



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 \(educationquizzes.com\)](https://www.educationquizzes.com)

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

<u>State if it is not a lead subject: but standalone/ongoing</u>	<b>Sessions:</b> teachers to date Some sessions may be blocked	<b>Advent 1</b>	<b>Advent 2</b>	<b>Lent 1</b>	<b>Lent 2</b>	<b>Pentecost 1</b>	<b>Pentecost 2</b>
<b>EYFS</b>	<b>Art activities: continuous provision/ small group work</b>	<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	<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	<u>Our Planet</u> Join different materials and use different textures. Choose the right resources to carry out their plan.	<u>Our Planet</u> Explore colour and colour mixing Use drawings to represent movement or loud noises. Make models.	<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 <b>Assessment: recap on primary colours</b>	<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.
<b>Y1</b>	<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> <b>Revisit: fromAdvent 1 topic- what do they remember about mark making and the different type of art medium.</b>			<u>Family Albums</u> <b>Revisit: What have they learnt about art this year- what primary/ secondary colours would they use to do a self portrait- why?</b>

		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 <b><u>assessment: mini quiz ; what colour would a penguin be? Primary or secondary colours?</u></b>		Painting: observational drawings using watercolours  <b><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></b>			Use chalk/ charcoal/ pastels of themselves- smudge. <b><u>Mini- Assessment Quiz Drawing skills quiz</u></b> <a href="https://www.educationquizzes.com/ks1/art-and-design/drawing-skills">https://www.educationquizzes.com/ks1/art-and-design/drawing-skills</a>
	<u>4</u>	Painting: name primary colours: mix Primary shades: water colours  <b><u>Assessment: quiz powerpoint: children show they know the primary colours.</u></b>		Develop the drawings of observations of plants and flowers: use readymix and compare to watercolours. Experiment with large/ small brushes.			<b><u>Mini- Assessment task: Name the primary colours How do you make the secondary colours? How would you make a skin colour? What medium would be good to use?</u></b> Develop drawings of themselves into painting. Model colour mixing and shades: e.g skin.
	<u>5</u>	3d clay/ malleable material: manipulate malleable materials: playing rolling and kneading		<b><u>Printing:</u></b> from the drawings develop a simplified motif of flowers or plants- could be on a quick print tile. Evaluate each other's work. <b><u>Final assessment task: group task- work on a</u></b>			Final composition of a self-portrait.  <b><u>Final assessment task Draw or write about the art enjoyed this year- medium they enjoyed the most- an artist they liked</u></b>

				<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>			
	<u>6</u>	3d clay/ malleable material: make a simple animal sculpture clay penguin: change the surface: evaluate and discuss other's work  <b>Complex task: show the sequence of how you made the penguins: draw and label – flow chart.</b>					
<b>Y2</b>	<u>1</u>	<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	<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.				<b>Buckets and Spades</b> Create observational drawings of things found at the seaside. Photograph/ video this. Mark make using a range of pencils grades/ charcoal...
	<u>2</u>	Rubbing/ texture	Chalk figures: explore smudging- shades and tones.				Develop their drawings into painting of seaside objects. Add sand to the paint to see the effects.

	<u>3</u>	Observational drawing used to compose  <b>Mini Assessment task: in pairs tell someone the 3 most important things to think about when observational drawing.</b> <a href="https://www.educationquizzes.com/ks1/art-and-design/drawing-skills">https://www.educationquizzes.com/ks1/art-and-design/drawing-skills</a>	Pastels or paint to make observational drawings of figures: look at the work of Keith Haring.  <b>Assessment Quiz: children to show knowledge of shades and tones. How has Keith Haring used shades and tones?</b> <b>Quizzes: painting</b>				Develop other seaside paintings using crayons/ scratch art/ or colour washing over crayons. Mini- assessment quiz: painting
	<u>4</u>	shading	Investigate play with clay/ modelling material				Explore artists who use the seaside for their work. Assessment quiz: famous artists
	<u>5</u>	Printing: materials	Model how to make a clay figure: allow to air dry				Collage: collect materials for their collage- can work in groups. Work on individual pieces.
	<u>6</u>	Creating final composition  <b>Final assessment Task: gallery of their final compositions- invite other classes to see- explain how they reached their final composition and the decisions made</b>	Paint figures: evaluate their work and the work of others.  <b>Assessment composition task: create a piece of work 2d or 3d using knowledge of learning.</b>				Collage: children could work together to create a large scale display of the seaside.
<b>Y3</b>	<u>1</u>	<b>Healthy humans</b> In sketchbooks select and record from first hand observations of artists such as Claes oldburg's food.	<b>Rock and Roll</b> Exploring work of printmakers such as Eric Gill/ Japanese printers.			<b>What the Romans did for us</b> Make observational drawings in their journals of mosaics in the Roman times.	

	<u>2</u>	Experiment with different drawing techniques: observational drawings of food and packages. Use charcoal, chalk, different grades of pencils/ biro.	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	
	<u>3</u>	Still life impressionist paintings- use watercolours <b>Mini- Assessment task</b> <b>Quiz: knowledge of artists and designers / paintings: know how primary/ secondary and tertiary colours are created?</b>	Work on a larger scale to use drawing materials to draw fossils.  <b>Assessment task:</b> <b><u>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.</u></b>			Develop drawings above into paintings- can use watercolour and develop pastel over it.	
	<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.	
	<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. <b>Assessment task: evaluation: look at the language used to evaluate own and other's work- use vocab and techniques from learning?</b>	<b>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</b>			Evaluate theirs and other's mosaics.	

			<b><u>fossil imprint- how would they do this?</u></b>				
<b>Y4</b>	<u>1</u>		<b><u>The Great Plague: linked to Geography</u></b> Explore images of plants/people/skulls Skeletons/ recycling images.	<b><u>Water, Water Everywhere</u></b> Investigate/ explore the work of artists who have worked with water: Constable/ hockney./ Hokusai/ Monet: collect ideas in sketch books.	<b><u>Art of Food</u></b> Exploring the role of artists and designers		
	<u>2</u>		Make drawings of recycling images. Use different drawing images. Use pastels for colours.  <b><u>Assessment quiz: recap on primary and secondary colours.</u></b>	Use photographs of dramatic images of water: collect ideas in sketchbooks. Use a full range of drawing materials.	Drawing: Using journals to create textures/ line tone		
	<u>3</u>		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. <b><u>Assessment Quiz: Show what they have learnt about recycling in Geography- what they would use for their print and why?</u></b>	Inspired by Monet: work on a larger scale in groups/ individuals to capture the flow and energy of water. <b><u>Mini- assessment quiz</u></b> <b><u>Painting and drawing quiz:</u></b>	Experiment with different paints: mixing colours: tints and shades <b><u>Mini- assessment quiz</u></b> <b><u>Painting and drawing quiz: recap on learning from previous year groups: what is a tint? Shade?</u></b>		
	<u>4</u>		Evaluate their work and the work of others.	Develop water drawings using painting materials.	Plan and design models		

				Can use watercolours with pastels.			
	<u>5</u>		<b><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></b>	Develop abstract paintings with texture: use tissue paper/ modrock etc	Clay models of food		
	<u>6</u>			Evaluate work and work of others.	3d Papier mache food		
<b>Y5</b>	<u>1</u>	<b><u>Faster higher stronger</u></b> Drawing: show clips of simple figure drawing from the bbc bitesize. Make drawings of manequins in different positions. Range of drawing materials.			<b><u>Amazon Adventure</u></b> Use sketch books to look at the work of artists- such as Henri Rousseau/ modern artist Ruth Daniels.	<b><u>Earthlings</u></b> <b><u>Mini- assessment quiz: show what they have learnt about art from the faster/ higher stronger topic.</u></b> <b><u>Types of artist they learnt- how to draw figures and make sculptures.</u></b> Journals to collect and develop ideas of artists: space etc: inc photographs/ digital photographs: look at how they develop composition/ scale and proportion.	<b><u>Food Glorious food</u></b> Work from a variety of sources: drawing
	<u>2</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

	<u>3</u>	Investigate the use perspective in their pictures- place figure in context.  <b>Mini assessment task:</b> <b>Vocabulary Quiz: meaning of perspective</b> Report to two other children how to use perspective and write a mini presentation on how to draw and make figures.			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. <a href="#">Mini Assessment task: KS2 Painting   What Techniques and Processes can be Used (educationquizzes.com)</a>	<b>Painting:</b> develop wet techniques : marks/ lines/ patterns/ techniques <b>Mini assessment task:</b> <b>Name the primary and secondary paint colours and write a paragraph in sketch books about how to create different marks with pencils and</b>	Experiment with wet media: marks/ lines/ patterns
	<u>4</u>	Use digital media to take photos of each other in static poses and motion- print out to make drawings.			Revisit drawing of leaves to build up printing techniques.	<u>Develop a painting from their drawings</u>	Develop a painting: composition of food: dutch masters/ impressionist
	<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.  <b>End of unit assessment task:</b> <b>write up how they made their collage/ sculpture- techniques and medium used and why.</b> <b>Present to another child.</b> <u>Make a larger sculpture in pairs/ groups of 2 or 3- using skills learnt.</u>					
<b>Y6</b>	<u>1</u>	<b>Survival</b> Investigate and collect images using dry media of animals in camouflage. Annotate.			<b>Britten's Got talent</b> 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.	<b>Oh I do like to be beside the Seaside</b> 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. <a href="https://www.educationquizzes.com/ks2/artistic-techniques-what-different-effects-are-created/">KS2 Artistic Techniques   What Different Effects are Created (educationquizzes.com)</a>	
	<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 <a href="https://www.educationquizzes.com/ks2/art-and-design/great-artists-and-designers-1">https://www.educationquizzes.com/ks2/art-and-design/great-artists-and-designers-1</a>	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.				
	<i>Z</i>						