



BERKELEY PRIMARY SCHOOL

Art Medium Term Plan



	AUTUMN	SPRING	SUMMER
Nur	A nursery artist might study- Jackson Pollock, Victor Pasmore, Patrick Benson Drawing- using gross motor movements to create large marks- continuous rotations, push/ pulls, vertical arcs -using lines to enclose shapes -use drawing to represent ideas like movement or loud noises Painting- explore different types of paint- powder paint, textured paint, water colours, poster paint Printing- become aware that objects leave marks e.g. handprints, footprints, sponges, dinosaur toys 3D- handle and investigate a variety of materials and malleable materials, boxes, pots, sticks, salt dough, play dough, Duplo, Lego etc Textiles- explore the textures of different fabrics Collage- exploring a range of materials such as pasta, shells, rice, tissue, paper, string, fabric, beginning to respond to different textures Vocabulary- Soft, Rough, Draw, Paint	A nursery artist might study- Van Gogh, Georgia O'Keeffe, Giuseppe Arcimboldo Drawing- begin to use enclosed shapes to represent people or objects -begin to include features such as circles for eyes, hair and limbs on pictures of figures Painting- explore paint using a wide variety of tools brushes/hands/cars/sponges - exploring how colours can be changed Printing- use a variety of resources for printing e.g. fruit 3D- use hands to manipulate malleable materials in different ways, rolling, kneading, squashing, pinching Textiles- gross motor weaving with a range of materials e.g. string, ribbon, tissue paper on posts, fencing etc Collage- begin to combine resources with different textures, colours and shapes Vocabulary- Stamp, Press, Colour names, Change	A nursery artist might study- Eric Carle, Maria Sibylla Merian Drawing- show different emotions in their drawings Painting- use colour and marks to show emotions in their paintings Printing- find different ways to print e.g. with water, play dough, mud 3D- begin to arrange blocks, boxes in different ways- stacking, lining up, enclosure Textiles- begin to develop threading e.g. with shoelaces, large beads, pasta - begin to use scissors to cut snips in fabric Collage- attach materials in different ways e.g. glueing and using different types of tape Digital Media- use fingers to make marks on painting program Vocabulary- light / dark, Shiny, Bumpy, Smooth
	Knowledge -talk about artists' pictures e.g. Picasso, Van Gough, Kandinsky (e.g. What do you see? How does it make you feel? How is it different? What do you like? Why?) -talk about what they are doing e.g. 'I am doing a circle for the sun' -answer open questions about their artwork e.g. why did you use that colour? -talk about what they like about their work Vocabulary- Colour, Paper		
	Development Matters 3&4 year olds will be learning to: (Expressive arts and design) -Explore different materials freely, to develop their ideas about how to use them and what to make. -Develop their own ideas and then decide which materials to use to express them. -Join different materials and explore different textures. -Create closed shapes with continuous lines and begin to use these shapes to represent objects. -Draw with increasing complexity and detail, such as representing a face with a circle and including details. -Use drawing to represent ideas like movement or loud noises. -Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. -Explore colour and colour mixing.		



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Rec	A reception artist might study- Amelia Flower, Yayoi Kusama, Andy Goldsworthy Drawing- ascribes meaning to the marks they make - tells a story about their drawing - adds increasing levels of detail to drawings of people (bodies, arms, legs, head, hair, eyes, nose, mouth, fingers) Painting- experiments with and uses primary and secondary colours - names colours as they work (primary and secondary) Printing- makes rubbings (e.g. of autumn leaves) - makes prints with a variety of objects (e.g. autumn leaves, lego bricks, sponge shapes) 3D- handles, feels and enjoys manipulating constructions materials (dough, workshop materials, indoor and outdoor construction kits, natural and found materials) - makes simple impresses in dough - applies simple decoration to dough creations Collage- handles, manipulates and enjoys using materials Digital media- use fingers to create drawings - shows skill in being able to choose / change colours Vocabulary- Screen, Join, Colour names, Self portrait, Build	A reception artist might study- Sarah Yates (faunagraphic), Pat Hutchins Drawing- uses a range of drawing tools with confidence and control -show a variety of emotions in their drawings Painting- mixes colours (informally) and talks about the changes they see happening - enjoys using a range of different tools (e.g. thick and thin brushes, sponge brushes, fingers, twigs) - ascribes meaning to their marks Printing- creates simple repeating patterns 3D- ascribes meaning to their construction - tells a story about their construction Textiles- uses fabric as part of their explorations (glueing to attach) Collage- makes simple collages using papers, natural and found materials, and fabrics Digital media- use pens to create drawings - shows skill in being able to change thickness of pen Vocabulary- Fabric, Collage, Mix, Line , Print	A reception artist might study- Clover Robin, Matisse, David Hockney Drawing- begins to make decisions about which tools to use (e.g. wax crayons are not good for adding detail) Painting- begins to make decisions about combining materials (e.g. to paint a background on a wax crayon picture) - tells a story about their painting -use colour and marks with purpose to show emotions in their paintings Printing- creates pictures 3D- adds increasing levels of detail to their construction Textiles- engages in simple weaving activities Collage- cuts, tears and sticks materials - ascribes meaning to their creations - tells a story about their creation Digital media- ascribes meaning to the marks they make - tells a story about their mark making Vocabulary- Weave, Rip, Tear, Cut, Construct
Knowledge - look at, talk about what they have produced and how they did this - describe the materials they have used - begin to talk about what they like about their own and other children's work - return to and refine their artwork Vocabulary- Artist, Art, Make			
Early Learning Goal 2021 (Expressive Arts and Design and Physical Development) Children at the expected level of development will: Being Imaginative and Expressive - 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; Fine Motor Skills - Use a range of small tools, including scissors, paint brushes and cutlery - Begin to show accuracy and care when drawing.			
Development Matters - Reception will be learning to: Expressive arts and design - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively, sharing ideas, resources and skills. Physical Development - Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.			



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K.S.1	<u>N.C. Pupils should be taught:</u> - 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.		
Y1	A year 1 artist might study- Beate Kuhn, Agnes Tait, Raymond Briggs Clay - make different kinds of shapes - cut, roll and coil - experiment with a variety of tools Drawing - communicate something about themselves in their drawing Painting - communicate something about themselves in their painting Vocabulary- Clay, 2D/3D, Sculpture , Length / Width	A year 1 artist might study- Sophie Munns, Orla Kiely, Paul Cézanne Printing - print with sponges, vegetables and fruit - design their own printing block - create a repeating pattern Drawing - draw using pencil and crayons to represent an object they can see Painting - name the primary and secondary colours - paint a picture of something they can see Vocabulary- Printing block, Design, Primary/ secondary (colours)	A year 1 artist might study- Alma Woodsey Thomas, Space tourism posters Digital Media - use a simple painting program to create a picture - use tools like fill and brushes in a painting package - take different photographs of themselves displaying different moods Drawing - create moods in their drawings - draw lines of different shapes and thickness, using 2 different grades of pencil Painting - create moods in their paintings - choose to use thick and thin brushes as appropriate Vocabulary- Fill, Brushes, Photographer , Mood, Thick / thin
	Knowledge - describe and compare features of their own and other's artwork - look at, talk about what they have produced and how they did this - begin to talk about what they like about their own and other children's work - return to and refine their artwork - know there are different types of art Vocabulary- Craft maker, Designer , Illustrator Sketchbooks -Use sketchbooks to explore ideas in an open-ended way Vocabulary- Sketchbook, Different / Same, Technique		



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Y2	A year 2 artist might study- Susanna Bauer Kurt Schwitters Collage - cut, tear, fold and crumple paper and card for their collages - overlap papers - arrange and glue materials to different backgrounds - work on different scales - create individual and group collages - use different kinds of materials on their collage and explain why they have chosen them Drawing - use three different grades of pencil in their drawing (4B, 8B, HB) to create different tones - use charcoal, pencil and pastels Painting - mix paint to create all the secondary colours Vocabulary- Texture Crumple Fold Overlap Grades (of pencil)	A year 2 artist might study- Bisa Butler Hashem Khan Abbdus Shakoor Shah Textiles - explore fabrics and threads by colour and texture - weave with fabric and thread - join fabric using glue - sew fabrics together Drawing - show patterns and texture in their drawings Painting - make tints by adding white - make tones by adding black Vocabulary- Textiles Sew Thread Tints Tones Watercolours	A year 2 artist might study- Nicky Phillips Chinwe Chukwuogo-Roy Barabara Hepworth Henry Moore Sculpture - add line and shape to their work - shape and form from direct observation (malleable and rigid materials) - use materials such as dough or plasticine and make simple joins Drawing - create different tones using light and dark and look at shadows - use a viewfinder to focus on a specific part of artefact before drawing it Painting - mix and match colours, predict outcomes - mix their own brown Vocabulary- Shape Form Shadows Viewfinder Artefact
	Knowledge - talk about art they have seen, say how other artist/craft maker/designer have used colour, pattern and shape - create a piece of work in response to another artist's work - make links between pieces of art Sketchbooks - experiment in sketchbooks - set out their ideas, using drawing and 'annotation' in their sketchbooks - Use sketchbooks to help make decisions about what to try out next Vocabulary- Annotation		



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K.S.2	N.C. 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.		
Y3	A year 3 artist might study- Henri Rousseau, Frida Kahlo, Sean Charmatz Digital media - use the printed images they take with a digital camera and combine them with other media to produce artwork - combine graphics and text Drawing - use different grades of pencil shade, to show different tones and texture - use different techniques to create tone and texture such as Hatching, Cross hatching and Stippling Painting - predict with accuracy the colours that they mix Vocabulary- Image, Media, Graphics, Text, Shade, Hatching, Cross hatching, Stippling	A year 3 artist might study- Japanese woodblock prints, Nick Rowland, Andy Warhol Printing - make a printing block for stamping/pressing - make a 2 colour print - create an accurate print design - print onto different materials Drawing - use their sketches to produce a final piece of work - write an explanation of their sketch in notes Painting - know where each of the primary and secondary colours sits on the colour wheel - use a range of brushes to create different effects Vocabulary- Colour Wheel, Acrylics, Effects	A year 3 artist might study- Ancient Roman architecture, Moshe Safdie Clay - add onto their work to create texture and shape - begin to sculpt clay Drawing - show objects as 3D in their drawings (ie. building using a boxform) Painting - create a background using a wash Vocabulary- Tactile, Surface, Scale, Background, Wash
Knowledge - describe and compare artworks considering the culture and time period it comes from - use their own experiences to explain how artworks may have been made - know that art can be collected and shown in a gallery Vocabulary- Architect, Viewpoint, Express , Gallery Sketchbooks - use their sketchbooks to express feelings about a subject and to describe likes and dislikes - make notes in their sketchbooks about techniques used by artists - suggest improvements to their work by keeping notes in their sketchbooks Vocabulary- Medium			



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Y4	A year 4 artist might study- Romero Britto Beatriz Milhazes Collage - cut very accurately - overlap and layer materials - experiment using different colours - use repeated patterns in their collage - use mosaic Drawing - identify and draw simple objects, and use marks and lines to produce texture Painting - create all the colours they need - know what harmonic colours are on a colour wheel Vocabulary- Mosaic Harmonic Layer	A year 4 artist might study- Inji Aflatoun Jane McKeating Textiles - join fabric together to form a quilt using padding - use sewing to add detail to a piece of work - add texture to a piece of work - use a wider variety of stitches (more than two) Painting - create mood in their paintings - use shading to create mood and feeling Vocabulary- Stitch Quilt Contrast Intensity	A year 4 artist might study- Edgar Degas Pablo Picasso Sculpture - experiment with and combine materials and processes to design and make 3D form Drawing - begin to show facial expressions and body language in their sketches - organise line, tone, shape and colour to represent figures and forms in movement - explain why they have chosen specific materials to draw with Vocabulary- Facial expressions Body language Figures Forms Movement Motion
	Knowledge - experiment with different styles which artists have used - explain art from other periods of history Vocabulary- Styles Detail Reflections Sketchbooks - use their sketchbooks to express their feelings about various subjects and outline likes and dislikes - use their sketchbooks to adapt and improve their original ideas - plan for an outcome Vocabulary- Improve Represent		



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Y5	A year 5 artist might study- Skyrim & Spyro games designers Clay -practise sculpting skills using a variety of mouldable materials - sculpt clay to make a final piece - add details to a sculpture using carving and moulding techniques Drawing - identify and draw simple objects, and use marks and lines to produce texture - use shading to create mood and feeling - explain why they have chosen specific materials to draw with Painting - know what complementary colours are on a colour wheel Vocabulary- Mould / mouldable Complementary	A year 5 artist might study- Sedefkar Mehmed Agha Ustad Ahmad Lahauri Addison Mizner & José Contreras Printing - print using at least four colours - create an accurate print design that meets a given criteria - look very carefully at the methods they use and make decisions about the effectiveness of their printing methods Drawing - begin to use simple perspective in their work using a single focal point and horizon - begin to develop an awareness of composition, scale and proportion Vocabulary- Perspective Focal point Horizon Composition Proportion	A year 5 artist might study- Marc Martin Martin Jones Richard O' Neill Digital media - combine graphics and text - scan images and take digital photos, and use software to alter them, adapt them and create work with meaning - use software packages to create pieces of digital art Painting - create a range of moods in their paintings - express their emotions accurately through their painting and sketches Vocabulary- Scan Software
	Knowledge - research and discuss the different ideas and approaches of artists - describe how the cultural and historical context of an artist may have influenced their artwork - learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information Vocabulary- Exhibition Sketchbooks - confidently record observations and research - test materials - work towards an outcome more independently Vocabulary- Develop Process Inspiration Inspired		



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Y6	A year 6 artist might study- William Morris Ray Lonsdale Hannah Nunn Textiles - use textile and sewing skills to create a final piece of artwork - include running stitch, cross stitch, backstitch, appliqué and/or embroidery - include both visual and tactile elements in their work Printing - print onto different materials - overprint using different colours - work into prints with a range of media e.g. pens, stitch, paint Drawing - explain why they have combined different tools to create their drawings - explain why they have chosen specific drawing techniques Vocabulary- Running stitch, Cross stitch, Backstitch , Appliqué, Embroidery	A year 6 artist might study- Phidias Theodoros Papagiannis Sculpture - create models on a range of scales - create work which is open to interpretation by the audience - include both visual and tactile elements in their work Drawing - communicate emotions and a sense of self with accuracy and imagination - show an awareness of composition, scale and proportion Painting - use a wide range of techniques in their work Vocabulary- Models, Interpretation, Audience, Elements	A year 6 artist might study- Martin Fowler Matthew Cusick Katsushika Hokusai Collage - combine visual and tactile qualities to express mood and emotion - justify the materials they have chosen - combine pattern, tone and shape Drawing - use simple perspective in their work using a single focal point and horizon Painting - explain why they have chosen specific painting techniques - use harmonic and complementary colours to impact their work - explain what their own style is Vocabulary- Visual, Tactile, Qualities, Background / Foreground
	Knowledge - make a record about the styles and qualities in their work and other artists - say what their work is influenced by - include technical aspects in their work, e.g. architectural design Vocabulary- Portrait / Landscape, Vertical / Horizontal Sketchbooks -Independently and systematically research, test and develop ideas and plans Vocabulary- Quotes, Commercial, Aspects, Qualities, Influenced		