

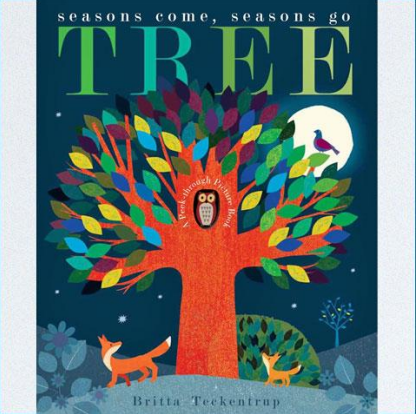
Swalwell Primary School – Art and Design 2022/23

Medium Term Plan

Autumn

Year 1

Drawing – observational *link to school grounds*

Vocabulary/Evaluation	Artist – Book Illustrator Britta Treckentrup	Substantive Knowledge and Implicit Skills
<p><u>Vocabulary</u></p> <p>Observe, position, tone, thick, thin, soft, broad, narrow, fine, pattern, line, shape, detail</p> <p><u>Evaluating</u></p> <p>Show interest in and describe what they think about the work of others.</p> <p>Look at and talk about own work and that of other artists, craft makers and designers and the techniques they have used.</p> <p>Describe the differences and similarities between different practices and disciplines, make links to their own work and compare to artist.</p> <p>Verbally reflect on the success of their piece and identify what went well and what they could do better next time.</p>	<p>Britta Treckentrup</p> 	<p>Drawing</p> <p><u>Knowledge</u></p> <p>Understand drawing is a physical activity.</p> <p>Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find.</p> <p><u>Skills</u></p> <p>Draw carefully in line from observation, recording shapes and positioning all marks/features with some care.</p> <p>Learning how to use different marks in their drawings; dots, lines, shape with pencils and colour.</p> <p>Explores tone using different grades of pencil, pastel and chalk.</p> <p>Experiments and investigates with a variety of drawing tools (<i>pencil, crayon, pastels, chalk</i>).</p> <p>Encourage observational drawings to focus on more accurate observations.</p>


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Medium Term Plan

		To talk about their own work and that of other artists.
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Year 2

Drawing - portrait

Vocabulary/Evaluation	Artist – Pablo Picasso	Substantive Knowledge and Implicit Skills
<p><u>Vocabulary</u></p> <p>Observe, position, tone, technique, self portrait, line, thick, thin, light, dark, narrow, fine, pattern, shape, detail, comparison, colour, blend, abstract, surrealism, cubism, Picasso</p> <p><u>Evaluating</u></p> <p><i>Ongoing</i> When looking at creative work express clear preferences and give reasons for these (e.g. / like that because...).</p> <p>Reflect on the success of their piece and identify what skill they feel went well and what skill they could improve upon.</p> <p><i>Final</i> Identify changes they might make to further develop their work.</p> <p>Describe the differences and similarities between different practices and disciplines, make links to their own work.</p>	<p>Pablo Picasso</p> 	<p>Drawing</p> <p><u>Knowledge</u> Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find.</p> <p>Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line.</p> <p><u>Skills</u> Explore drawing techniques to represent themselves through art</p> <p>Creating portraits by controlling and defining their use of line for expression.</p> <p>Draw lines with increased skill, awareness and control.</p> <p>Apply tone to create form. Experiment with pencils to create more complex tones – learning that different ways of holding a pencil affects the tone created</p>


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Medium Term Plan

		Talk about their own work and that of other artists.
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Year 3/4

Drawing – still life

Vocabulary/Evaluation	Artist – Cezanne	Substantive Knowledge and Implicit Skills
<p><u>Vocabulary</u></p> <p>Post impressionist, still life, Paul Cezanne, observe, perspective, tone, realism</p> <p><u>Evaluating</u></p> <p>Regularly reflect upon their own work, and use comparisons of ideas, methods and approaches with the work of others (pupils and artists) to identify how to improve.</p> <p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> <p>Look at and reflect on the work of great artists, craft makers, architects and designers and the techniques they have used.</p> <p>Annotate work in sketch book.</p>	<p>Cezanne</p> 	<p><u>Drawing Knowledge</u></p> <p><i>Still Life is a genre which gained prominence in the late 16th centur. Still life art pieces are categorized by the depiction of ordinary objects which may be natural, like flowers, fruits etc. or man-made, like glasses, musical instruments etc.</i></p> <p>Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find.</p> <p>Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line.</p> <p>Understand that we can change perspective of an item using shading to create 3D form</p> <p><u>Skills</u></p> <p>Build on skills of tonal shading in their drawing.</p> <p>Sketch lightly without using a rubber.</p>


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		<p>Use different grades of pencils to show tone and textures through hatching and cross hatching.</p> <p>Use shading to show light and shadow.</p> <p>Annotate sketches to explain and elaborate.</p> <p>Use line, tone, shape and colour to represent figures and forms.</p> <p>Work on a variety of scales.</p> <p>Talk about and compare their own work and that of other artists.</p>
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Year 5

Drawing – abstract, cubism

<p>Vocabulary/Evaluation</p>	<p>Artist – Franz Marc</p>	<p>Substantive Knowledge and Implicit Skills</p>
<p><u>Vocabulary</u></p> <p>Expressionism, animals, line, form, tone, colour, abstract, cubism</p> <p><u>Evaluating</u></p> <p>Regularly analyse and reflect on their progress taking account of what they hope to achieve and make comparisons of ideas, methods and approaches they could use to identify how to improve.</p> <p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> <p>Annotate work in sketch book.</p>	<p>Franz Marc</p> 	<p>Drawing</p> <p><u>Knowledge</u></p> <p>Understand that we can change perspective of an item using shading to create 3D form</p> <p>Franz Marc was an artist famed for his abstract and symbolic art pieces, inspired by animals and use of cubism.</p> <p>Understand that we can use different media (sometimes combined in one</p>

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		<p>drawing) to capture the nature of things we find.</p> <p><u>Skills</u> Draw carefully in line from observation, recording shapes and positioning all marks/features with some care.</p> <p>Learning how light effects objects and people from different directions.</p> <p>Explore tone using different grades of pencil, pastel and chalk.</p> <p>Experiments and investigates with a variety of drawing tools (<i>pencil, crayon, pastels, chalk</i>).</p> <p>Explore concept of perspective.</p> <p>To compare their own work and that of other artists.</p>
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Year 6

Drawing – observational, landscape - *link to industrial work (Victorians topic)*

<p>Vocabulary/Evaluation</p>	<p>Artist – Norman Cornish</p>	<p>Substantive Knowledge and Implicit Skills</p>
<p><u>Vocabulary</u> Expressionism, socio-historic, line, form, tone, perspective, proportion</p> <p><u>Evaluating</u></p>	<p>Norman Cornish</p>	<p>Drawing <u>Knowledge</u> Understand that we can change perspective of an item using shading to create 3D form</p>

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Regularly analyse and reflect on their progress taking account of what they hope to achieve and make comparisons of ideas, methods and approaches they could use to identify how to improve.

Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.

Annotate work in sketch book.



Norman Cornish was a north-east artist famed for his socio-historic art work, reflecting on his life as a miner through his art.

Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find.

Skills

Draw carefully in line from observation, recording shapes and positioning all marks/features with some care.

Learning how light effects objects and people from different directions.

Create varying shadows and tones using different grades of pencil, pastel, charcoal and chalk.

Explore concept of perspective.

Produce increasingly realistic drawings of people.

Identify ways that artists represent their ideas through different media.

Develop personal, imaginative responses to a theme.

Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.


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Medium Term Plan

Spring

Year 1 – Spring 1

Painting and Printing

Vocabulary/Evaluation	Artist – Wassily Kandinsky	Substantive Knowledge and Implicit Skills
<p><u>Vocabulary</u></p> <p>Observe, position, tone, thick, thin, soft, broad, narrow, fine, pattern, line, shape, detail, vertical, horizontal, crosshatched, wavy, straight, shape names, primary colours, secondary colours.</p> <p><u>Evaluating</u></p> <p>Show interest in and describe what they think about the work of others.</p> <p>Look at and talk about own work and that of other artists, craft makers and designers and the techniques they have used.</p> <p>Describe the differences and similarities between different practices and disciplines, make links to their own work and compare to artist.</p> <p>Verbally reflect on the success of their piece and identify what went well and what they could do better next time.</p>	<p>Wassily Kandinsky</p> 	<p>Painting and Printing</p> <p><u>Knowledge</u></p> <p>Understand watercolour is a media which uses water and pigment.</p> <p>Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks.</p> <p>Understand prints are made by transferring an image from one surface to another.</p> <p>Understand relief prints are made when we print from raised images (plates).</p> <p><u>Skills</u></p> <p>Understanding that abstract art uses shapes and colours and experimenting with composition</p> <ul style="list-style-type: none">• Mixing primary colours to create secondary colours• Developing skill and control with Painting• Creating original patterns and designs• Learning the names of the primary


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Medium Term Plan

		<p>colours and that they can be mixed to make secondary colours</p> <ul style="list-style-type: none"> • Creating and describing different shades of one colour using paint • Choosing and justifying appropriate colours to reflect a theme and purpose. <p>Creating abstract compositions using various shapes</p> <ul style="list-style-type: none"> • Identifying, making and describing their use of shape for print
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Year 2 – Spring 1


Painting

<p>Vocabulary/Evaluation</p>	<p>Artist – Beatriz Milhazes</p>	<p>Substantive Knowledge and Implicit Skills</p>
<p><u>Vocabulary</u></p> <p>Observe, position, tone, thick, thin, soft, broad, narrow, fine, pattern, line, shape, detail pattern, vertical, horizontal, crosshatched, wavy, straight, shape names, primary colours, secondary colours.</p> <p><u>Evaluating</u></p> <p>Show interest in and describe what they think about the work of others.</p> <p>Look at and talk about own work and that of other artists, craft makers and designers and the techniques they have used.</p>	<p>Beatriz Milhazes</p> 	<p>Painting and Printing Knowledge</p> <p>Understand watercolour is a media which uses water and pigment.</p> <p>Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks.</p> <p>Understand prints are made by transferring an image from one surface to another.</p> <p>Understand relief prints are made when we print from raised images (plates).</p>

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<p>Describe the differences and similarities between different practices and disciplines, make links to their own work and compare to artist.</p> <p>Verbally reflect on the success of their piece and identify what went well and what they could do better next time.</p>		<p>Understand mono prints or mono types are prints made by drawing through an inked surface, transferring the marks on to another sheet.</p> <p><u>Skills</u></p> <p>Understanding that abstract art uses shapes and colours and experimenting with composition</p> <ul style="list-style-type: none">• Mixing primary colours to create secondary colours• Developing skill and control with Painting• Creating original patterns and designs• Learning the names of the primary colours and that they can be mixed to make secondary colours• Creating and describing different shades of one colour using paint• Choosing and justifying appropriate colours to reflect a theme and purpose. <p>Creating abstract compositions using various shapes</p> <ul style="list-style-type: none">• Identifying, making and describing their use of shape for print
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Vocabulary/Evaluation	Artist – Banksy and local street art – Ouseburn link	Substantive Knowledge and Implicit Skills
<p><u>Vocabulary</u></p> <p>Print, stencil, paint, graffiti, political, street art</p> <p><u>Evaluating</u></p> <p>Take the time to reflect upon what they like and dislike about their work and suggest how they could improve it.</p> <p>Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of great artists, architects and designers in history and techniques they use.</p>	<p>Banksy</p>  <p>Local art – Ouseburn https://www.chroniclive.co.uk/news/north-east-news/street-art-graffiti-gateshead-ouseburn-16844984</p>	<p>Painting and Printing</p> <p><u>Knowledge</u></p> <p>Understand that screen prints are made by forcing ink over a stencil.</p> <p>Understand that mono print can be used effectively to create prints which use line. That screen prints can be used to create prints which use thicker lines and / or shapes.</p> <p>Understand that we can create imagery using natural pigments and light.</p> <p>Understand that paint acts differently on different surfaces.</p> <p>Understand the concept of still life and landscape painting.</p> <p><u>Skills</u></p> <p>Begin to explore complementary colours.</p> <p>Demonstrate increasing control of the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textual effects.</p> <p>Record experiments and explorations.</p> <p>Confidently create different effects and textures with paint according to what they need for the task.</p> <p>Use a brush with control to produce marks appropriate to the work, e.g. small brush for detail.</p> <p>Explore the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>

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Medium Term Plan

Year 5 – Spring 1

3D: Sculpture

Vocabulary/Evaluation	Artist – Phidias	Substantive Knowledge and Implicit Skills
<p><u>Vocabulary</u></p> <p>Observe, mould, malleable, statue, sculptor</p> <p><u>Evaluating</u></p> <p>Regularly analyse and reflect on their progress taking account of what they hope to achieve.</p> <p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> <p>Look at and reflect on the work of great artists, craft makers, architects and designers and the techniques they have used.</p>	<p>Phidias</p> 	<p><u>Knowledge</u></p> <p>Understand that a plinth is a device for establishing the importance or context of a sculptural object</p> <p>Understand that designers often create scaled models to test and share ideas with others.</p> <p>Understand that architects and other artists have responsibilities towards society. Understand that artists can help shape the world for the better</p> <p><u>Skills</u></p> <p><u>Drawing Skills</u></p> <p>Develop use of different drawing techniques (hatching, cross-hatching, stippling, blending, shading, erasing, side strokes, circulism) within their work and make sensible choices about what to do next.</p> <p>Use of scale, proportion and perspective more accurate.</p> <p>Can express their ideas and observations responding to advice from others (pupils and adults) to rework and improve design ideas.</p> <p>Can annotate a work of art to record ideas and emotions using this to inform design ideas and thumbnail drawings and designs.</p> <p>Draw more accurate drawings of people</p> <p><u>Clay Skills</u></p>

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Medium Term Plan

		<p>Make a slip to join two pieces of clay.</p> <p>Continue to model and develop work through a combination of pinch, slab, and coil.</p> <p>Develop understanding of different ways of finishing work: glaze, paint, polish.</p> <p>Use language appropriate to skill and technique, e.g. slip and score, pinch, coil, slab.</p> <p>create surface patterns and textures in a malleable material</p> <p>to explore the roles and purposes of artists, craftspeople and designers working in different times and cultures</p>
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Year 6 – Spring 1

3D: Pottery Sculpture

Vocabulary/Evaluation	Artist – Amphora	Substantive Knowledge and Implicit Skills
<p><u>Vocabulary</u></p> <p>Mould, malleable, statue, ceramic, sculptor</p> <p><u>Evaluating</u></p> <p>Regularly analyse and reflect on their progress taking account of what they hope to achieve.</p>	<p>Amphora</p>	<p>Painting and Printing Knowledge</p> <p>Understand that designers often create scaled models to test and share ideas with others.</p> <p>Understand that architects and other artists have responsibilities towards society. Understand that artists can help shape the world for the better</p> <p>Understand that artists and designers add colour, texture, meaning and richness to our life</p>

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<p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> <p>Look at and reflect on the work of great artists, craft makers, architects and designers and the techniques they have used.</p>		<p>Understand that artists reinvent. Understand that as artists, we can take the work of others and re-form it to suit us. That we can be inspired by the past and make things for the future</p> <p><u>Skills</u> <i>Make clay pots inspired by Ancient Greek art work, paint and decorate.</i></p> <p>Draw carefully in line from observation, recording shapes and positioning all marks/features with some care.</p> <p><u>Clay Skills</u></p> <p>Make a slip to join two pieces of clay.</p> <p>Continue to model and develop work through a combination of pinch, slab, and coil.</p> <p>Develop understanding of different ways of finishing work: glaze, paint, polish.</p> <p>Use language appropriate to skill and technique, e.g. slip and score, pinch, coil, slab.</p> <p>create surface patterns and textures in a malleable material</p> <p>to explore the roles and purposes of artists, craftspeople and designers working in different times and cultures</p>
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Summer

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Medium Term Plan

Year 1

3D Mobile & Craft technique: Collage

Vocabulary/Evaluation	Artist – Alexander Calder / Megan Coyle	Substantive Knowledge and Implicit Skills
<p><u>Vocabulary</u></p> <p>Mobile, 3D, collage, layer</p> <p><u>Evaluating</u></p> <p>Show interest in and describe what they think about the work of others.</p> <p>Look at and talk about own work and that of other artists, craft makers and designers and the techniques they have used.</p> <p>Verbally reflect on the success of their piece and identify what went well and what they could do better next time.</p> <p>Describe the differences and similarities between different practices and disciplines, make links to their own work.</p>	<p>Alexander Calder</p>  <p>Megan Coyle</p> 	<p>Painting and Printing</p> <p><u>Knowledge</u></p> <p>Understand drawing is a physical activity.</p> <p>Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find.</p> <p><u>Skills</u></p> <p>Draw carefully in line from observation, recording shapes and positioning all marks/features with some care.</p> <p>Learning how to use different marks in their drawings; dots, lines, shape with pencils and colour.</p> <p>Explores tone using different grades of pencil, pastel and chalk.</p> <p>Experiments and investigates with a variety of drawing tools (<i>pencil, crayon, pastels, chalk</i>).</p> <p>Encourage observational drawings to focus on more accurate observations.</p>



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Medium Term Plan

		To talk about their own work and that of other artists.
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Year 2

3D Seascape & Craft technique: Weaving


Vocabulary/Evaluation	Artist – Robin Collier	Substantive Knowledge and Implicit Skills
<p><u>Vocabulary</u></p> <p>3D seascape, weaving, landscape, horizon line</p> <p><u>Evaluating</u></p> <p>When looking at creative work express clear preferences and give reasons for these (e.g. <i>I like that because...</i>).</p> <p>Identify changes they might make or how their work could be developed further.</p> <p>Reflect on the success of their piece and identify what went well and what they could do better next time.</p> <p>Describe the differences and similarities between different practices and disciplines, make links to their own work.</p>	<p>Robin Collier</p>  <p>Grace and William Darling William Adolphus Knell (1802–1875)</p> 	<p>Painting and Printing Knowledge</p> <p>Understand when we make sculpture by adding materials it is called Construction</p> <p><u>Skills</u></p> <p>Extending their ability to articulate 3D form and space through practical activities.</p> <p>Using a range of materials to design and make products</p> <p>Craft Weaving</p> <p>Studying natural forms through looking at a range of seascape paintings and in the world around them and relating it to their own artwork</p> <p>Explore the work of Robyn Collier</p> <p>Contrast with colours and mood in the Grace and William painting.</p> <p>Children can then make seascapes in both moods using different materials</p>

Medium Term Plan

		<p>Identifying and describing different textures</p> <p>Selecting and using appropriate materials to create textures</p> <p>.</p>
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Year 3/4

3D Sculpture

<p>Vocabulary/Evaluation</p>	<p>Artist – Ancient Egyptians: The Mask of Tutankhamun</p>	<p>Substantive Knowledge and Implicit Skills</p>
<p><u>Vocabulary</u></p> <p>3D sculpture, mould, malleable, carve, smooth</p> <p><u>Evaluating</u></p> <p>Take the time to reflect upon what they like and dislike about their work and suggest how they could improve it.</p> <p>Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of great artists, architects and designers in history and techniques they use.</p> <p>Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.</p> <p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p>	<p>Ancient Egyptians: The Mask of Tutankhamun</p> 	<p>Painting and Printing</p> <p><u>Knowledge</u></p> <p>Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process)]</p> <p>That clay and Modroc are soft materials which finally dry/set hard.</p> <p><u>Skills</u></p> <p>Use equipment and media with confidence, safely and in an organised way.</p> <p>Learn to secure work to continue at a later date.</p> <p>Plan, collect and develop ideas.</p> <p>Construct a simple base for extending and modelling other shapes.</p> <p>Join two parts of a sculpture successfully.</p> <p>Produce and decorate models confidently.</p> <p>Demonstrate awareness in environmental sculpture and found object art. Use recycled, natural and man-made materials to create sculptures.</p>


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Medium Term Plan

		Use language appropriate to skill and technique. Adapt work as and when necessary and explain why.
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Year 5

Painting & Drawing

Vocabulary/Evaluation	Artist – Seurat (pointillism) still life	Substantive Knowledge and Implicit Skills
<p><u>Vocabulary</u></p> <p>Observe, landscape, pointillism</p> <p><u>Evaluating</u></p> <p>Provide a reasoned evaluation of both their own and professionals’ work which takes account of the starting points, intentions and context behind the work.</p> <p>Discuss and review own and others work, expressing thoughts and feelings explaining their views and identify/ explain modifications/ changes and see how they can be developed further.</p> <p>Look at and reflect on the work of great artists, craft makers, architects and designers and the techniques they have used</p>		<p>Painting and Printing Knowledge</p> <p>Understand that there is a tradition of artists working from land, sea or cityscapes. That artists use a variety of media to capture the energy of a place, and that artists often work outdoors to do this.</p> <p>Pointillism is a technique of <u>painting</u> in which small, distinct dots of color are applied in patterns to form an image.</p> <p><u>Skills</u></p> <ul style="list-style-type: none">• Learning ways that artists represent their ideas through painting• Developing personal, imaginative responses to a theme

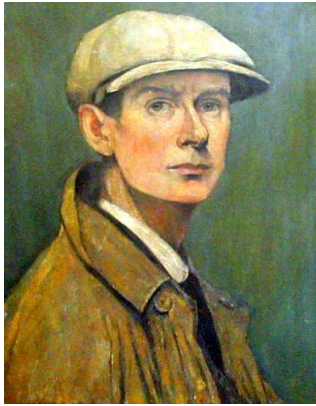
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Medium Term Plan

		* Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures
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Year 6

Painting

Vocabulary/Evaluation	Artist – Lowry	Substantive Knowledge and Implicit Skills
<p><u>Vocabulary</u></p> <p>Self portrait, realism, painting,</p> <p><u>Evaluating</u></p> <p><u>Evaluating</u></p> <p>Provide a reasoned evaluation of both their own and professionals’ work which takes account of the starting points, intentions and context behind the work.</p> <p>Discuss and review own and others work, expressing thoughts and feelings explaining their views and identify/ explain modifications/ changes and see how they can be developed further.</p> <p>Look at and reflect on the work of great artists, craft makers, architects and designers and the techniques they have used</p>	<p>Lowry – self portrait</p> 	<p>Painting and Printing</p> <p><u>Knowledge</u></p> <p>Understand that there is a relationship between the shape and pattern and function.</p> <p><u>Skills</u></p> <p>Produce increasingly accurate drawings of people.</p> <p>Introduce the idea of tertiary colours (primary + secondary) and harmonious colours.</p> <p>Look at different tints (colours with white added) and shades of a pure hue (a colour).</p> <p>Work in a sustained and independent way to develop own style of painting.</p> <p>Purposely control the types of marks made and experiment with different effects and textures including blocking in</p>

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Medium Term Plan

		<p>colour, washes and thickening paint to create textual effects. Mix colour, shades and tones with confidence building on previous knowledge, understanding which works well in their work and why.</p> <p>Compare to Lowry figure painting</p>
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