



Medium Term Planning

Year 1

Key Concepts	EYFS	Year 1	Year2	Year 3	Year 4	Year 5	Year 6
<i>Knowledge of artists, designers and movements</i>		<u>Skills</u> <u>Formal Elements</u> <u>Landscape using Different Media</u> <u>Sculpture and Collage</u>					
<i>Generating ideas</i>		<u>Skills</u> <u>Formal Elements</u> <u>Landscape using Different Media</u> <u>Sculpture and Collage</u>					
<i>Formal Elements and Making Skills</i>		<u>Skills</u> <u>Formal Elements</u> <u>Landscape using Different Media</u> <u>Sculpture and Collage</u>					
<i>Evaluation</i>		<u>Skills</u> <u>Landscape using Different Media</u>					

Autumn Term Year 1

Formal Elements

<i>Prior Learning</i>	<ul style="list-style-type: none"> ◊ What are the primary colours? ◊ How do you mix primary colours to create other shades and colours? ◊ Can you demonstrate a range of simple mark making techniques? ◊ Can you draw circles? ◊ Can you work collaboratively to create a piece of art? 				
<i>End Point</i>	◊ Explore three of the formal elements of art: shape, line and colour, children mix and paint with secondary colours; use circles to create abstract compositions and work collaboratively to create art inspired by water.				
<i>Vocabulary</i>	Abstract, composition, modern art, op art, optical illusion, photorealism, pop art, primary colours, secondary colours, shape				
Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<p><i>Knowledge of artists, designers and movements</i></p> <p><i>Generating ideas</i></p> <p><i>Formal Elements and Making Skills</i></p>	<p><i>Similarity and difference</i></p> <p><i>Written and oral creative expression</i></p>	1	<p>OO: Learning that abstract art uses a lot of shapes and creating abstract art using different colours and shapes in an interesting way</p> <p>LO: I can create abstract art</p> <p>Shape Abstract Compositions: Children create a piece of abstract art inspired by artist Beatriz Milhazes. The children then select a variety of circle shapes and experiment with <u>composition</u>, moving the different sized shapes around to create interesting <u>abstract</u> art. They can cut the shapes in half. They then take photographs of their different compositions before selecting their favourite. Then, working from their photograph, they use glue to stick down their shapes to create a final piece.</p>	<p>I can manipulate a range of materials and use collage</p> <p>I can use, express and experiment with line for purpose</p> <p>I can identify, describe and use shape for purpose</p> <p>I can explore and create ideas for purposes and intentions</p> <p>I can say something about the style of an artist or designer</p>	<ul style="list-style-type: none"> ● Pre-cut circles of different sizes, enough for multiple circles to be used by pairs of pupils ● Glue sticks ● Scissors ● Black marker pens ● Either dark or light A3 sugar paper for mounting the work ● Digital or ipad cameras

Autumn Term Year 1

Formal Elements					
Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<p style="text-align: center;"><i>Knowledge of artists, designers and movements</i></p> <p style="text-align: center;"><i>Generating ideas</i></p>	<p style="text-align: center;"><i>Written and oral creative expression</i></p> <p style="text-align: center;"><i>Chronology</i></p>	2	<p>OO: Create a modern style line drawing, experimenting with different resources and using the vocabulary; wavy, vertical, horizontal and cross hatch to describe the lines</p> <p>LO: I can recognise and apply geometry when drawing</p> <p>Exploring Line: Children create a line drawing by arranging pieces of string to create different shapes then draw these from observation, using pencils and chalk, inspired by the artist Bridget Riley.</p>	<p>I can explore mark making, experiment with drawing lines and using 2D shapes to draw</p> <p>I can use, express and experiment with line for purpose then use appropriate language to describe lines</p>	<ul style="list-style-type: none"> ● Pre-cut circles of different sizes, enough for multiple circles to be used by pairs of pupils ● Glue sticks ● Scissors ● Black marker pens ● Either dark or light A3 sugar paper for mounting the work ● Digital or ipad cameras
	<p style="text-align: center;"><i>Formal Elements and Making Skills</i></p>	<p style="text-align: center;"><i>Significance</i></p> <p style="text-align: center;"><i>Written and oral creative expression</i></p> <p style="text-align: center;"><i>Chronology</i></p>	3	<p>OO: Drawing lines to create a water effect using a variety of different materials to create one large collaborative piece of art, using the different styles of drawing lines for effect</p> <p>LO: I can create a water effect with line</p> <p>(Line) Making Waves: Building on their learning of line, children listen to music and work expressively with a variety of media, to create a single large piece of art, inspired by water, David Hockney and Vija Celmins.</p>	<p>I can explore mark making, experiment with drawing lines and using 2D shapes to draw</p> <p>I can use, express and experiment with line for purpose then use appropriate language to describe lines</p>

Autumn Term Year 1

Formal Elements					
Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<p><i>Knowledge of artists, designers and movements</i></p> <p><i>Generating ideas</i></p> <p><i>Formal Elements and Making Skills</i></p>	<p><i>Written and oral creative expression</i></p>	4	<p>OO: Knowing the names of the primary colours and that these can be mixed to make secondary colours</p> <p>LO: I know about colours</p> <p>Making colours: Children are introduced to the primary colours of red, blue and yellow through the use of play dough and learn how they can be mixed to make secondary colours.</p>	<p>I can name the primary colours and know how to mix them to create secondary colours</p> <p>I can create shades of a colour and choose and justify colours for purpose</p>	<ul style="list-style-type: none"> ● Plasticine or play dough in: red, yellow and blue – two balls of each per child You can also make your own version, see link: ‘allrecipes – Play dough recipe’ ● A paint palette ● Red, yellow and blue ready-mixed paint ● A piece of A3 paper (mid to heavy quality)
		5	<p>OO: Using primary colours to paint, mixing colours to achieve secondary colours and applying the paint with care</p> <p>LO: I can paint with colours</p> <p>Painting with colour: Children put into practice their understanding of colour mixing to recreate their own versions of the artwork ‘0-9’ by artist Jasper Johns.</p>	<p>I can name the primary colours and know how to mix them to create secondary colours</p> <p>I can create shades of a colour and choose and justify colours for purpose</p>	<ul style="list-style-type: none"> ● The secondary coloured plasticine balls and painted mixing sheet created in the previous lesson ● Two plasticine/play dough balls of each primary colour from the last lesson ● Ready-mixed primary paints in palettes/plates – one per pair of pupils ● A palette ● Water pots ● Brushes (size 6 or bigger) ● A3 off-white sugar paper (per child) ● Pencils

Spring Term Year 1

Skills					
<i>Prior Learning</i>	<ul style="list-style-type: none"> ◊ Can you hold a pencil , brush, etc with the correct grip? ◊ Can you create different effects by controlling the pencil, brush, etc? ◊ Can you draw triangles, squares, rectangles, stars, ovals? ◊ Can you use simple printing techniques? ◊ Can you use scissors safely and effectively? 				
<i>End Point</i>	◊ Learn two printing techniques, using 2D shapes to explore a variety of media, mixing different shades of one colour and discussing the work of artist Louis Wain.				
<i>Vocabulary</i>	2D shapes, 3D shapes, abstract, contemporary, drawing mediums, narrative, printing, shade, tudor-style house				
Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<i>Knowledge of artists, designers and movements</i> <i>Generating ideas</i>	Chronology <i>Written and oral creative expression</i>	1	OO: Making a print giving careful consideration to the shape of the Lego bricks I choose to print with, using an appropriate amount of paint and a variety of colours within my design LO: I can make a print design Lego printing: Children use Lego to create their own prints; painting and stamping their blocks to create patterns, pictures and letters, using a variety of colours and sizes and explaining the choices they make.	I can manipulate a range of materials and use printing techniques I can understand patterns in nature and design and make patterns in a range of materials I can explore and create ideas for purposes and intentions	<ul style="list-style-type: none"> ● Lots of Lego or Duplo blocks ● Scrap paper for experimenting ● Paper for printmaking ● Ready mixed paint for printing
		2	OO: Examining a picture in depth to see the details within it to understand the artist's story within a piece of artwork LO: I can understand that artists can tell stories with their work Learning about Louis Wain: Exploring and analysing the work of Louis Wain, children consider the stories behind some of his paintings before acting out some of the scenes depicted to deepen their understanding.	I can explore and create ideas for purposes and intentions I can say something about the style of an artist or designer I can give my opinion and say why I like or dislike the work of other artists I can recognise and describe key features of my own and others' work	<ul style="list-style-type: none"> ● <i>Presentation: Katzenclub by Louis Wain</i> (see Main event) Link: V&A Collections – By Road and Rail in Catland by Louis Wain ● Link: Google Arts & Culture – Dust and Dismay by Louis Wain
<i>Formal Elements and Making Skills</i> <i>Evaluation</i>	Chronology Similarity and difference Significance <i>Written and oral creative expression</i>				

Spring Term Year 1

Skills					
Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<p style="text-align: center;"><i>Knowledge of artists, designers and movements</i></p> <p style="text-align: center;"><i>Generating ideas</i></p> <p style="text-align: center;"><i>Formal Elements and Making Skills</i></p> <p style="text-align: center;"><i>Evaluation</i></p>	<p><i>Written and oral creative expression</i></p>	3	<p>OO: Drawing with different media, drawing around and overlapping a variety of shapes, describing preferences about the effects of different media</p> <p>LO: I can draw with different media</p> <p>Experimenting with media: Inspired by famous abstract artists, including Kandinsky, children draw around and overlap 2D shapes to create an abstract composition, filling each shape with a different colour and medium.</p>	<p>I can explore mark making, experiment with drawing lines and using 2D shapes to draw</p> <p>I can use simple language to describe form and space</p> <p>I can understand patterns in nature and design and make patterns in a range of materials</p>	<ul style="list-style-type: none"> • 2D shapes to draw around • A variety of drawing media, e.g. • Pencils • Crayons • Felt pens • Biro • Pastels • Charcoal
	<p><i>Similarity and difference</i></p> <p><i>Written and oral creative expression</i></p>	4	<p>OO: Knowing that yellow and blue mixed together make green and making different shades of green by mixing different amounts of yellows and blues</p> <p>LO: I can draw with different media</p> <p>Colour mixing Green Fingers: By mixing different hues of blue and yellow, children fill an outline of their hand with varying shades of green, decorating their piece with dots, zig-zags, stripes, wavy lines and shapes.</p>	<p>I can experiment with mixing colours</p> <p>I can develop skill and control when painting</p> <p>I can create shades of a colour and choose and justify colours for purpose</p>	<ul style="list-style-type: none"> • Scrap and A4 paper – one per pupil • Pencils – one per pupil • Paint brushes – one per pupil • Thin brushes (approx size 4) • Poster paints in: yellow, ochre, lemon yellow, brilliant yellow, brilliant blue, dark blue (ultramarine or phthalo) and light cobalt blue • Optional: Pupils can collect green items, either as part of the lesson or beforehand; leaves, fruit, vegetables, plastics, packaging in all shades of green

Spring Term Year 1

Skills					
Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<p><i>Knowledge of artists, designers and movements</i></p> <p><i>Generating ideas</i></p> <p><i>Formal Elements and Making Skills</i></p> <p><i>Evaluation</i></p>	<p><i>Written and oral creative expression</i></p>	5	<p>OO: Making a print on a given theme using two different printing techniques</p> <p>LO: I can make a print</p> <p>Printing - Great Fire of London: Children develop their printing skills, creating an impressive print using shaving foam and ink to represent the flames and beams of the Tudor houses. The technique is easily adaptable to other themes.</p>	<p>I can manipulate a range of materials and use printing techniques</p> <p>I can identify, describe and use shape for purpose</p> <p>I can describe what I feel about my work and the art of others</p>	<ul style="list-style-type: none"> ● Pencils ● A4 paper (multiple sheets per pupil) ● Print roller trays ● Rollers ● Shaving foam, enough to fill each print roller tray ● Ruler ● Drawing ink (or Brusho ink powder) in red, orange and yellow (per pair) ● Paint brushes (one per child) ● Strong card ● Neoprene foam or polystyrene press print, cut into strips of different lengths and width ● PVA glue and spreaders ● Black printing ink

Summer Term Year 1

Landscapes using Different Media					
<i>Prior Learning</i>	<ul style="list-style-type: none"> ◊ What is meant by light and dark colours? ◊ How can colours create mood and represent feelings and emotions? ◊ How can you use different materials to achieve a desired effect or outcome? ◊ What different techniques can you use to join? ◊ How can you make props to support play? 				
<i>End Point</i>	◊ Children learn about composition and work with different art materials to create texture for a project they develop over the five lessons. Based on the theme of 'The seaside'.				
<i>Vocabulary</i>	Figurative, horizon line, impressionism, landscape, post impressionism, representation, shading, tones				
Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<i>Knowledge of artists, designers and movements</i> <i>Generating ideas</i>	<i>Written and oral creative expression</i> <i>Similarity and difference</i>	1	OO: Identifying key features of a landscape, drawing lines to represent the horizon line and the sea LO: I can identify the key features of a landscape Seaside landscapes: Focusing on composition, children consider where to place the horizon and tide lines within their artwork.	I can explore mark making, experiment with drawing lines and using 2D shapes to draw I can manipulate a range of materials	<ul style="list-style-type: none"> • A3 paper (one per child) • Scissors (one per child) • Paper (for any extra drawings) • Pencils/pens • Tablet/digital camera (if possible)
	<i>Similarity and difference</i> <i>Written and oral creative expression</i>	2	OO: Identifying different textures in a scene, finding appropriate materials to create different textures and applying these to a well known painting. LO: Exploring different textures Beach textures: Pupils use a range of materials, from cardboard to foil, to replicate the textures found at the seaside.	I can use materials to create textures I can recognise and describe key features of my own and others' work	<ul style="list-style-type: none"> • Scrap materials • Blue cellophane • Tin foil • Cotton wool • Sand, lentils, rice • PVA glue and spreaders • Scissors
<i>Formal Elements and Making Skills</i> <i>Evaluation</i>					

Summer Term Year 1

Landscapes using Different Media

Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<p><i>Knowledge of artists, designers and movements</i></p> <p><i>Generating ideas</i></p>	<p><i>Similarity and difference</i></p> <p><i>Written and oral creative expression</i></p>	<p>3</p>	<p>OO: Creating different tints and shades with paint, creating a tonal representation of the sea and sky and understanding that light colours stand out more and darker colours recede.</p> <p>LO: I can paint using different tints and shades</p> <p>Shades and colours of the sea: Using watercolours, pupils create different tints, shades and hues to paint the background of their seaside scene.</p>	<p>I can develop skill and control when painting</p> <p>I can paint with expression</p> <p>I can understand what tone is and how to apply this to my own work</p> <p>I can recognise and describe key features of my own work and others' work</p>	<ul style="list-style-type: none"> • Watercolour paints with a range of different tones of blue, yellow as well as white • Paintbrushes
<p><i>Formal Elements and Making Skills</i></p> <p><i>Evaluation</i></p>	<p><i>Similarity and difference</i></p> <p><i>Written and oral creative expression</i></p>	<p>4</p>	<p>OO: I can Identify colours used in an artist's works, mixing colours to match these and applying the colours carefully with a paintbrush.</p> <p>LO: I can reproduce and apply an artist's colour range to their own work</p> <p>Painting over texture: Over the top of their textured background, children add colour using poster paints to complete their pictures.</p>	<p>I can develop skill and control when painting and can paint with expression</p> <p>I can mix secondary colours and create shades</p> <p>I can use materials to create texture</p> <p>I can recognise and describe key features of my own work and others' work</p>	<p>Childrens' work from 'Lesson 2: Beach textures'</p> <ul style="list-style-type: none"> • Small pieces of sponge • Different sized brushes • Poster paint in primary colours • Palettes for colour mixing

Summer Term Year 1

Landscapes using Different Media

Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<p><i>Knowledge of artists, designers and movements</i></p> <p><i>Generating ideas</i></p> <p><i>Formal Elements and Making Skills</i></p> <p><i>Evaluation</i></p>	<p><i>Similarity and difference</i></p> <p><i>Written and oral creative expression</i></p>	<p>5</p>	<p>OO: Painting areas of dark and light, working with a small brush to paint details and using other objects and materials to add further details.</p> <p>LO: I can create details using controlled painting and other materials and objects</p> <p>Beach collage: Using their watercolour background from Lesson 3, pupils add objects and images with added detail and shading.</p>	<p>I can develop skill and control when painting</p> <p>I can paint with expression</p> <p>I can manipulate a range of materials and use techniques</p> <p>I can recognise and describe key features of my own work and others' work</p>	<ul style="list-style-type: none"> • Thin paint brushes for adding detail • Watercolour paints • Collection of objects such as: cotton wool, buttons, beads, fabrics, sequins

Summer Term Year 1

Sculpture and Collage

<i>Prior Learning</i>	<ul style="list-style-type: none"> ◊ Symmetry ◊ Simple collage techniques such as overlapping and coverage ◊ How to use recycled items to create new things ◊ How to fill an enclosed space with paper or other items 				
<i>End Point</i>	◊ On the theme of the natural world, children will make sculptures				
<i>Vocabulary</i>	Bronze, contemporary, etching, land art, metallic, pattern, sculpture, sketch, symmetrical, textile				
Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<i>Generating ideas</i>	<i>Written and oral creative expression</i>	1	<p>OO: Creating an even and regular pattern from clay, using lines, curls and circle</p> <p>LO: To create a pattern from clay</p> <p>Snail sculptures: Children sketch a pattern from observation before creating a sculpture from clay, using etching tools.</p>	<p>I can use a range of materials and techniques such as clay-etching</p> <p>I can use form and space by making sculptures and developing language</p> <p>I understand patterns in nature, design and make patterns in a range of materials</p>	<ul style="list-style-type: none"> ● Moulding material e.g. air drying clay, plasticine, salt dough – half a fist-sized amount per child (recipe for making salt dough in the Main event section) ● A bowl of water to dampen fingers to prevent the clay from drying out (one per small group) ● Etching or clay modelling tools, if not available: pencils, lolly sticks and cocktail sticks
<i>Formal Elements and Making Skills</i>	<i>Written and oral creative expression</i>	2	<p>OO: Making a 3D sculpture, selecting and arranging natural materials in a meaningful way and explaining the placement of the composition</p> <p>LO: To make a 3D sculpture</p> <p>Plant collage: Children collect objects found in nature to create a 3D sculpture of interesting composition.</p>	<p>I can use a range of materials and techniques such as clay-etching</p> <p>I can use form and space by making sculptures and developing language</p> <p>I understand patterns in nature, design and make patterns in a range of materials</p>	<ul style="list-style-type: none"> ● Bags for the materials that the children collect ● A selection of natural materials collected before the lesson in case the children do not find sufficient for the activity ● PVA glue (lower quality PVA glues may contain a high chalk level and this may prevent the glue being transparent when dry, even at warmer temperatures) ● Shallow trays (one per pair of children or per group) ● Clingfilm – to line the trays ● Somewhere warm (above 5°C), away from people and not in a classroom, to dry the childrens' finished work