



Whole School Medium Plan- ART and DESIGN

Assessment art quizzes on each element of art: [Year 1 and Year 2 Art - KS1 Quizzes to Help You Learn \(educationquizzes.com\)](http://www.educationquizzes.com)

[KS2 Art and Design - 10 Enjoyable Quizzes for Children 7-11 \(educationquizzes.com\)](http://www.educationquizzes.com)

<p><u>State if it is not a lead subject: but standalone/ongoing</u></p>	<p>Sessions: teachers to date Some sessions may be blocked</p>	<p>Advent 1</p>	<p>Advent 2</p>	<p>Lent 1</p>	<p>Lent 2</p>	<p>Pentecost 1</p>	<p>Pentecost 2</p>
<p>EYFS</p>	<p>Art activities: continuous provision/ small group work</p>	<p><u>Myself</u> Draw with increasing complexity and detail a face with a circle and including details. Explore colour and colour mixing. Show different emotions. Use a comfortable grip with good control when holding pens and pencils. Hold paintbrushes</p>	<p><u>Space</u> Explore different materials freely in order to develop ideas about how to use them and what to make. Cutting skills Play with different textures for Space Make models</p>	<p><u>Our Planet</u> Join different materials and use different textures. Choose the right resources to carry out their plan.</p>	<p><u>Our Planet</u> Explore colour and colour mixing Use drawings to represent movement or loud noises. Make models.</p>	<p><u>Water</u> Create closed shapes with continuous lines Use drawings to represent movement Use large muscle movement to paint and make marks. Experiment with colour, design, texture, form and function. - mix with water Explore colour and colour mixing Assessment: recap on primary colours</p>	<p><u>Water Under the sea</u> Explore different materials freely in order to develop ideas about how to use them and what to make. Cutting skills- characters for sea pictures. Experiment with colour, design, texture, form and function.</p>

Y1	<u>1</u>	<u>Penguins, Possums and Pigs: (activities below can be continuous provision)</u> Drawing pencils, crayons, charcoal, chalk: animals: observational drawings of		<u>Growth and Green Fingers</u> <u>Revisit: from Advent 1 topic- what do they remember about mark making and the different type of art medium.</u>	<u>Family Albums</u> Revisit: What have they learnt about art this year- what primary/ secondary colours would they use to do a self portrait- why?		
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		penguins practise mark making:		Make observational drawings of plants and flowers in detail. Pencil/ charcoal.	Explore the work of portrait artists: use traditional art/ drawing methods. e.g: Kathe Kollowitz.		
	<u>2</u>	Observe and draw shapes: light and dark: invent new shapes: trees for possums		On observational drawings: use chalk/ pastels/ oil pastels-look at smudging	Observational drawing of themselves using mirrors- use pencils/ charcoal/pen		
	<u>3</u>	Painting mixing and matching colours to objects: colouring animals: use ready mix paint <u>assessment: mini quiz ; what colour would a penguin be? Primary or secondary colours?</u>		Painting: observational drawings using watercolours <u>Assessment quiz: show learning on what colours: primary and then secondary- what watercolours would they mix to make a secondary colour- what happens when you add more water?</u>	Use chalk/ charcoal/ pastels of themselves- smudge. <u>Mini- Assessment Quiz</u> <u>Drawing skills quiz</u> <u>https://www.educationquizzes.com/ks1/art-anddesign/drawing-skills</u>		

	<u>4</u>	<p>Painting: name primary colours: mix Primary shades: water colours</p> <p><u>Assessment: quiz powerpoint: children show they know the primary colours.</u></p>		<p>Develop the drawings of observations of plants and flowers: use readymix and compare to watercolours. Experiment with large/ small brushes.</p>	<p><u>Mini- Assessment task: Name the primary colours</u> <u>How do you make the secondary colours?</u> <u>How would you make a skin colour? What medium would be good to use?</u> Develop drawings of themselves into painting. Model colour mixing and shades: e.g skin.</p>		
	<u>5</u>	<p>3d clay/ malleable material: manipulate malleable materials: playing rolling and kneading</p>		<p><u>Printing:</u> from the drawings develop a simplified motif of flowers or plants- could be on a quick print tile. Evaluate each other's work. <u>Final assessment task: group task- work on a</u></p>	<p>Final composition of a selfportrait. <u>Final assessment task</u> <u>Draw or write about the art enjoyed this year- medium they enjoyed the most- an artist they liked</u></p>		
				<p><u>larger scale- decide on a print tile to make and the medium to make a large scale print- children explain in their group to their peers their decision behind the large scale work.</u></p>			

	<u>6</u>	<p>3d clay/ malleable material: make a simple animal sculpture clay penguin: change the surface: evaluate and discuss other's work</p> <p>Complex task: show the sequence of how you made the penguins: draw and label – flow chart.</p>					
Y2	<u>1</u>	<p><u>The Place where I live</u> Revisit: what have they learnt about art in Year One? What are the different marks you can make? Can they name artists from last year? What are the primary/ secondary colours? Observational; drawing</p>	<p><u>Fighting Fit</u> Revisit: In Year one- they did portraits- what do they remember about how to draw portraits? Explain how we are going to develop it into figures. Pencil figures: use wooden figures to explore the proportions.</p>				<p><u>Buckets and Spades</u> Create observational drawings of things found at the seaside. Photograph/ video this. Mark make using a range of pencils grades/ charcoal...</p>
	<u>2</u>	<p>Rubbing/ texture</p>	<p>Chalk figures: explore smudging- shades and tones.</p>				<p>Develop their drawings into painting of seaside objects. Add sand to the paint to see the effects.</p>

3	Observational drawing used to compose	<p>Pastels or paint to make observational drawings of figures: look at the work of Keith Haring.</p> <p>Mini Assessment task: in pairs tell someone the 3 most important things to think about when observational drawing. https://www.educationquizzes.com/ks1/art-anddesign/drawing-skills</p>	<p>Assessment Quiz: children to show knowledge of shades and tones. How has Keith Haring used shades and tones? Quizzes: painting</p>				<p>Develop other seaside paintings using crayons/ scratch art/ or colour washing over crayons. Mini- assessment quiz: painting</p>
4	shading	Investigate play with clay/ modelling material					<p>Explore artists who use the seaside for their work. Assessment quiz: famous artists</p>
5	Printing: materials	Model how to make a clay figure: allow to air dry					<p>Collage: collect materials for their collage- can work in groups. Work on individual pieces.</p>
6	Creating final composition Create their own composition of a landmark using the techniques learnt- can do this as a class composition or individually.	<p>Paint figures: evaluate their work and the work of others.</p> <p>Assessment composition task: create a piece of work 2d or 3d using knowledge of learning.</p>					<p>Collage: children could work together to create a large scale display of the seaside_</p>

Y3	<u>1</u>	<u>Healthy humans</u> In sketchbooks select and record from first hand observations of artists such as Claes oldburg's food.	<u>Rock and Roll</u> Exploring work of printmakers such as Eric Gill/ Japanese printers.			<u>What the Romans did for us</u> Make observational drawings in their journals of mosaics in the Roman times.	
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	<u>2</u>	Experiment with different drawing techniques: observational drawings of food and packages. Use charcoal, chalk, different grades of pencils/ biros.	Use photographs of Fossils to make a series of drawings in sketchbooks. Use a range of drawing materials to smudge: inc different pencil grades.			In journals make observational drawings of flowers/ roman Gods/ landscapes-linked to history. Use a range of pencil grades charcoal/chalk	
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	<u>3</u>	Still life impressionist paintings- use watercolours Mini- Assessment task Quiz: knowledge of artists and designers / paintings: know how primary/ secondary and tertiary colours are created?	Work on a larger scale to use drawing materials to draw fossils. Assessment task: explain to another pupil (hop and swop) what medium they have used to create the fossils and what techniques they used and why? Why use that pencil grade.			Develop drawings above into paintings- can use watercolour and develop pastel over it.	
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	<u>4</u>	Discuss how to make 3d images of food. Children plan and decide their object.	From drawings develop a simple motif of a fossil for printing. Draw simplified image onto quick print.			Design a simple motif that can be transferred into paper or a tile motif.	
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	<u>5</u>	Children investigate play with clay/ dough to make food items. Make clay food	Develop relief printing blocks: use inks etc to make a printed image. When dry use pastels/ chalk to develop the printed image. Evaluate their work and others.			Use a graphics package to develop a mosaic.	
	<u>6</u>	Make textile foods: can add to make a class sculpture.: evaluate their work and others. <u>Assessment task: evaluation: look at the language used to evaluate own and other's work- use vocab and techniques from learning?</u>	<u>End of unit: Assessment task: create a flow chart to show how they created a fossil imprint. Share with another pupil. If they were creating a large scale</u>			Evaluate theirs and other's mosaics.	

			<u>fossil imprint- how would they do this?</u>				
Y4	<u>1</u>		<u>The Great Plague: linked to Geography</u> Explore images of plants/people/skulls Skeletons/ recycling images.	<u>Water, Water Everywhere</u> Investigate/ explore the work of artists who have worked with water: Constable/ hockney./ Hokusai/ Monet: collect ideas in sketch books.	<u>Art of Food</u> Exploring the role of artists and designers		

	<u>2</u>		<p>Make drawings of recycling images. Use different drawing images. Use pastels for colours.</p> <p><u>Assessment quiz: recap on primary and secondary colours.</u></p>	<p>Use photographs of dramatic images of water: collect ideas in sketchbooks. Use a full range of drawing materials.</p>	<p>Drawing: Using journals to create textures/ line tone</p>		
	<u>3</u>		<p>Make a printed image of plants/ to do with recycling / world quickprint. Rotate to print and make a repeated pattern. Work with 2 colours. Add chalk or pastels over it.</p> <p><u>Assessment Quiz: Show what they have learnt about recycling in Geography- what they would use for their print and why?</u></p>	<p>Inspired by Monet: work on a larger scale in groups/ individuals to capture the flow and energy of water.</p> <p><u>Mini- assessment quiz</u> <u>Painting and drawing quiz:</u></p>	<p>Experiment with different paints: mixing colours: tints and shades</p> <p><u>Mini- assessment quiz</u> <u>Painting and drawing quiz: recap on learning from previous year groups: what is a tint? Shade?</u></p>		
	<u>4</u>		<p>Evaluate their work and the work of others.</p>	<p>Develop water drawings using painting materials.</p>	<p>Plan and design models</p>		

				<p>Can use watercolours with pastels.</p>			
	<u>5</u>		<p><u>End of unit assessment: in groups of 4 create a large scale print using the techniques they have learnt this term- present their print to others and explain.</u></p>	<p>Develop abstract paintings with texture: use tissue paper/ modrock etc</p>	<p>Clay models of food</p>		

	6			Evaluate work and work of others. End of unit assessment- explain style of art/ artists who develop water compositions- leaflet/ poster.	3d Papier mache food		
Y5	1	<u>Faster higher stronger</u> <u>I can Work in a sustained and independent way to create a detailed drawing</u> <u>I can draw figures in proportion.</u> Drawing: show clips of simple figure drawing from the bbc bitesize. Make drawings of manequins in different positions. <u>Range of drawing materials.</u>		<u>Amazon Adventure</u> Use sketch books to look at the work of artists- such as Henri Rousseau/ modern artist Ruth Daniels.	<u>Earthlings</u> <u>Mini- assessment quiz: show what they have learnt about art from the faster/ higher stronger topic.</u> <u>Types of artist they learnt- how to draw figures and make sculptures.</u> Journals to collect and develop ideas of artists: space etc: inc photographs/ digital photographs: look at how they develop composition/ scale and proportion.		<u>Food Glorious food</u> Work from a variety of sources: drawing
	2	<u>I can Work from a variety of sources including observation, photographs and digital images.</u> Explore the work of Artists. Ancient Greek sculptures/ Giacometti/ Patricia Coates.		Observational drawings of still life of a range of tropical plants. Experiment using a range of drawing materials: inspired by Ruth Daniels. Try with a range of paper sizes.	Develop drawing skills: dry media: including colour mixing with pencils: space pictures: inc shading and hatching		Journal to collect and develop ideas: artists/ dry media

3	<p><u>Begin to use simple perspective in their work using a single focal point and horizon</u></p> <p>Investigate the use perspective in their pictures- place figure in context. investigate the use of simple perspective in their pictures by placing their figure in context and using it as the focal point. Children should explore positioning their figures in different positions in relation to the horizon, centrally, to the side, nearer to the foreground or further into the background.</p> <p>Ensure that children understand the horizon line, foreground, background, and middle ground. Explain that closer objects are darker and lower on paper (the foreground); distant objects are lighter and placed toward</p> <p>Mini assessment task: <u>Vocabulary Quiz: meaning of perspective</u> Report to two other children how to use perspective and write a mini presentation on how to draw and make figures.</p>			<p>Paintings: use a range of paints watercolours, acrylics, or ink in response to plant forms. When dry can use chalk or pastel over it- discuss how art can be built up as layers.</p> <p><u>Mini Assessment task: KS2 Painting What Techniques and Processes can be Used (educationquizzes.com)</u></p>	<p><u>Painting:</u> develop wet techniques : marks/ lines/ patterns/ techniques</p> <p><u>Mini assessment task: Name the primary and secondary paint colours and write a paragraph in sketch books about how to create different marks with pencils and</u></p>		<p>Experiment with wet media: marks/ lines/ patterns</p>
4	<p>Use digital media to take photos of each other in static poses and motion- print out to make drawings.</p>			<p>Revisit drawing of leaves to build up printing techniques.</p>	<p><u>Develop a painting from their drawings</u></p>		<p>Develop a painting: composition of food: dutch masters/ impressionist</p>

	<u>5</u>	Experiment in sketch books to draw athletes in motion. Make a large scale painting in colour.			Develop their printed technique of a plant form: evaluate their work and the work of others.		
	<u>6</u>	Make a collage/ sculpture using work from artists- evaluate. <u>End of unit assessment task: write up how they made their collage/ sculpture- techniques and medium used and why. Present to another child.</u> <u>Make a larger sculpture in pairs/ groups of 2 or 3- using skills learnt.</u>					
Y6	<u>1</u>	<u>Survival</u> Investigate and collect images using dry media of animals in camouflage. Annotate.			<u>Britten's Got talent</u> Make drawings in response to music- use a range of drawing materials. Look at the work of artists who have been inspired by music: Kadinsky.	<u>Oh I do like to be beside the Seaside</u> In sketch books explore the work of artists on seashores: collect ideas.	

						Alfred Warris, Lowry, Abigail Mill, Cezanne, Hokusai.	
	<u>2</u>	Same as above using wet media: make detailed drawings. Experiment with colour and use view finders.			Experiment in sketchbooks: mix colours in response to musical instruments.	In sketch books using a range of drawing materials make drawings of the sea/ objects to do with the sea- use photographs etc.	

	<u>3</u>	Painting: from a drawing develop into a painting composition. Repeat images and get the viewer to find the animal. Discuss positioning and composition.			Experiment with mark-making techniques in response to changes of moods in music. Use pastels/ oil pastels and on a range of sizes.	Arrange and draw a still life made from the seaside objects. Mini-assessment: techniques. KS2 Artistic Techniques What Different Effects are Created (educationquizzes.com)	
	<u>4</u>	Use a graphics package to make a digital image. Evaluate and compare work.	Painting: develop colour mixing in response to music. Make a large scale painting in colour to a piece of music. Consider background colours.		Assessment task https://www.educationquizzes.com/ks2/artand-design/great-artists-and-designers-1	Mix colours and keep a note in the sketch books in response to sea ideas. Collect fabric and paper samples to use.	
	<u>5</u>		Build up layers and shapes in response to music. Changing materials.		Using knowledge from great designers-	Work in various scales using a range of materials: use pastels/ collage layers. Make a sea scape using different paints. Evaluate work. Build up layers and use collage with it.	
	<u>6</u>		Develop responses digitally to a piece of music using a graphics package.				
			Evaluate and compare their work and the work of others.				
	<u>7</u>						

