



Art and Design Medium Term Plan 2023~2024



| Year 1 | Knowledge | Skills |
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| Autumn 1 Formal Elements of Art | Children will know: <ul style="list-style-type: none">• a horizontal line goes left to right;• vertical lines go up and down;• cross hatched lines are overlapping parallel lines which run alongside each other;• the primary colours are: red, yellow and blue;• the secondary colours are: orange, green and purple. | Children will be able to: <ul style="list-style-type: none">• experiment with overlapping and placing shapes of paper;• use different colours and shapes in ways that interest others;• describe the lines in the world of themselves and other artists;• hold a pencil and chalk in different ways to experiment with the lines they create;• use different materials and lines to make marks, reflecting on what they hear in a piece of music;• mix primary colours to make secondary colours;• choose a suitable brush for the marks they want to make. |
| Autumn 2 African Art | Children will know: <ul style="list-style-type: none">• art and design techniques from around the world;• various shapes and colours within patterns;• pattern designs are unique;• art also includes music and dance;• designs can be made to look more elaborate;• sunsets are a combination of colours and the colours can be layered up to give more depth to a landscape picture. | Children will be able to: <ul style="list-style-type: none">• identify and explain shapes and colours within patterns;• design their own patterns;• make a connection between art, music and dance;• evaluate and improve their designs;• mix colours to create depth in a picture. |
| Spring 1 Drawing: Making your Mark | Children will know: <ul style="list-style-type: none">• there are many different ways of drawing lines (horizontal, vertical, diagonal, wavy, cross-hatched and broken); | Children will be able to: <ul style="list-style-type: none">• identify different materials and the marks they make;• describe lines in the work of an artist and in their own work;• hold a pencil and chalk in different ways to create different lines;• bring art to life;• draw around a variety of shapes;• use one type of drawing tool in different ways;• choose the medium they prefer working with; |
| Spring 2 Sculpture and 3D: Paper Play | Children will know: <ul style="list-style-type: none">• names of different folds and rolls;• names of 3D shapes;• what a sculpture is; | Children will be able to: <ul style="list-style-type: none">• fold and roll paper to make 3D shapes;• arrange paper shapes to make a 3D drawing;• plan by drawing ideas first;• create sculptures using 3D shapes; |



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| | | <ul style="list-style-type: none">• secure parts of a sculpture;• paint onto 3D surfaces using appropriate methods. |
| Summer 1 Painting and Mixed Media: Colour Splash | Children will know: <ul style="list-style-type: none">• the primary colours;• the secondary colours. | Children will be able to: <ul style="list-style-type: none">• mix primary colours to make secondary colours;• choose a suitable brush for the marks they want to make;• use a variety of colours in their painting;• create new colours by overlapping prints;• mix two primary colours to make shades of a secondary colour;• choose paint with colours that look good next to each other. |
| Summer 2 Craft and Design: Woven Wonders | Children will know: <ul style="list-style-type: none">• key features of Cecilia Vicuna's work;• the process needed for weaving; | Children will be able to: <ul style="list-style-type: none">• give an opinion about whether an activity counts as 'art';• draw and talk about a remembered experience of making something creative;• choose and measure lengths of wool and join wool sections together;• adjust their wrapping technique if something doesn't work well;• select colours thoughtfully;• weave with paper, achieving a mostly accurate pattern of alternating strips. |



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| Year 2 | Knowledge | Skills |
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| Autumn 1 Formal Elements of Art | Children will know: <ul style="list-style-type: none">• tone means the darkness or lightness of something;• shading with varied tones makes objects look 3D;• there are different grades of pencils (H for hard and B for black). | Children will be able to: <ul style="list-style-type: none">• create a pattern by repeating lines, shapes, tones or colours;• find patterns that exist in nature;• choose everyday items to paint with and use these items to create a repeating pattern;• take a rubbing;• identify different textures;• use colour to create different effects;• experiment with shading to create different tones;• use contrasting tones to make a drawing look three dimensional;• hold a pencil in more than one way to create different effects;• |
| Autumn 2 Black History Art Indigenous Art (Australian) | Children will know: <ul style="list-style-type: none">• art and design techniques from around the world;• the cross-hatching technique, colours and textures used;• some of the symbols used in Indigenous Art and their meaning;• dot style of painting and how story- telling is conveyed through art. | Children will be able to: <ul style="list-style-type: none">• create a design using the cross-hatching technique;• include some of the symbols used in indigenous art;• tell a story through their art work. |
| Spring 1 Drawing: Telling a Story | Children will know: <ul style="list-style-type: none">• 'composition' means how things are arranged on a page;• lines can be used to fill shapes, make outlines and to add detail or pattern;• drawing techniques such as hatching, scribbling, stippling, and blending can make patterns;• that these drawing techniques can create surface texture; | Children will be able to: <ul style="list-style-type: none">• draw different marks with charcoal;• express the meaning of words using charcoal mark making techniques;• experiment with making different marks to make texture;• recognise and describe shapes in an object to start a drawing;• show expression by drawing eyes, eyebrows and mouths in different ways;• make quick sketches of people; |
| Spring 2 Sculpture and 3D: Clay Houses | Children will know: <ul style="list-style-type: none">• pieces of clay can be joined using the 'scratch and slip' technique;• a clay surface can be decorate by pressing into it or by joining pieces on;• patterns can be made using shapes; | Children will be able to: <ul style="list-style-type: none">• flatten clay to make a smooth surface;• shape clay using their hands;• make different marks in clay;• shape clay to make a model;• use the pinching technique; |



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| | <ul style="list-style-type: none">the work of artist Rachel Whiteread; | <ul style="list-style-type: none">use their fingers and thumbs to make a clay surface even;join clay;roll clay smoothly;create a pattern by pressing into and joining clay;evaluate a finished piece and say how it reflects their design; |
| Summer 1 Painting and Mixed Media: Life in Colour | <p>Children will know:</p> <ul style="list-style-type: none">different amounts of paint and water can be used to mix hues of secondary colours;colours can be mixed to 'match' real life objects or to create things from your imagination;'composition' means how things are arranged on the page;the word 'collage';collage materials can be shaped to represent shapes in an image;patterns can be used to add detail to artwork;collage materials can be chosen to represent real-life textures;collage materials can be overlapped and overlaid to add texture;drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture;painting tools can create varied textures in paint; | <p>Children will be able to:</p> <ul style="list-style-type: none">describe what happens when they mix two secondary colours;make choices about how to make colours lighter or darker;choose painting tools to recreate a texture;describe colours and textures;mix colours to match something they see;choose collage materials based on colour and texture;talk about how they could improve their work; |
| Summer 2 Craft and Design: Map it Out | <p>Children will know:</p> <ul style="list-style-type: none">'composition' means how things are arranged on the page;shapes can be organic (natural) or irregular; | <p>Children will be able to:</p> <ul style="list-style-type: none">sort images into groups;draw a familiar journey;use colour and detail to make a map interesting;follow instructions to make felt;copy shapes and colours from their map square in wool;shape wool by twisting and tearing it;adapt their ideas as they work;simplify a drawn idea by looking for big shapes and important lines;cut, layer and arrange shapes; |



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| | | <ul style="list-style-type: none">• design a printing tile using simple lines and shapes from a map drawing;• compare craft artworks and describe which is their favourite and why;• talk about which artwork best meets the brief. |
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| Year 3 | Knowledge | Skills |
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| Autumn 1 Formal Elements of Art | Children will know: <ul style="list-style-type: none">• points, lines, shapes and space that make up simple 2D and 3D shapes are known as 'geometry';• geometric designs;• man-made objects consist of straight lines;• nature objects are usually formed from wavy lines;• the four rules of shading. | Children will be able to: <ul style="list-style-type: none">• recognise and accurately draw simple shapes in objects;• identify objects made from shapes in their environment and draw these from observations;• see basic geometrical shapes when they draw objects;• use geometric shapes to help them draw, design and decorate more accurately;• use guidelines to help set out and construct more complicated images from observation;• bend, manipulate and join wire to create shapes;• use smaller pieces of wire to add features;• work safely with tools and equipment;• use a pencil correctly to shade;• apply the four rules of shading;• blend tones gradually, avoiding sudden changes from dark to light. |
| Autumn 2 Black History Art Various | Children will know: <ul style="list-style-type: none">• art and design techniques from around the world;• art of Alma Thomas and what her work represented;• The Notting Hill Carnival – costume design and how music and dance are forms of art linked to carnivals; | Children will be able to: <ul style="list-style-type: none">• create abstract pieces of work;• design costume/masks for a carnival theme;• recognise a link between art, music and dance;• design an African mask;• design a Kente cloth; |
| Spring 1 Drawing: Growing Artists | Children will know: <ul style="list-style-type: none">• three dimensional forms are either organic (natural) or geometric (mathematical shapes);• using different tools or using the same tool in different ways can create different types of lines;• surface rubbings can be used to add or make patterns;• texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured;• that 'tone' in art means 'light and dark';• shading helps make drawn objects look realistic; | Children will be able to: <ul style="list-style-type: none">• recognise and draw simple shapes in objects;• identify both organic and geometric shapes;• use shapes to form the basis of their drawing;• use the side of a pencil so that the lead is flat to the paper;• shade in one direction, with no gaps and straight edges;• blend from light to dark creating smooth tones;• change the tool or colour that they use to change how their artwork looks;• apply the technique of another artist; |



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| | <ul style="list-style-type: none">• basic rules for shading when drawing;• shading is used to create different tones in an artwork; | <ul style="list-style-type: none">• draw in a large scale; |
| Spring 2 Painting and Mixed Media: Prehistoric Painting | <p>Children will know:</p> <ul style="list-style-type: none">• paint colours can be mixed using natural substances, and that prehistoric peoples used these paints;• negative shapes show the space around and between objects;• prehistoric people painted in dark conditions;• people living in the Stone Age drew and painted animals because animals were an important food source;• the difference between a positive print and a negative print; | <p>Children will be able to:</p> <ul style="list-style-type: none">• identify features that prehistoric paintings have in common;• look for basic shapes within an animal drawing to help get the proportions of a drawing accurate;• scale up a drawing by sketching the simple shapes first;• successfully apply and blend charcoal to create form, tone and shape;• identify and collect coloured natural items to paint with and describe which ones make the most successful colours;• mix to create a range of natural colours;• add fine detail using small brushes; |
| Summer 1 Sculpture and 3D: Abstract Shape and Space | <p>Children will know:</p> <ul style="list-style-type: none">• a sculptor is an artist who make sculptures;• a structure as parts arranged in a particular way;• about Anthony Caro and his sculptures;• about Ruth Asawa and her sculptures;• techniques for joining shapes;• techniques for shaping card from 2D to 3D; | <p>Children will be able to:</p> <ul style="list-style-type: none">• try different ways to join card shapes;• identify 2D shapes in photos of 3D objects;• identify shapes in the negative space between objects;• use drawings to plan a sculpture;• make choices about how to join materials;• compare two sculptor's work; |
| Summer 2 Craft and Design: Ancient Egyptian Scrolls | <p>Children will know:</p> <ul style="list-style-type: none">• key features of the artwork of the Ancient Egyptians;• the ancient process of making paper;• some great artist, architects and designers throughout history; | <p>Children will be able to:</p> <ul style="list-style-type: none">• look closely to identify colours, patterns and shapes;• make decisions about how they want to represent information through images;• apply their knowledge of the Ancient Egyptians to plan appropriate style colours and patterns for their design;• use knowledge of an ancient process (making paper) to make a modern alternative;• mix and use colours that are appropriate to the style of work;• use materials and tools carefully to show precision in their work; |



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| Year 4 | Knowledge | Skills |
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| Autumn 1 Formal Elements of Art | Children will know: <ul style="list-style-type: none">• a compass can be used to draw circles and arcs;• symmetrical patterns look the same on either side of the centre;• mark making is the creation of different patterns, lines, textures and shapes;• a printing block can be made from different materials such as wood or lino which can be carved to create a stamp. | Children will be able to: <ul style="list-style-type: none">• experiment with charcoal to create different textures and effects• express the meaning of words and phrases in an abstract way;• make a printing block using playdough, or similar;• press an object into a block to create texture and pattern;• make a stamp using geometric and mathematical shapes;• use a stamp to create prints;• use repeating patterns, symmetrical patterns and simple symmetrical figures to create prints;• apply mathematical techniques of reflection and symmetry to create a flip pattern;• use a compass to make circles;• use a compass safely and accurately to divide a circle into arcs. |
| Autumn 2 Black History Art Various | Children will know: <ul style="list-style-type: none">• art and design techniques from around the world;• The Notting Hill Carnival – costume design and how music and dance are forms of art linked to carnivals;• Lubaina Himid and some examples of her artwork. | Children will be able to: <ul style="list-style-type: none">• create abstract pieces of work;• design costume/masks for a carnival Theme;• recognise a link between art, music and dance;• design an African mask;• design a Kente cloth; |
| Spring 1 Drawing: Power Prints | Children will know: <ul style="list-style-type: none">• lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing;• patterns can be irregular and change in ways you wouldn't expect; | Children will be able to: <ul style="list-style-type: none">• experiment with shading to create different tones;• use contrasting tones to make a drawing look three-dimensional;• explore ways of holding a pencil to create different effects;• use charcoal as a drawing material;• look for light and dark areas and recreate these using tone;• show how big one object is compared to another in their drawing;• use scissors with precision;• make decisions about how to place drawn elements in their compositions;• combine different shapes, sizes and textures to create contrast;• create tone by 'hatching' parallel lines; |



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| | | <ul style="list-style-type: none">include contrast and pattern in a print; |
| Spring 2 Sculpture and 3D: Mega Materials | Children will know: <ul style="list-style-type: none">simple 3D forms can be made by creating layers, by folding and rolling materials;key features of Magdalene Odundo's artwork; | Children will be able to: <ul style="list-style-type: none">use curved lines to suggest three dimensional shapes;use tools, including hands, to carve, model and refine a sculpture;work safely with carving tools;draw designs for sculptures;bend wire to make shapes;join wire by twisting and looping it;consider how to display a sculpture to best showcase it; |
| Summer 1 Painting and Mixed Media: Light and Dark | Children will know: <ul style="list-style-type: none">the way colours change in different lights;what composition means;adding black to a colour creates a shade;adding white to a colour creates a tint;use lighter and darker tints and shades of a colour can create a 3D effect; | Children will be able to: <ul style="list-style-type: none">add different amounts of black paint to mix shades of a colour;add different amounts of white paint to mix tints of a colour;use tints and shades of colour to make a painted object appear 3D;choose and arrange objects to create a still-life composition;organise equipment; |
| Summer 2 Craft and Design: Fabric of Nature | Children will know: <ul style="list-style-type: none">the work and patterns created by William Morris; | Children will be able to: <ul style="list-style-type: none">describe images and objects using art vocabulary;select images that interest them to draw;gather images, shapes and colours together, identifying a mood/theme;use materials and tools to show colour and texture;discuss an artist's inspiration;create a repeating pattern; |



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| Year 5 | Knowledge | Skills |
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| Autumn 1 Formal Elements of Art | Children will know: <ul style="list-style-type: none">• first hand drawing are drawn from life, not from pictures;• second hand drawings are drawn from a photograph or a picture, rather than the real object or place;• an architectural style refers to the features that make a building historically identifiable, such as the shape, materials and methods of construction. | Children will be able to: <ul style="list-style-type: none">• look closely at a familiar object and draw what they see;• use a range of pencil marks to communicate what they see;• select a suitable area from a previous drawing using cropping methods;• evaluate their print composition;• create a clear print;• describe and recognise Hundertwasser's work;• reimagine buildings in Hundertwasser's style;• add colours and motifs to a design to transform the look of a building;• design a building based on an architectural style;• use perspective view, a plan view or front elevation to draw a design;• design a building based on a theme or to suit a specified purpose;• design a monument to symbolise a person or event. |
| Autumn 2 Black History Art | Children will know: <ul style="list-style-type: none">• art and design techniques from around the world;• Drep - street art;• Benin Bronzes – sculpture;• some kente cloth designs;• abstract art designs of Maasai warriors. | Children will be able to: <ul style="list-style-type: none">• create their own street art;• create abstract pieces of work;• recognise a link between art, music and dance;• design an African mask;• design a Kente cloth. |
| Spring 1 Design for Purpose | Children will know: <ul style="list-style-type: none">• armour and chainmail were protective metal uniforms worn by knights;• a coat of arms was a symbol that was worn over a knight's armour so that they could be identified from one another;• adverts try to persuade people to buy their products or services by showing the good things about them;• the context of design throughout human history;• design requires both planning purpose; | Children will be able to: <ul style="list-style-type: none">• design a coat of arms by selecting and place imagery appropriately within a shape;• work collaboratively to a design brief;• investigate and understand the use of language when naming a design product;• design a product based on a word;• work in a team to create and then 'sell' a product idea to a client;• communicate through spoken and visual language to 'sell' a product; |



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| | <ul style="list-style-type: none">designers start with ideas and rough drawings before finalising their designs;products have USP (unique selling points); | |
| Spring 2 Sculpture and 3D: Interactive Installations | <p>Children will know:</p> <ul style="list-style-type: none">an art installation is often a room or environment in which the viewer 'experiences' the art all around them;the size and scale of three-dimensional artwork change the effect of the piece;the style of Cai Guo-Qiang;ways installations can be interactive; | <p>Children will be able to:</p> <ul style="list-style-type: none">identify similarities and differences between art installations;analyse artworks and justify their ideas;work safely;create the effect of a large-scale space when photographing a box;adapt everyday objects and make them interesting for the viewer;find the best way to display an object;consider an audience's feelings when designing an installation space; |
| Summer 1 Painting and Mixed Media: Portraits | <p>Children will know:</p> <ul style="list-style-type: none">artists use colour to create an atmosphere or to represent feelings in artwork;artists create pattern to add detail to art works;tone can help show the foreground and background in artwork;the definition of mixed media; | <p>Children will be able to:</p> <ul style="list-style-type: none">draw a portrait using the continuous line method;use backgrounds to change the effect of a drawing;find the best position for a line drawing when copying it onto a background;use art vocabulary to describe similarities and differences between portraits;justify their opinion;select a medium to create a self-portrait that represents an aspect of their identity; |
| Summer 2 Drawing: I Need Space | <p>Children will know:</p> <ul style="list-style-type: none">how popular culture can influence art and design;what retrofuturism means; | <p>Children will be able to:</p> <ul style="list-style-type: none">discuss the effect of an image;suggest how a piece of art is created;use a range of processes to create a drawing;choose and combine materials based on their texture;create an effective printing plate that considers how they expect it to print;record their ideas about the future using visual notes;apply printing ink evenly;apply pressure when printing; |
| Year 6 | Knowledge | Skills |



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| Autumn 1 Art and Design Skills | <p>Children will know:</p> <ul style="list-style-type: none">• impressionism is a style of painting that focuses on light;• impressionism artists often used thick, broken brush strokes and painted scenes of everyday life;• the Post-impressionism art movement followed after the Impressionists. Like the Impressionist artists, it features bright colours and thick brushstrokes but they included more emotion and expression in their paintings. | <p>Children will be able to:</p> <ul style="list-style-type: none">• paint skilfully by mixing complex colours;• apply the paint in the style of Claude Monet;• not leave any white areas within their painting;• create a range of patterns using observation, imagination and memory;• experiment with different lines and marks;• show light and dark areas within an image with their choice of pattern;• transfer a pattern onto a polyprint/polystyrene tile;• apply an even layer of ink onto the tile;• create a repeat pattern onto fabric;• understand and use the design process, with an emphasis on reviewing, evaluating and modifying;• create a prototype which develops from ideas; |
| Autumn 2 Black History Art Various | <p>Children will know:</p> <ul style="list-style-type: none">• art and design techniques from around the world;• Jean Michel Basquait – Street art;• The Notting Hill Carnival – costume design and how music and dance are forms of art linked to carnivals;• African Mask design;• Nigerian cloth pattern design; | <p>Children will be able to:</p> <ul style="list-style-type: none">• create their own street art;• create abstract pieces of work;• recognise a link between art, music and dance;• design an African mask;• design a Nigerian cloth pattern. |
| Spring 1 Drawing: Make my Voice Heard | <p>Children will know:</p> <ul style="list-style-type: none">• monochromatic artwork uses tints and shades of just one colour;• colours can be symbolic and have meanings that vary according to your culture or background;• the surface of textures created by different materials can help suggest form in two-dimensional artwork;• how an understanding of shape and space can support creating effective composition; | <p>Children will be able to:</p> <ul style="list-style-type: none">• make marks using a range of handmade tools;• compare artworks;• generate a range of symbols, patterns and colours that represent them;• create form by applying chiaroscuro to a tonal drawing;• represent feelings through artwork;• analyse how an artist conveys a message; |



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| | <ul style="list-style-type: none">• how line can be applied to other art forms;• that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images;• identify the key features of Maya art; | |
| Spring 2 Sculpture and 3D: Making Memories | <p>Children will know:</p> <ul style="list-style-type: none">• colours can be symbolic and have meanings that vary according to your culture or background;• the surface textures created by different materials can help suggest form in two-dimensional art work;• shape and space can support creating effective composition;• pattern can be created in many different ways such as the rhythm of brushstrokes in a painting or in repeated shapes within a composition; | <p>Children will be able to:</p> <ul style="list-style-type: none">• identify common themes within different artworks;• generate a selection of memories to compose a piece of artwork;• represent ideas within a composition of shapes;• create work influenced by different artists;• use plans to construct 3D forms;• combine materials and techniques to fit their ideas;• identify areas of their work to define; |
| Summer 1 Painting and Mixed Media: Artist Study | <p>Children will know:</p> <ul style="list-style-type: none">• colours can be symbolic and have meanings that vary according to culture and background;• applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture;• artists tell stories or show feelings in their work; | <p>Children will be able to:</p> <ul style="list-style-type: none">• interpret a picture and suggest its meaning;• look closely at a picture and notice details, describing them using the formal elements;• develop a narrative from the elements in a painting;• dramatise their understanding of the meaning of a piece of artwork;• create an abstract piece using personal experiences that reflect feelings;• consider how imagery can convey a message without words; |
| Summer 2 Craft and Design: Photo Opportunity | <p>Children will know:</p> <ul style="list-style-type: none">• shape and space can support creating effective composition;• pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh);• what a photomontage is;• the terms macro and monochromatic;• how the grid method helps them to retain the same | <p>Children will be able to:</p> <ul style="list-style-type: none">• meet a design brief;• work in the style of an artist;• select appropriate images and experiment with composition to create an interesting layout;• compose a close-up photograph of a natural form;• make decisions about cropping, editing and presenting photographic images in the style of Edward Weston;• use photographic equipment appropriately, considering |



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| | proportions as an original image; | composition and lighting for effect; <ul style="list-style-type: none">• use the grid method to translate a photo into a drawing using careful observation; |
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