

HOLY TRINITY CATHOLIC ACADEMY

MEDIUM TERM PLANNER

SUBJECT: ART

The intent of our Art curriculum is:

- To design a curriculum with appropriate subject knowledge, skills and understanding in exploring and investigating, creating and evaluating artwork
- To provide children with opportunities to develop their skills using a range of media and materials. Children learn the skills of drawing, painting, sculpture, textures and pattern

EYFS – Our Art curriculum learning journey begins in the Early Years' Foundation Stage's 'Expressive Arts and Design' curriculum and all subsequent learning is built upon these foundations. (Please refer to separate EYFS Medium Term Plans for further detail)

During Nursery, children will be able to:

- Know how to experiment with blocks, colours and marks
- Know how to explore colour and colour-mixing.
- Know how to use various construction materials.
- Know that to be able to use lines to enclose a space and then begin to use these shapes to represent objects.
- Know how to show interest in and describe the texture of things.
- Know how to join construction pieces together to build and balance.
- Know how to join different materials and explore different textures.
- Know how to show different emotions in their drawings and paintings, like happiness, sadness, fear etc.

During F2, children will be able to:

- Know how to show interest in and describe the texture of things.
- Know how to explore colour and how colours can be changed.
- Know how to use lines to enclose a space, and then begin to use these shapes to represent objects.
- Know how to explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Know how to return to and build on their previous learning, refining ideas and developing their ability to represent them.

Know how to create collaboratively sharing ideas, resources and skills

ELG Creating with materials:

Children at the expected level of development will:

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;

Share their creations, explaining the process they have used;

Make use of props and materials when role playing characters in narratives and stories

National Curriculum Requirements of Art & Design at Key Stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wider range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

National Curriculum Requirements of Art at Key Stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

to create sketch books to record their observations and use them to review and revisit ideas














- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)
- about the greatest artists, architects and designers in history.

YEAR 1/2	YEAR 3/4	YEAR 5/6
<p>ADVENT TERM YEAR A: Drawing - Pattern focus – Rosalind Monks YEAR B: Sculpture – Andy Goldsworthy</p>	<p>ADVENT TERM YEAR A: Pattern - Roman Mosaic YEAR B: Drawing - Stone Age Cave Art</p>	<p>ADVENT TERM YEAR A: Drawing & Painting (texture/textile focus) – Frida Kahlo (linked to Where do I belong? theme/Explorer text – South America) YEAR B: Drawing – Van Gogh (revisited from KS1) (linked to Where do I belong? theme)</p>
<p>LENT TERM YEAR A: Sculpture – Anthony Gormley YEAR B: Painting – Van Gogh & Where the Wild things are? Illustrator</p>	<p>LENT TERM YEAR A: Painting – William Morris YEAR B: Painting – George Seurat</p>	<p>LENT TERM YEAR A: Sculpture – Ancient Greek pottery (linked to Ancient Greece History unit) YEAR B: Painting (pattern focus) – Ancient Mayan artwork – printing (linked to Mayan History unit)</p>
<p>PENTECOST TERM YEAR A: Drawing & Painting – focus David Hockney YEAR B: Drawing & Painting – Textures focus Henri Rousseau, linked to Plants and Animals Science topic</p>	<p>PENTECOST TERM YEAR A: Sculpture – habitat diorama – Tatsuya Tanaka YEAR B: Sculpture – clay focus the Willow Pattern focus</p>	<p>PENTECOST TERM YEAR A: Painting – Yuval Zommer (linked to Living Things Science unit) YEAR B: Sculpture – Viking Art: Jewellery & Artefacts (linked to Vikings History unit)</p>

ART MEDIUM TERM PLAN – ADVENT TERM

	Artist Knowledge	Vocabulary	Art Skills Knowledge
Y1/2 Year A BY THE END OF THE ADVENT TERM UNIT	<p><u>DRAWING UNIT/PATTERN:</u> <u>ARTIST: ROSALIND MONKS</u> By then end of this topic, the children will know...</p> <ul style="list-style-type: none"> ☺ Rosalind Monks is a Fine artist and illustrator ☺ She creates black and white detailed drawings ☺ She is inspired by the outdoors and nature 	Rosalind Monks Fine art Pencil grades Pattern Symmetry Texture	To know how to: <ul style="list-style-type: none"> - draw using pencil and crayons - draw lines of different shapes and thickness, using 2 different grades of pencil - create a repeating pattern - What symmetry is and how to create it - Use three different grades of pencil in their drawing (4B, 8B, HB) - sketch to make quick records - show patterns and texture in their drawings
Y1/2 Year B BY THE END OF THE ADVENT TERM UNIT	<p><u>SCULPTURE UNIT</u> <u>ARTIST: ANDY GOLDSWORTHY</u> By then end of this topic, the children will know...</p> <ul style="list-style-type: none"> ☺ Andy Goldsworthy creates artwork using natural materials such as stones, twigs and leaves ☺ Most of his art is made in the landscape. ☺ Goldsworthy does not use man-made tools to make his sculptures, he uses things he finds in the landscape, like stones and feathers. 	Andy Goldsworthy Natural Art Landscape Natural materials	To know how to: <ul style="list-style-type: none"> - make different kinds of shapes - to construct their artwork with a purpose - to construct and join natural materials
Y3 / 4 Year A BY THE END OF THE ADVENT TERM UNIT	<p><u>PATTERN UNIT</u> <u>Roman Mosaics</u> By then end of this topic, the children will know...</p> <ul style="list-style-type: none"> ☺ Roman mosaics were made up of hundreds, sometimes thousands, of tiny coloured stones and gems called tesserae. ☺ Each mosaic piece was stuck to the floor with mortar, a type of cement. ☺ Mosaics would show pictures of Roman history and everyday Roman life. 	Mosaic Tesserae Pattern Repeating pattern Symmetry Tessellation Manmade	To know how to: <ul style="list-style-type: none"> - design their own patterns - use ICT to design own patterns - use symmetry as a means of creating a pattern - explore environmental and manmade patterns - experiment with tessellation
Year 3/4 Year B BY THE END OF THE ADVENT TERM UNIT	<p><u>DRAWING & PAINTING UNIT – focus on natural materials and charcoal made in Forest School</u> <u>Stone Age Cave Art</u> By then end of this topic, the children will know...</p> <ul style="list-style-type: none"> ☺ Cave paintings are pre-historical works of art depicting life during that period 	Stone Age Prehistoric Charcoal Natural materials Colour Mix	To know how to: <ul style="list-style-type: none"> - use charcoal to create cave artwork effects - Smudge charcoal to create effects - use natural materials to create different effects - create all the colours they need

	<p>☺ Most often, animals or hunting scenes were painted. Sometimes hands</p> <p>☺ The paintings were drawn with red and yellow ochre, hematite, manganese oxide and charcoal.</p>		
<p>Year 5/6 Year A</p> <p>BY THE END OF THE ADVENT TERM UNIT</p>	<p><u>DRAWING & PAINTING UNIT WITH TEXTURES FOCUS</u> ARTIST: Frida Kahlo (linked to Where do I belong? Geography theme/Explorer text – South America) By the end of this topic, the children will know...</p> <p>☺ Frida Kahlo was a Mexican surrealist painter</p> <p>☺ She was best known for brilliantly coloured self-portraits</p> <p>☺ She dealt with such themes as identity, the human body, and death.</p>	<p>Sewing Running Stitch Cross Stitch Embellish Texture Surrealist Seasonal</p>	<p>To know how to:</p> <ul style="list-style-type: none"> - use hue, tint, tone, shades and mood within their painting - explore the use of texture in colour - select colour for purpose - create different effects by using a variety of tools and techniques; dots, scratches, splashes and applying paint in layers - use marks and lines to produce texture - use shading - begin to use the effect of light on objects from different directions - use a variety of brush techniques to create texture with paint
<p>Year 5/6 Year B</p> <p>BY THE END OF THE ADVENT TERM UNIT</p>	<p><u>DRAWING UNIT</u> ARTIST: VAN GOGH By the end of this topic, the children will know...</p> <p>☺ Van Gogh was a Post-Impressionist artist</p> <p>☺ He used the geometry of line, dots and rounded strokes in his drawings</p> <p>☺ Van Gogh's work was inspired many impressionist painters but he was particularly influenced by Japanese woodblock printing</p>	<p>Texture Tonal Perspective Shadow Impressionist Post- impressionist</p>	<p>To know how to:</p> <ul style="list-style-type: none"> - identify and draw simple objects, and use marks and lines to produce texture - use shading - begin to use the effect of light on objects from different directions - begin to develop a concept of perspective - use and manipulate a range of drawing tools, using them with control and dexterity - use charcoal/pastels/pencil in response to light and dark, shadows and well-lit areas - convey tonal qualities well showing good understanding of light and dark
ART MEDIUM TERM PLAN – LENT TERM			
	Artist Knowledge	Vocabulary	Art Skills Knowledge
<p>Y1/2 Year A</p> <p>BY THE END OF THE LENT TERM UNIT</p>	<p><u>SCULPTURE UNIT</u> ARTIST: Anthony Gormley By the end of this topic, the children will know...</p> <p>☺ Antony Gormley is a British artist, known for his sculpture.</p> <p>☺ Antony's sculptures are mainly based on the body.</p> <p>☺ He uses concrete, iron, clay and other materials for his work.</p> <p>☺ The Angel of the North, the most well-known of Antony Gormley's.</p>	<p>Henry Moore Anthony Gormley Sculptor Construct</p>	<p>To know how to:</p> <ul style="list-style-type: none"> - add texture by using tools - make different kinds of shapes - cut, roll and coil materials such as clay, dough or plasticine - experiment with constructing and joining recycled, natural and manmade materials - use decorative techniques - replicate patterns and textures in a 3-D form

<p>Y1/2 Year B</p> <p>BY THE END OF THE LENT TERM UNIT</p>	<p><u>PAINTING UNIT</u> <u>ARTIST: VAN GOGH & 'Where the Wild things are' Text illustrations</u> By the end of this topic, the children will know...  Vincent van Gogh was a major Post-Impressionist Dutch painter.  He used water colours and eventually he began to paint using oil paints.  Van Gogh used broken up brush strokes  He was inspired by poor people, places he had visited and portraits of himself.</p>	<p>Van Gogh Post Impressionist Primary Colours Secondary Colours Paint Mix</p>	<p>To know how to:</p> <ul style="list-style-type: none"> - name the primary and secondary colours - make tones of one colour (using white) - mix paint to create all the secondary colours - use different brushes to explore and make marks of different thicknesses? - use colour and painting skills to create a place, time or season
<p>Y3 / 4 Year A</p> <p>BY THE END OF THE LENT TERM UNIT</p>	<p><u>PAINTING UNIT</u> <u>ARTIST: WILLIAM MORRIS</u> By the end of this topic, the children will know...  William Morris was a Victorian artist, architect, furniture and fashion designer  He used repeating patterns as inspired by nature – flowers, leaves, plants, trees  He produced decorative art in a range of different forms, including: textiles, furniture, wallpaper, stained glass windows, book design and tapestry.</p>	<p>William Morris Repeating pattern Primary colour Secondary colour Colour Wheel Shade Warm colour Cool colour</p>	<p>To know how to:</p> <ul style="list-style-type: none"> - mix and use primary and secondary colours with the addition of black and white and other hues - where each of the primary and secondary colours sits on the colour wheel - create a background using a wash - use a range of brushes to create different effects - create all the colours they need - use shading to create mood and feeling
<p>Year 3/4 Year B</p> <p>BY THE END OF LENT TERM UNIT</p>	<p><u>PAINTING UNIT</u> <u>ARTIST: GEORGES SEURAT</u> By the end of this topic, the children will know...  Seurat was a French post impressionist artist  He used a technique known as pointillism – tiny dots close together  'Bathers at Asnieres' is one of his most famous pieces of pointillism work that he painted on a large scale</p>	<p>George Seurat Impressionist Pointillism Colour Wheel Primary and Secondary Colours Wash Shade Tone Tint</p>	<p>To know how to:</p> <ul style="list-style-type: none"> - mix and use primary and secondary colours with the addition of black and white and other hues - where each of the primary and secondary colours sits on the colour wheel - create a background using a wash - use a range of brushes to create different effects - create all the colours they need - use shading to create mood and feeling - apply colour using dotting successfully
<p>Year 5/6 Year A</p> <p>BY THE END OF THE LENT TERM UNIT</p>	<p><u>SCULPTURE UNIT</u> Ancient Greek pottery (linked to Ancient Greece History unit) By the end of this topic, the children will know...  Ancient Greek pottery was made from clay.  The pots were decorated with images from Greek life  They used mainly the colours black, red and orange</p>	<p>Mouldable Shaping Forming Joining Sculpting</p>	<p>To know how to:</p> <ul style="list-style-type: none"> - experiment with and combine materials and processes to design and make 3D form? - sculpt clay and other mouldable materials? - develop skills in shaping, forming, modelling and joining?

<p>Year 5 /6 Year B</p> <p>BY THE END OF THE LENT TERM UNIT</p>	<p>PAINTING UNIT – Ancient Mayan artwork – printing (linked to Mayan History unit By the end of this topic, the children will know...</p> <ul style="list-style-type: none"> ☺ Mayan art involved the use of lots of repeated and geometric patterns ☺ Mayans decorated objects that were either sacred or that served a specific purpose ☺ Mayan kings would often commission a work of art to commemorate events in their lives 	<p>Hue Tint Tone Shade Primary & Secondary Colours Wash</p>	<p>To know how to:</p> <ul style="list-style-type: none"> - use hue, tint, tone, shades and mood within their painting - explore the use of texture in colour - select colour for purpose - create different effects by using a variety of tools and techniques; dots, scratches, splashes and applying paint in layers
ART MEDIUM TERM PLAN – PENTECOST TERM			
	Artists Knowledge	Vocabulary	Artists Skills Knowledge
<p>Y1/2 Year A</p> <p>BY THE END OF THE PENTECOST TERM UNIT</p>	<p>DRAWING & PAINTING UNIT ARTIST : DAVID HOCKNEY By the end of this topic, the children will know...</p> <ul style="list-style-type: none"> ☺ David Hockney is a Pop art style artist. ☺ His works are bright and colourful. ☺ He uses a pathway into his paintings such as a road, river, small house 	<p>Primary & Secondary Colours Colour Mix Darken Lighten</p>	<p>To know how to:</p> <ul style="list-style-type: none"> - use thick and thin brushes as appropriate - name the primary and secondary colours - mix paint to create all the secondary colours
<p>Y1/2 Year B</p> <p>BY THE END OF THE PENTECOST TERM UNIT</p>	<p>DRAWING & PAINTING UNIT – TEXTURES focus ARTIST: Henri Rousseau, linked to Plants and Animals Science topic By the end of this topic, the children will know...</p> <ul style="list-style-type: none"> ☺ Henri Rousseau was a post-Impressionist painter. ☺ He was inspired by nature ☺ He painted jungle scenes despite never going to a jungle 	<p>Primary & Secondary Colours Colour Mix Darken Lighten</p>	<p>To know how to:</p> <ul style="list-style-type: none"> - use thick and thin brushes as appropriate - name the primary and secondary colours - mix paint to create all the secondary colours - use different brush techniques to create texture - mix different shades using white and black
<p>Y3 / 4 Year A</p> <p>BY THE END OF THE PENTECOST TERM UNIT</p>	<p>SCULPTURE UNIT ARTIST: Tatsuya Tanaka (habitat diorama) By the end of this topic, the children will know...</p> <ul style="list-style-type: none"> ☺ Tatsuya Tanaka is a Japanese artist and the world's first "miniature" photographer, ☺ He uses everyday objects to create miniature models 	<p>Japanese Miniature Combine 3D form</p>	<p>To know how to:</p> <ul style="list-style-type: none"> - plan, design and make models from observation or imagination - to develop skills in joining, extending and modelling clay? - experiment with and combine materials and processes to design and make 3D form?

	<p>☺ Every day since 2011, he has been creating playful pocket-size scenes and shares one per day on his miniature calendar.</p>		
<p>Year 3/4 Year B</p> <p>BY THE END OF PENTECOST TERM UNIT</p>	<p>SCULPTURE UNIT – Clay – Willow Pattern</p> <p>☺ The Willow Pattern is Chinese influenced, blue and white landscape printed onto English pottery</p> <p>☺ It was first produced in China by Thomas Turner in 1779. He turned the print into a motif for a tea pot</p> <p>☺ The pattern symbolises a very popular Chinese Legend (link to English Unit)</p>	<p>Willow Pattern Chinese influence Texture Pattern Mouldable Malleable</p>	<p>To know how to:</p> <ul style="list-style-type: none"> - plan, design and make models from observation or imagination - develop skills in joining, extending and modelling clay - create textures and patterns in malleable materials including clay - develop skills in shaping, forming, modelling and joining
<p>Year 5/6 Year A</p> <p>BY THE END OF THE PENTECOST TERM UNIT</p>	<p>PAINTING UNIT ARTIST: Yuval Zommer (linked to Living Things Science unit)</p> <p>By the end of this topic, the children will know...</p> <p>☺ Yuval Zommer is an English illustrator</p> <p>☺ His painting is colourful, vibrant and full of movement.</p> <p>☺ He uses nature and the natural environment as inspiration for his work</p>	<p>Hue Tint Shade Paint wash Texture</p>	<p>To know how to:</p> <ul style="list-style-type: none"> - use hue, tint, tone, shades and mood within their painting - explore the use of texture in colour - select colour for purpose and to express feelings - use paint techniques to represent action or interaction
<p>Year 5 /6 Year B</p> <p>BY THE END OF THE PENTECOST TERM UNIT</p>	<p>SCULPTURE UNIT Viking Art: Jewellery & Artefacts (linked to Vikings History unit)</p> <p>By the end of this topic, the children will know...</p> <p>☺ Viking Art mostly encompassed the decoration of functional objects made of wood, metal, stone, textile</p> <p>☺ They used relief carvings, engravings of animal shapes and abstract patterns</p> <p>☺ The Vikings loved abstract and intricate animal designs and multiple interlacing lines. The animals depicted in their art include serpents, horses, wolves, birds and unreal fantasy animals</p>	<p>Mouldable Shaping Forming Joining Sculpting</p>	<p>To know how to:</p> <ul style="list-style-type: none"> - experiment with and combine materials and processes to design and make 3D form - sculpt clay and other moldable materials - continue to plan and develop ideas - extend their ability to shape, form, model and join

PROGRESSION OF SKILLS IN DRAWING			
EYFS	YEAR 1/YEAR 2	YEAR 3/4	YEAR 5/6
<p>To know how to:</p> <p>begin to make marks, signs and symbols on a variety of types of paper</p> <p>begin to use a variety of drawing tools</p> <p>begin to hold a range of drawing tools with some dexterity and control</p> <p>begin to explore different textures</p> <p>begin to draw pictures of people</p> <p>begin to use different pencils to explore tone</p>	<p>To know how to:</p> <p>draw using pencil and crayons</p> <p>draw lines of different shapes and thickness, using 2 different grades of pencil</p> <p>create a repeating pattern</p> <p>show an awareness about patterns</p> <p>explore symmetry</p> <p>sketch to make quick records</p> <p>draw carefully in line from observation with some care</p> <p>show patterns and texture in their drawings</p>	<p>To know how to:</p> <p>use charcoal to create cave artwork effects</p> <p>use smudging techniques in charcoal</p> <p>represent things observed, remembered or imagined using colour, selecting appropriate media</p> <p>use three different grades of pencil in their drawing</p> <p>show patterns and texture in their drawings</p>	<p>To know how to:</p> <p>use marks and lines to produce texture</p> <p>use shading to create mood and feeling</p> <p>use the effect of light on objects from different directions</p> <p>develop a concept of perspective</p> <p>select, use and manipulate a range of drawing tools, using them with control and dexterity</p> <p>confidently use charcoal/pastels/pencil in response to light and dark, shadows and well-lit areas</p> <p>convey tonal qualities well showing good understanding of light and dark</p>

PROGRESSION OF SKILLS IN PAINTING			
EYFS	YEAR 1 / 2	YEAR 3/4	YEAR 5/6
<p>To know how to:</p> <p>experiment with using primary colours</p> <p>Begin to name the colours</p> <p>begin to mix colours</p> <p>begin to use a range of tools to make coloured marks on the paper</p> <p>begin to select and use different brushes to explore and make marks</p>	<p>To know how to:</p> <p>choose to use thick and thin brushes as appropriate</p> <p>name the primary and secondary colours</p> <p>show more confidence in mixing colour</p> <p>begin to make tones of one colour (using white)</p> <p>mix paint to create all the secondary colours</p> <p>select and use different brushes to explore and make marks of different thicknesses</p> <p>use colour and painting skills and apply surface techniques to create a place, time or season</p> <p>darken colours without using black</p> <p>mix and match colours, predict outcomes</p>	<p>To know how to:</p> <p>use natural materials to create different effects</p> <p>create all the colours they need</p> <p>colour mix and match; tint, tone and shade</p> <p>represent things observed, remembered or imagined using colour, selecting appropriate media</p> <p>mix and use primary and secondary colours with the addition of black and white and other hues</p> <p>where each of the primary and secondary colours sits on the colour wheel</p> <p>create a background using a wash</p> <p>use a range of brushes to create different effects</p> <p>use shading to create mood and feeling</p> <p>understand how artists use warm and cool colour using this when mixing paint to express mood within work</p> <p>apply colour using dotting successfully</p>	<p>To know how to:</p> <p>show awareness of natural environment through careful colour matching and understanding seasonal change</p> <p>select colour for purpose</p> <p>use hue, tint, tone, shades and mood within their painting</p> <p>continue to explore the use of texture in colour</p> <p>continue to select colour for purpose and to express feelings</p> <p>use paint techniques to represent action or interaction</p> <p>create a range of moods in their paintings</p> <p>create different effects by using a variety of tools and techniques; dots, scratches, splashes and applying paint in layers</p>

PROGRESSION OF SKILLS IN SCULPTURE			
EYFS	YEAR 1 / 2	YEAR 3/4	YEAR 5/6
<p>To know how to:</p> <ul style="list-style-type: none"> begin to shape and model use simple tools to effect changes to materials handle tools, objects, construction and malleable materials safely and with increasing control understand that different media can be combined to create new effects manipulate materials to achieve a planned effect construct with a purpose in mind, using a variety of resources 	<p>To know how to:</p> <ul style="list-style-type: none"> make different kinds of shapes begin to construct with a purpose experiment with constructing and joining natural, recycled and /or manmade materials add texture by using tools cut, roll and coil materials such as clay, dough or plasticine add line and shape to their work begin to use decorative techniques begin to replicate patterns and textures in a 3-D form 	<p>To know how to:</p> <ul style="list-style-type: none"> plan, design and make models from observation or imagination? continue to develop skills in joining, extending and modelling clay experiment with and combine materials and processes to design and make 3D form continue to plan and develop ideas create textures and patterns in malleable materials including clay develop skills in shaping, forming, modelling and joining 	<p>To know how to:</p> <ul style="list-style-type: none"> experiment with and combine materials and processes to design and make 3D form sculpt clay and other moldable materials confidently develop skills in shaping, forming, modelling and joining