

Year 1 Autumn 1 ART		
Theme: Drawing	Cross Curricular Links: Maths – Recognise and name common 2D and 3D shapes	
Key vocabulary	Prior learning	Next steps
<ul style="list-style-type: none"> • 2D shape /3D shape • Abstract • cross-hatch • Diagonal • Horizontal 	<ul style="list-style-type: none"> • Explore mark making using a range of drawing materials. • Investigate marks and patterns when drawing. • Practise looking carefully when drawing. • Combine materials when drawing. • Hold drawing tools in different ways. 	https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-2/year-2-drawing/
Key assessment questions		
<p>Can the children:</p> <ul style="list-style-type: none"> • look carefully at an object to identify shapes, lines and textures. • control a pen/pencil to create different types of lines. • use a range of drawing tools to create different marks. • layer different materials to experiment creating effects 		
Knowledge to be taught	Useful pictures / diagrams / weblinks	
<p>That a continuous line drawing is a drawing with one unbroken line.</p> <p>Properties of drawing materials eg; which ones smudge, which ones can be erased, which ones blend.</p> <p>Hold and use drawing tools in different ways to create different lines and marks.</p> <p>Create marks by responding to different stimulus such as music.</p> <p>Look carefully to make an observational drawing.</p> <p>Complete a continuous line drawing.</p>	https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-1/year-1-drawing-make-your-mark/	
Definitions / technical vocabulary for teachers.		
<p>Optical art - Art that uses shape, colour and pattern in special ways to create images that look like they are moving.</p> <p>Abstract - Art where the subject doesn't necessarily look like it does in real life</p> <p>Medium - The material used to create artwork, e.g. paint</p>		

Medium term plan – Year 1 – Autumn 1 – ART Drawing						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.		Understanding about different types of line. Understanding of and experience with different medias	Understanding about different types of line. Understanding of and experience with different medias	. Understanding about different types of line. Understanding of and experience with different medias	Understanding about different types of line. Understanding of and experience with different medias	
Key learning focus for the lesson (s)	To know how to create different types of lines.	To explore line and mark making to draw water.	To draw with different media	To develop an understanding of mark making.	To apply an understanding of drawing materials and mark making to draw from observation.	
Potential amendments for SEND	Could display the image with the names of the different types of lines as well as what they look like; could give children only a few lengths of string and encourage them to stand up as they are working as they may find it easier.	May need to be encouraged to use a range of materials and draw using big, wider arm movements.	May need help to ensure that the colours and mediums they use vary.	May need help to observe carefully and to identify marks to use.	Should encourage them to use a range of materials and support to focus on the key shapes they can see within their object.	

Year 1 Autumn 2 DT		
Theme: Mechanisms – making a moving story book.	Cross Curricular Links:	
Key vocabulary	Prior learning	Next steps
Sliders mechanism Adapt design criteria input Model template Assemble test	Can use scissors to cut out. Know how to use glue to stick. Know how to use both scissors and glue safely.	https://www.kapowprimary.com/subjects/design-technology/key-stage-1/year-2/mechanisms-fairground-wheel/
Key assessment questions		
<ul style="list-style-type: none"> • Can I design three pages of my moving storybook? • Can I draw my background, draw and cut my moving parts and make sliders for my moving parts? • Can I evaluate my product against the design criteria? • Can I consider what I have learnt from making my moving storybook? 		
Knowledge to be taught	Useful pictures / diagrams / weblinks	
Identify whether a mechanism is a side-to-side slider or an up-and-down slider and determine what movement the mechanism will make. Clearly label drawings to show which parts of their design will move and in which direction. To know that a mechanism is the parts of an object that move together. To know that a slider mechanism moves an object from side to side. To know that a slider mechanism has a slider, slots, guides and an object. To know that bridges and guides are bits of card that purposefully restrict the movement of the slider.	https://www.kapowprimary.com/subjects/design-technology/key-stage-1/year-1/mechanisms-making-a-moving-story-book/lesson-1-exploring-sliders-and-movement/	
Definitions / technical vocabulary for teachers.		
Sliders - Something that can move from side to side or up and down. Mechanisms - A system of parts working together.		

Medium term plan – Year 1 – Autumn 2 – DT						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	Scissor safety understanding	Scissor safety understanding	Scissor safety understanding	Scissor safety understanding		
Key learning focus for the lesson (s)	To explore making mechanisms.	To design a moving storybook.	To construct a moving picture.	To evaluate my finished product.		
Potential amendments for SEND	Will need further direction to insert the car into the cut grooves. They may need to refer back to the demonstration model.	Could work together as a group with the teacher/TA to make a shared moving picture. mechanism) to complete on the task giving them greater focus on one or two aspects.	Will need support planning what they will do first and may need their steps recorded for them to tick off.	May need prompts to help them identify what areas of their design should be adapted.		

Year 2 Autumn 1 ART		
Theme: Drawing	Cross Curricular Links: Maths Recognise and name common 2-D and 3-D shapes.	
Key vocabulary	Prior learning	Next steps
<ul style="list-style-type: none"> • Concertina • Expression • Hatching • Stippling • storyboard 	<p>How to hold and use drawing tools in different ways.</p> <p>How mark making can be used to replicate texture.</p> <p>What an observational drawing is.</p> <p>Drawing techniques that help to draw objects from observation (such as seeing shapes).</p>	<p>https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-3/year-3-drawing/</p>
Key assessment questions		
<p>I can experiment with charcoal to draw different marks.</p> <p>I can sketch a new character, adding expressions, details and texture.</p> <p>I can use mark making to show different textures.</p>		
Knowledge to be taught	Useful pictures / diagrams / weblinks	
<p>Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p>Experiment in sketchbooks, using drawing to record ideas.</p> <p>Further demonstrate increased control with a greater range of media.</p> <p>Make choices about which materials and techniques to use to create an effect.</p> <p>Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p> <p>Talk about art they have seen using some appropriate subject vocabulary.</p>	<p>https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-2/year-2-drawing/lesson-1-charcoal-mark-making/</p>	
Definitions / technical vocabulary for teachers.		
<p>Tone - How light or dark something is.</p> <p>Emoji - A digital image that is added to a message in order to express a particular feeling.</p> <p>Concertina - Folding something backwards and forwards so it becomes smaller but can be stretched out again.</p> <p>Frame - To carefully organise people or objects when taking a photograph</p> <p>Storyboard - A series of images or drawings showing the order of something.</p>		

Medium term plan – Year 2 – Autumn 1 – ART							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Pre- requisite knowledge required before the lesson.	Knowledge of different line styles. Knowledge and experience of observational drawing. Knowledge of shapes. Experience of books and stories. Experience of drawing faces.	Knowledge of different line styles. Knowledge and experience of observational drawing. Knowledge of shapes. Experience of books and stories. Experience of drawing faces.	Knowledge of different line styles. Knowledge and experience of observational drawing. Knowledge of shapes. Experience of books and stories. Experience of drawing faces.	Knowledge of different line styles. Knowledge and experience of observational drawing. Knowledge of shapes. Experience of books and stories. Experience of drawing faces.	Knowledge of different line styles. Knowledge and experience of observational drawing. Knowledge of shapes. Experience of books and stories. Experience of drawing faces.	Knowledge of different line styles. Knowledge and experience of observational drawing. Knowledge of shapes. Experience of books and stories. Experience of drawing faces.	
Key learning focus for the lesson (s)	To develop a range of mark making techniques.	To explore and experiment with mark-making to create textures.	To develop observational drawing.	To understand how to apply expressions to illustrate a character.	To develop illustrations to tell a story.		
Potential amendments for SEND	Can be shown how to break the charcoal and shape the end to make different types of marks; may benefit from a demonstration of how to hold the charcoal in different ways and to move their hand in different ways to vary their marks; may need words read aloud or explained to them; could alternatively, record an adult saying the words on a talking tin or tablet device.	N/A	Should support children by drawing the basic shapes with them and then allow them to focus on adding the details and textures; should use a photograph of a toy (or of their own) and take a light photocopy of this; can work on top of the photocopy so that they can focus on observing and drawing the texture and details with mark making.	May benefit from having printed images or storyboards to support creating poses; could provide a drawing of a simple stick figure and ask them to build on it with shape if the children find drawing a person hard; may provide some images of characters to inspire them with ideas for clothes, expressions and styles; could give them time with an adult to talk about their ideas aloud.	Will benefit from having the concertina books prepared for them, or having an adult work alongside to make one each, step by step; should use their storyboards to help children plan and know what they want to draw in their concertina books.		

Year 2 Autumn 2 DT		
Theme: Mechanisms – Fairground wheel	Cross Curricular Links: Mathematics - Identify and describe the properties of 2-D shapes, including the number of sides, and line of symmetry in a vertical line. Science - Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.	
Key vocabulary	Prior learning	Next steps
Ferris wheel pods axle axle holder frame mechanism	<ul style="list-style-type: none"> • A mechanism is the parts of an object that move together. • A wheel needs an axle to move. • A wheel needs to be round to rotate and move. • An axle moves within an axle holder. 	
Key assessment questions		
<ul style="list-style-type: none"> • I can build a stable structure. • I can test elements of my design. • I can adapt my design as necessary. • I can make the wheel rotate. 		
Knowledge to be taught		Useful pictures / diagrams / weblinks
Design and label a wheel. Consider the designs of others and make comments about their practicality or appeal. Consider the materials, shape, construction and mechanisms of their wheel. Label their designs. Build a stable structure with a rotating wheel. Test and adapt their designs as necessary. Follow a design plan to make a completed model of the wheel.		https://www.kapowprimary.com/subjects/design-technology/key-stage-1/year-2/mechanisms-fairground-wheel/lesson-1-design-a-ferris-wheel/
Definitions / technical vocabulary for teachers.		
Mechanism - A set of parts of a machine that work together		

Medium term plan – Year 2 – Autumn 2 – DT						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	Experience designing.	N/A	N/A	Knowledge of how to evaluate work.		
Key learning focus for the lesson (s)	To explore wheel mechanisms and design a Ferris wheel.	To select appropriate materials.	To build and test a moving wheel.	To make and evaluate a structure with a rotating wheel.		
Potential amendments for SEND	Could benefit from having cards that say 'wheel' and 'axle' as well as a diagram so they can match the label to the correct part	Could benefit from discussing ideas with a partner; could have someone scribe their thoughts for them on the design sheet	Should talk through their plans before they start; could need support with the motor skills required for assembly.	May need support measuring and cutting materials.		

Year 2 Spring 1 ART

Theme: Painting	Cross Curricular Links: N/A	
Key vocabulary	Prior learning	Next steps
collage detail mixing overlap primary colour secondary colour surface texture	Before starting this unit, you might want to check that children can recall: That the three primary colours are red, yellow and blue. That the three secondary colours are green, orange and purple. How to mix primary colours to make secondary colours. How to make different shades of one secondary colour.	https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-3/year-3-painting/
Key assessment questions		
Lesson 1 I can name the primary and secondary colours. I can describe what happens when I mix two secondary colours. I can make choices about how to make colours lighter or darker. Lesson 2 I can describe colours and textures. I can choose painting tools to recreate a texture. I can mix a range of secondary colours.		

Lesson 3

I can explain the word 'collage'.

I can choose materials and tools to make textures with paint.

I can mix colours to match something I see.

Lesson 4

I can choose collage materials based on colour and texture.

I can describe how my choices match my ideas.

I can try out different arrangements of materials, including overlapping.

Lesson 5

I can say what I like or don't like about artwork.

I can talk about how I could improve my work.

I can choose which materials and tools to use.

Knowledge to be taught

Useful pictures / diagrams / weblinks

Name the primary and secondary colours.

Talk about the colour changes they notice and make predictions about what will happen when two colours mix.

Describe the colours and textures they see.

Try different tools to recreate a texture and decide which tool works best.

Show they can identify different textures in a collaged artwork.

Apply their knowledge of colour mixing to match colours effectively.

Choose collage materials based on colour and texture.

Talk about their ideas for an overall collage.

Try different arrangements of materials, including overlapping shapes.

Give likes and dislikes about their work and others'.

Describe ideas for developing their collages.

Choose materials and tools after trying them out.

Generating ideas:

Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.

Making skills:

Further demonstrate increased control with a greater range of media.

Make choices about which materials and techniques to use to create an effect.

Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.

Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.

Knowledge of artists:

Talk about art they have seen using some appropriate subject vocabulary.

Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.

Evaluating and analysing:

Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it.

Begin to talk about how they could improve their own work.

Talk about how art is made.

https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-2/year-2-painting/lucy_lesson-1-colour-magic/

Key knowledge

Formal elements:

Colour: Different amounts of paint and water can be used to mix hues of

Colour: Different amounts of paint and water can be used to mix hues of secondary colours.

Colour: Colours can be mixed to 'match' real life objects or to create things from your imagination.

Form: That 'composition' means how things are arranged on the page.

Shape: Collage materials can be shaped to represent shapes in an image.

Pattern: Patterns can be used to add detail to an artwork.

Texture: Collage materials can be chosen to represent real-life textures.

Texture: Collage materials can be overlapped and overlaid to add texture.

Texture: Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.

Texture: Painting tools can create varied textures in paint.

Tone: Different amounts of paint and water can be used to mix hues of secondary colours.

Making skills:

How to mix a variety of shades of a secondary colour.

How to make choices about amounts of paint to use when mixing a particular colour.

How to match colours seen around them.

How to create texture using different painting tools.

How to make textured paper to use in a collage.

How to choose and shape collage materials eg cutting, tearing.

How to compose a collage, arranging and overlapping pieces for contrast and effect.

How to add painted detail to a collage to enhance/improve it.

Knowledge of artists:

Some artists create art to make people aware of good and bad things happening in the world around them.

Art can be figurative or abstract.

Artists try out different combinations of collage materials to create the effect they want.

Evaluating and analysing:

People use art to tell stories.

People make art about things that are important to them.

People make art to share their feelings.

People make art to help others understand something.

Definitions / technical vocabulary for teachers.

Collage - Arranging different materials together and sticking them to a surface.						
Overlap - To partly cover something.						
Medium term plan – Year 2 – Spring 1 – art						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	Knowledge of primary and secondary colours.	Knowledge of primary and secondary colours.	Knowledge of primary and secondary colours.	Knowledge of primary and secondary colours.	Knowledge of primary and secondary colours.	
Key learning focus for the lesson (s)	To develop knowledge of colour mixing.	To know how texture can be created with paint.	To use paint to explore texture and pattern.	To compose a collage, choosing and arranging materials for effect.	To evaluate and improve artwork.	
Potential amendments for SEND	Some pupils may need prompts for how to adapt secondary colours, for example,	Some pupils may not want to handle objects and may find it easier to recreate colour and texture from a picture	May find this task too open-ended and need to use specific pictures. Some children may work best in a small	Some pupils may find the decision making element of the task more tricky; they could work with a partner and take turns choosing and	Some pupils may need help getting started, including suggestions for what techniques to try out and how to adapt their collages. Support children by	

		Some children may need support with colour mixing initially.	group with an adult leading the activity.	sticking to build confidence.	asking questions about their intentions as they work. Working with a partner may be tricky for some if they have conflicting ideas.	
Link to key drivers						
Year 2 Spring 2 DT						
Theme:		Cross Curricular Links:				
Key vocabulary		Prior learning			Next steps	
Key assessment questions						
Knowledge to be taught				Useful pictures / diagrams / weblinks		

Definitions / technical vocabulary for teachers.						
Medium term plan – Year 2 – Spring 2 – DT						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.						
Key learning focus for the lesson (s)						

Potential amendments for SEND						
Link to key drivers						
Year 2 Summer 1 ART						
Theme: Sculpture	Cross Curricular Links: DT Generate, develop, model and communicate their ideas through talking, drawing and templates.					
Key vocabulary	Prior learning			Next steps		
casting ceramic cut detail	Before starting this unit, you might want to check that children can recall: That when something is three-dimensional it has form and is not flat. That three-dimensional is often referred to as 3D.			https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-3/year-3-3d-and-sculpture/		

<p>flatten</p> <p>glaze</p> <p>impressing</p> <p>in relief</p> <p>join</p> <p>negative space</p> <p>pinch pot</p> <p>plaster</p> <p>roll</p> <p>score</p> <p>sculptor</p> <p>sculpture</p> <p>shape</p> <p>slip</p> <p>smooth</p> <p>surface</p> <p>three dimensional</p>	<p>That they can explain the difference between something that is 2D and 3D. This could include suggesting ways to change a flat (2D) piece of paper into something 3D either through discussion or as a practical task with scrap paper.</p> <p>That sculpture is a 3D art form.</p>	
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thumb pot		
Key assessment questions		
<p>Lesson 1</p> <ul style="list-style-type: none"> • I can flatten clay to make a smooth surface. • I can shape clay using my hands. • I can make different marks in clay by pressing into it. • I can shape clay to make a model. <p>Lesson 2</p> <ul style="list-style-type: none"> • I can use the pinching technique to shape a pot. • I can use my fingers and thumbs to make the sides of the pot even. • I can join clay to help decorate my pot. <p>Lesson 3</p> <ul style="list-style-type: none"> • I can describe my ideas about the work of artist Rachel Whiteread. • I can roll a smooth clay tile. • I can create a pattern by pressing into and joining pieces onto my tile. <p>Lesson 4</p> <ul style="list-style-type: none"> • I can draw a house that will be made into a clay tile. • I can decide how to create features like a door, windows and the roof in clay. • I can label my drawing accurately. <p>Lesson 5</p> <ul style="list-style-type: none"> • I can use my design to guide my clay work. • I can use both pressing in and joining clay techniques on my tile. • I can evaluate my finished tile and say how it reflects my design. 		
Knowledge to be taught		Useful pictures / diagrams / weblinks

Flatten and smooth their clay, rolling shapes successfully and making a range of marks in their clay.
Make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique.
Roll a smooth tile surface.
Join clay shapes and make marks in the tile surface to create a pattern.
Draw a house design and plan how to create the key features in clay.
Create a clay house tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes.

Generating ideas:

Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.

Using sketchbooks:

Experiment in sketchbooks, using drawing to record ideas.
Use sketchbooks to help make decisions about what to try out next.

Making skills:

Further demonstrate increased control with a greater range of media.
Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.

Knowledge of artists:

Talk about art they have seen using some appropriate subject vocabulary.
Create and critique both figurative and abstract art, recognising some of the techniques used.

Evaluating and analysing:

Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it.
Begin to talk about how they could improve their own work.
Talk about how art is made.

Formal elements:

Form: Pieces of clay can be joined using the 'scratch and slip' technique.
Form: A clay surface can be decorated by pressing into it or by joining pieces on.
Shape: Patterns can be made using shapes.

Making skills:

How to smooth and flatten clay.
How to roll clay into a cylinder or ball.

<https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-2/year-2-3d-and-sculpture-clay/lesson-1-exploring-clay/>

<p>How to make different surface marks in clay. How to make a clay pinch pot. How to mix clay slip using clay and water. How to join two clay pieces using slip. How to make a relief clay sculpture. How to use hands in different ways as a tool to manipulate clay. How to use clay tools to score clay.</p> <p>Knowledge of artists: Art can be figurative or abstract. Artists can use the same material (felt) to make 2D or 3D artworks.</p> <p>Evaluating and analysing: People use art to tell stories. People make art about things that are important to them. People make art to share their feelings. People make art to explore an idea in different ways.</p> <p>Definitions / technical vocabulary for teachers.</p>	
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Medium term plan – Year 2 – Summer 1 – ART

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	Experience of designing. Knowledge of clay tools.					
Key learning focus for the lesson (s)	To use my hands as a tool to shape clay.	To shape a pinch pot and join clay shapes as decoration.	To use impressing and joining techniques to decorate a clay tile.	To use drawing to plan the features of a 3D model.	To make a 3D clay tile from a drawn design.	
Potential amendments for SEND	May need additional modelling of the key	Could be seated so that they can watch the video as they	May need to cut around the card tile template, or have an	Could draw their design and describe to an adult how they	May need to use the card templates to cut a tile shape; may need	

	skills as the lesson progresses.	work; could decorate their pot with just one shape, perhaps a circle rolled and flattened with a face added using tools pressed in; may need adult support to score the surface of the shape before attaching it.	adult do this for them; may need adult support to remember how to score and slip shapes to stick them to the tile.	plan to make it rather than labelling.	support to choose tools and objects to make the house features; may need reminding about joining techniques.	
Link to key drivers						
Year 3 Summer 2 DT						
Theme:		Cross Curricular Links:				
Key vocabulary		Prior learning			Next steps	
Key assessment questions						

Knowledge to be taught				Useful pictures / diagrams / weblinks		
Definitions / technical vocabulary for teachers.						
Medium term plan – Year * – Summer 2 – SUBJECT						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.						

Key learning focus for the lesson (s)						
Potential amendments for SEND						
Link to key drivers						

Year 3 Autumn 1 ART		
Theme: Drawing	Cross Curricular Links: Maths Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. Science - light	
Key vocabulary	Prior learning	Next steps
Abstract Arrangement Composition Geometric Texture	Check that children can can use observational skills to look closely and reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.	To develop an awareness of composition in their work. To combine media in their work. To develop drawings into a print.
Key assessment questions		
Can children <ul style="list-style-type: none"> recognise and draw simple shapes objects? identify both organic and geometric shapes? use shapes to form the basis of their own drawing? 		
Knowledge to be taught	Useful pictures / diagrams / weblinks	
Use shapes identified within in objects as a method to draw. Create tone by shading and achieve even tones when shading. Make texture rubbings. Create art from textured paper. Know that Artists experiment with different tools and materials to create texture. Artists can work in more than one medium.	https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-3/year-3-drawing/lesson-1-see-like-an-artist/	
Definitions / technical vocabulary for teachers. Arrangement - The composition of visual elements. Geometric - A regular shape with angles and straight lines. Organic - Irregular natural shapes. Frottage - The technique of taking a rubbing from textured surfaces to form the basis of a work of art. Viewfinder - A frame that helps to focus on a specific part of an artwork or scene for drawing. Composition - Putting different elements together in a pleasing way. Frame - To carefully organise people or objects when taking a photograph. Gestural - Making big, energetic and expressive movements with a paintbrush or pencil to create bold and lively artwork		

Medium term plan – Year 3 – Autumn 1 – ART						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	Experience drawing with different pencil grades. Artist knowledge. Shape knowledge.	Experience drawing with different pencil grades. Artist knowledge. Shape knowledge.	Experience drawing with different pencil grades. Artist knowledge. Shape knowledge.	Experience drawing with different pencil grades. Artist knowledge. Shape knowledge.	Experience drawing with different pencil grades. Artist knowledge. Shape knowledge.	
Key learning focus for the lesson (s)	To recognise how artists use shape in drawing.	To understand how to create tone in drawing by shading.	To understand how texture can be created and used to make art.	To apply observational drawing skills to create detailed studies	To explore composition and scale to create abstract drawings.	
Potential amendments for SEND	Should encourage them to try light sketching if children press too hard and tend to draw with thick, heavy lines; could use pencil grips or harder pencils such as H or 2H pencils which will help produce lighter marks.	May find it hard to shade to the edges without leaving any gaps, so encourage them to work more slowly and reassure them they don't need to rush; may find holding the pencil uncomfortable; should try a wider one or triangular-shaped pencil or use a rubber grip to soften and support their hand (a writing slope might help too); should reduce the size by half on the photocopier so there is a smaller area to work in and allow time to come back to it if needed if the templates are too daunting.	May need help in identifying what a textured surface is and in holding the drawing tool correctly; should offer one to one support if needed as both tearing and cutting may be difficult for some pupils; should encourage them to create a simpler image or have some simple images they can copy.	Can be encouraged to focus on just one section, such as a petal; may find it helpful to look at a petal detached from the plant to draw the shape on its own; can stick this down next to their work to draw the shape a few times and practise sketching with light pressure; can add a thin layer of ink or watercolour over the petal and take a print of it if the petals are large enough; should use the magnifying glass to study the details of the petal and add these over the top of the print in pencil or fine liner pen.	Will find it helpful to tack or tape down viewfinders to keep them in place; may find it hard to draw what is inside the viewfinder and they could trace the lines and shapes within the frame; might need to stick this to a window to be able to see through the photo.	

Year 3 Autumn 2 Art		
Theme: Painting	Cross Curricular Links: History Changes in Britain from Stone Age to Iron Age.	
Key vocabulary	Prior learning	Next steps
<ul style="list-style-type: none"> • negative image • positive image • prehistoric • proportion • scaled up 	<ul style="list-style-type: none"> • Red, yellow and blue are the primary colours. • Mixing these colours makes secondary colours; for example, red and blue make purple. • The secondary colours are orange, green and purple and know what primary colours are needed to create them. 	<p>To develop colour mixing skills to create 3D paintings.</p> <p>To plan their own still life painting.</p>
Key assessment questions		
<p>Can children scale up a drawing? create paints using all natural ingredients as prehistoric artists did? experiment with techniques to create different textures? work in a group to create a large piece of artwork?</p>		
Knowledge to be taught		Useful pictures / diagrams / weblinks
<p>To create a large scale copy of a small sketch. To use charcoal to recreate the style of cave artists. Demonstrate good understanding of colour mixing with natural pigments. Discuss the differences between prehistoric and modern paint. Make choices about equipment or paint to recreate features of prehistoric art, experimenting with colours and textures. Successfully make positive and negative handprints in a range of colours. Apply their knowledge of colour mixing to make natural colours.</p>		<p>https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-3/year-3-painting/lesson-1-exploring-prehistoric-art/</p>
Definitions / technical vocabulary for teachers.		
Empty space for definitions		

Medium term plan – Year 3 – Autumn 2 – ART						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	N/A	Knowledge of different art mediums.	Knowledge of colour mixing.	N/A	N/A	
Key learning focus for the lesson (s)	To apply an understanding of prehistoric man-made art.	To understand and use scale to enlarge drawings in a different medium.	To explore how natural products produce pigments to make different colours.	To select and apply a range of painting techniques.	To apply painting skills when creating a collaborative artwork.	
Potential amendments for SEND	Could draw around simple geometric shapes such as circular or oval building blocks; alternatively, you could print some circles or ovals for them to adapt to create their animal.	May need the basic 2D shapes drawn out at the large scale so they can then add the details.	May need help mixing colours and may require extra support finding successful solutions; some children may not enjoy handling the natural materials to make paint so they could work with a partner in the role of 'collector and evaluator' instead.	May need more support to sketch their animal; should be encouraged to fill in all the gaps on their painting; may need reminding of the colour mixing skills used in Lesson 3: Prehistoric palette .	May need support to accurately paint around their hand and to be reminded not to use too much paint.	

Year 4 Autumn 1 ART		
Theme: Drawing	Cross Curricular Links: N/A	
Key vocabulary	Prior learning	Next steps
Abstract block print composition figurative gradient	Shading and tone using pencil.	To consider the purpose of drawings. To combine collage and print making.
Key assessment questions		
Can children <ul style="list-style-type: none"> draw using different tones to give a 3D effect? create a mixed media drawing? develop their drawings into prints? 		
Knowledge to be taught		Useful pictures / diagrams / weblinks
Use pencils of different grades to shade and add tone. Hold a pencil with varying pressure to create different marks. Use observation and sketch objects quickly. Draw objects in proportion to each other. Use charcoal and a rubber to draw tone. Use scissors and paper as a method to 'draw'. Make choices about arranging cut elements to create a composition. Create a wax resist background. Use different tools to scratch into a painted surface to add contrast and pattern. Choose a section of a drawing to recreate as a print. Create a monoprint.		https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-4/year-4-drawing/lesson-1-3d-pencil-drawings/
Definitions / technical vocabulary for teachers.		
Contrast - When things look different from each other, such as putting light colours next to dark colours or big shapes next to small shapes to make them stand out. Gradient - A gradient in art is when colours gradually change from light to dark or from one colour to another. observational drawing - Looking carefully at something, drawing what is seen. Proportion - How big one element of an artwork appears compared to the whole thing Charcoal - A black material made from burned wood, used to create dark, smudgy lines or shades in drawings. Abstract - Art where the subject doesn't necessarily look like it does in real life. block print - A way of making patterns and images by carving a design onto a block, covering it with paint, and then pressing it onto paper. Composition - Putting different elements together in a pleasing way. Engraving - Lines cut into a hard surface which is covered in ink and printed.		

Medium term plan – Year 4 – Autumn 1 – ART							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Pre- requisite knowledge required before the lesson.	Experience of using different pencil grade. Understanding of different medias. Experience of working in groups.	Experience of using different pencil grade. Understanding of different medias. Experience of working in groups.	Experience of using different pencil grade. Understanding of different medias. Experience of working in groups.	Experience of using different pencil grade. Understanding of different medias. Experience of working in groups.	Experience of using different pencil grade. Understanding of different medias. Experience of working in groups.	Experience of using different pencil grade. Understanding of different medias. Experience of working in groups.	
Key learning focus for the lesson (s)	To draw using tone to create a 3D effect.	To explore proportion and tone when drawing.	To plan a composition for a mixed-media drawing.	To use shading techniques to create pattern and contrast.	To work collaboratively to develop drawings into prints.		
Potential amendments for SEND	May benefit from a one-to-one demonstration of holding the pencil, especially with lighter tones; could arrange and draw a curved and shaped card strip rather than ribbon.	Could use the side of a soft (4B) pencil if some pupils find charcoal too 'messy' to hold and draw with. It may be tricky to see where the light areas of the objects are; consider discussing this as a class before beginning to draw; could use scrap paper to lean the drawing hand on as this will reduce frustration with smudging.	Should ensure they have suitable scissors and follow the advice for cutting out (cut roughly around a shape to separate it from the page, then cut more precisely, taking breaks when needed);	May need adaptations to the scratching tools, such as sticky-tack grips; might find it easier to choose a smaller section of their composition to re-create as the patterned areas will be enlarged.	May benefit from working in smaller groups or supported by an adult in this group situation; could use a printing technique they are already familiar with and focus their ideas on adding contrast and pattern rather than the printing technique itself (painting onto acetate sheets and printing from them is straightforward and gives reliable results); may need support when describing their ideas and making decisions with their group.		

Year 5 Autumn 1 ART		
Theme: Drawing	Cross Curricular Links: Science	
Key vocabulary	Prior learning	Next steps
<ul style="list-style-type: none"> • Collagraph • composition • printing plate • stimulus 	<p>Before starting this unit, you might want to check that children can recall:</p> <p>That they can use subject vocabulary to describe and compare creative works.</p> <p>How artists use art to convey messages through choices they make.</p> <p>How artists choose particular materials to communicate a message.</p>	<p>To explore how artists convey a message.</p> <p>To explore new drawing techniques.</p>
Key assessment questions		
<p>Can children</p> <ul style="list-style-type: none"> • select appropriate tools and materials? • choose a drawing technique to produce their own idea? • evaluate their work to make improvements? 		
Knowledge to be taught		Useful pictures / diagrams / weblinks
<p>What a collagraph print is, how to design a printing plate and how to create a print.</p> <p>Use my own experience and knowledge to select materials and techniques.</p> <p>Create a selection of drawings and visual notes that demonstrate their ideas using sketchbooks.</p> <p>Generate a clear composition idea for a final piece that shows how it will be drawn.</p> <p>Apply confident skills to make an effective collagraph print.</p> <p>Independently select tools and drawing techniques, with some guidance.</p> <p>Demonstrate growing independence, discussing ways to improve work.</p> <p>Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.</p>		<p>https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-5/year-5-drawing/lesson-1-space-imagery/</p>
Definitions / technical vocabulary for teachers.		
<p>Architecture - Designing buildings</p> <p>Culture - Everything that everyday people are interested in or are talking about.</p> <p>Futuristic - An object or image that looks like it is from the future.</p> <p>retro-futuristic - Art produced between 1950-1960 that depicted what people imagined the future would look like.</p> <p>Collagraph - A printmaking process that uses textures to create interesting surfaces within a print.</p> <p>Stimuli - Something that interests an artist which may give them new ideas to try.</p>		

Medium term plan – Year 5 – Autumn 1 – ART						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	Knowledge of artists.	Knowledge of different medias.	Understand what drawing is appropriate to make a print.	N/A	N/A	
Key learning focus for the lesson (s)	To explore the purpose and effect of imagery.	To understand and explore decision making in creative processes.	To develop drawn ideas through printmaking.	To test and develop ideas using sketchbooks.	To apply an understanding of drawing processes to revisit and improve ideas.	
Potential amendments for SEND	Could work with a confident partner or in groups to support discussions; could record their annotations verbally, possibly working in a group and making a video of the discussion.	Could limit the available stimulus choice, for example, provide only a few drawing tools to choose from; could provide a selection of materials and tools that will suit the child; should join in with the children and let them see you make decisions and try things out	May need a smaller selection of materials to choose from; could divide the printing plate into sections by drawing across the cardboard with straight or wavy intersecting lines, then pupils fill each section by gluing different textures within this space. What to fill the space with could additionally be written in the space if needed, using words such as 'small' or 'prickly', so the decision-making process is not completely removed.	Could provide some printed images of futuristic items, like cars, robots and buildings when generating ideas, can choose from these to stick in sketchbooks; could encourage them to make some of their own drawings, using these images to copy from as a basis for ideas; could trace the images (the impression from tracing is often light enough to allow children to build their own drawings on top).	Could use tracing as it can be an effective way to allow the children to replicate their ideas from sketchbooks onto printed paper, particularly if they want to repeat an image; should encourage the children to use sketchbooks to test ideas if they are worried about trying something out.	

Year 6 Autumn 1 ART		
Theme: Drawing	Cross Curricular Links:	
Key vocabulary	Prior learning	Next steps
<ul style="list-style-type: none"> • Aesthetic • traits • composition expressive • graffiti / guerrilla mural 	<p>Before starting this unit you might want to check children can recall:</p> <p>How to work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</p> <p>How to combine a wider range of media, e.g. photography and digital art effects.</p> <p>How to create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</p>	<p>To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.</p> <p>To use a range of techniques and media, including painting.</p> <p>To increase their proficiency in the handling of different materials.</p> <p>To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.</p>
Key assessment questions		
<p>Can children</p> <p>Analyse how an artist conveys a message?</p> <p>Develop an idea, and apply drawing techniques for visual impact and effect?</p> <p>Independently revisit and review their work?</p>		
Knowledge to be taught		Useful pictures / diagrams / weblinks
<p>Collect a good range of imagery, adding annotated notes and sketches.</p> <p>Make relevant comparisons between different styles of art.</p> <p>Use tools effectively to explore a range of effects.</p> <p>Respond to the meaning of a spirit animal through drawing.</p> <p>Generate symbols that reflect their likes and dislikes with little support.</p> <p>Create a tile that is full of pattern, symbols and colours that represents themselves.</p> <p>Discuss ideas to create light and dark through drawing techniques.</p> <p>Explain the term chiaroscuro.</p> <p>Apply chiaroscuro to create light and form through a tonal drawing.</p> <p>Understand the impact of using techniques for effect.</p> <p>Review sketchbook and creative work to develop a drawn image.</p>		<p>https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-6/year-6-drawing/lesson-1-experimental-mark-making/</p> <p>Lesson 1-3 link to Lowry to allow for WW2 link.</p>
Definitions / technical vocabulary for teachers.		
<p>Interpretation - How the meaning of an image is understood.</p> <p>modern art - Art, particularly created between the late 19th and late 20th centuries, that shows difference in style and values to traditional art.</p> <p>Symbol - A sign, shape or object used to represent something else. Symbolic - Conveying a message using symbols.</p> <p>Commissioned - When someone is asked to create a piece of art.</p> <p>Graffiti - Spray-painted words and images that appear on property without permission.</p> <p>Guerilla art - Similar to graffiti because it is often produced without permission. It usually appears unannounced in unusual places and can have a controversial message.</p>		

Medium term plan – Year 6 – Autumn 1 – Art						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	Artist knowledge and WW2 knowledge.	Artist knowledge and WW2 knowledge.	Knowledge of different medias and drawing techniques.	N/A	N/A	
Key learning focus for the lesson (s)	To explore expressive drawing techniques.	To consider how symbolism in art can convey meaning.	To apply understanding of the drawing technique used by Lowry	To evaluate the context and intention of street art.	To apply an understanding of impact and effect to create a powerful image.	
Potential amendments for SEND	Could be provided with a list of techniques to try, such as trying the same tools on different surfaces or trying the same tool with different drawing materials, such as ink or paint.	Could use slide 4 which provides question prompts to help them think about what they like or do that they could draw a symbol to represent, for example, what is your favourite food? (This slide can be left on display while they work.)	Could be helped with applying and removing the masking tape where needed; could use a writing slope or pencil grips to help with shading if they find holding the charcoal tricky.	Could work in pairs to arrange the diamond nine together (make sure both partners participate in the discussion and both have a copy to stick in their sketchbooks).	Could benefit from guidance to get started with translating ideas into a composition in a 'pupil surgery', either with individuals or as a group, to look at sketchbooks and ideas and begin to generate ideas together; could watch the teacher demonstrate using a visualiser or working on a table with an identified group to start your own drawing to see how you go about the task to give them the opportunity to start while quietly observing what you are doing.	

