



Academic Year 21-22

Whole School Medium Plan- ART and DESIGN

State if it is not a lead subject: but standalone/ongoing	Sessions: teachers to date Some sessions may be blocked	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
EYFS	Art activities: continuous provision/ small group work	<u>All about me</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>Traditional tales</u> Explore different materials freely in order to develop ideas about how to use them and what to make. Cutting skills- characters from traditional tales.	<u>Past and present</u> Join different materials and use different textures. Choose the right resources to carry out their plan. Make things to show past and present: draw.	<u>It's Alive</u> Draw with increasing complexity and detail a face with a circle and including details. Explore colour and colour mixing. Show different emotions. Use drawings to represent movement or loud noises. Make models.	<u>Fantasy</u> Create closed shapes with continuous lines Use drawings to represent movement or loud noises. Use large muscle movement to paint and make marks. Experiment with colour, design, texture, form and function.	<u>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.
Y1	1	<u>Penguins, Possums and Pigs: (activities below can be continuous provision)</u> Drawing pencils, crayons, charcoal, chalk: animals: observational drawings of penguins practise mark making:		<u>Growth and Green Fingers</u> Make observational drawings of plants and flowers in detail. Pencil/ charcoal.	<u>Family Albums</u> Explore the work of portrait artists: use traditional art/ drawing methods. e.g: Kathe Kollowitz.		
	2	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		Painting: observational drawings using watercolours	Use chalk/ charcoal/ pastels of themselves- smudge.		
	<u>4</u>	Painting: name primary colours: mix Primary shades: water colours		Develop the drawings of observations of plants and flowers: use readymix and compare to watercolours. Experiment with large/ small brushes.	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		<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.	Final composition of a self-portrait.		
	<u>6</u>	3d clay/ malleable material: make a simple animal sculpture clay penguin: change the surface: evaluate and discuss other's work					
Y2	<u>1</u>	<u>The Place where I live</u> Observational; drawing	<u>Fighting Fit</u> Pencil figures: use wooden figures to explore the proportions.				<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...
	<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	Pastels or paint to make observational drawings of figures: look at the work of Keith Haring.				Develop other seaside paintings using crayons/ scratch art/ or colour washing over crayons.
	<u>4</u>	shading	Investigate play with clay/ modelling material				Explore artists who use the seaside for their work.
	<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	Paint figures: evaluate their work and the work of others.				Collage: children could work together to create a large scale display of the seaside.
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.	
	<u>2</u>		Experiment with different drawing techniques: observational drawings of food and packages. Use charcoal, chalk, different grades of pencils/ bios.	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.	Work on a larger scale to use drawing materials to draw fossils.		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 quickprint.		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.			Evaluate theirs and other's mosaics.	
Y4	<u>1</u>		<u>The Great Plague: linked to Geography</u> Explore images of plants/people/skulls Skeletons/ recycling images.	<u>Art of Food</u> Exploring the role of artists and designers		<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>2</u>		Make drawings of recycling images. Use different drawing images. Use pastels for colours.	Drawing: Using journals to create textures/ line tone		Use photographs of dramatic images of water: collect ideas in sketchbooks. Use a full range of drawing materials.	
	<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.	Experiment with different paints: mixing colours: tints and shades		Inspired by Monet: work on a larger scale in groups/ individuals to capture the flow and energy of water.	
	<u>4</u>		Evaluate their work and the work of others.	Plan and design models		Develop water drawings using painting materials. Can use watercolours with pastels.	

	<u>5</u>			Clay models of food		Develop abstract paintings with texture: use tissue paper/ modrock etc	
	<u>6</u>			3d Papier mache food		Evaluate work and work of others.	
Y5	<u>1</u>		<u>Food Glorious food</u> Work from a variety of sources: drawing	<u>Earthlings</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>Amazon Adventure</u> Use sketch books to look at the work of artists- such as Henri Rousseau/ modern artist Ruth Daniels.	<u>Faster higher stronger</u> Drawing: show clips of simple figure drawing from the bbc bitesize. Make drawings of manequins in different positions. Range of drawing materials.
	<u>2</u>		Journal to collect and develop ideas: artists/ dry media	Develop drawing skills: dry media: including colour mixing with pencils: space pictures: inc shading and hatching		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.	Explore the work of Artists. Ancient Greek sculptures/ Giacometti/ Patricia Coates.
	<u>3</u>		Experiment with wet media: marks/ lines/ patterns	<u>Painting</u> :develop wet techniques : marks/ lines/ patterns/ techniques		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.	Investigate the use perspective in their pictures- place figure in context.
	<u>4</u>		Develop a painting: composition of food: dutch masters/ impressionist	<u>Develop a painting from their drawings</u>		Revisit drawing of leaves to build up printing techniques.	Use digital media to take photos of each other in static poses and motion-print out to make drawings.

	<u>5</u>					Develop their printed technique of a plant form: evaluate their work and the work of others.	Experiment in sketch books to draw athletes in motion. Make a large scale painting in colour.
	<u>6</u>						Make a collage/ sculpture using work from artists- evaluate.
Y6	<u>1</u>	Survival Investigate and collect images using dry media of animals in camouflage. Annotate.	Britten's Got talent 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.			Oh I do like to be beside the Seaside 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.	
	<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.			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.			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>						