over a variety of drawing tools and materials, using them selectively and purposefully. • Look at different kinds of drawings, talk about them and try to interpret them. • Children will make decisions on the best mark making medium and coloured paper to use. 	<p><u>Painting Aims</u></p> <ul style="list-style-type: none"> • Create imaginary and exploratory work, try out different approaches • Explore different starting points. • Consolidate and further develop skills in colour mixing, applying paint and selecting appropriate tools and materials • Use increased awareness of painting methods and styles • Understand how particular materials and methods relate to context 	<p><u>Textiles</u></p> <ul style="list-style-type: none"> • Explore resist paste (wax) and batik • Develop practical skills by learning to control tools, speed and movement • Recognise the behaviour of wax on cloth and how this can be used to create a design
	<p><u>Artist</u> Simon Birch (figure in motion artist)</p>	<p><u>Artist</u> Fernand Léger (still-life artist)</p>	<p><u>Artist</u> Anne Henley</p>
	<p><u>Outcomes</u> Final piece to be a drawing of a figure in motion, one half in charcoal and one half in pastels.</p>	<p><u>Outcomes</u> A completed painting of still-life objects.</p>	<p><u>Outcomes</u> Batik inspired by Anne Henley.</p>