



Art

Year 1

Year 1 - Medium Term Planning - Art – Summer 1



Prior Learning Links		Essential Knowledge & End Points	Key Vocabulary
<p>The Graham Children by Hogarth provides a focus for the whole unit. The children consider the hidden messages that the group portrait conveys as well as investigating how the painting shows the difference of the lives of the Graham children in comparison to their own. Copying small sections of the painting allow the children to consider how to work from close observation, planning where lines and colours should go, colour-matching and using watercolours with different sized brushes. The children use photographs of themselves to explore the poses the children hold in the portrait. Children revisit work on Hogarth in the Printmaking unit in year 5.</p>		<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • 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 wide 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 	<p>Artist Luxury Wealth Message Past Pose Cubism</p>
	Knowledge	As artists, we will...	Assessment Opportunities
Session 1:	<p>To know that artists sometime plan their paintings To know that Hogarth painted The Graham Children. To know that artists sometimes plan their paintings to describe different lines and shapes.</p>	<p>Draw a part of Hogarth's 'The Graham Children' to create a whole class picture I can use lines to plan my picture. I can accurately copy lines and shapes.</p>	
Session 2:	<p>To understand how to match colours and choose a brush. The primary colours are red, yellow and blue. Primary colours can be mixed to make secondary colours which are orange, purple and green. Tints and shades are made by adding white and black to a colour. When using watercolour paint, you can make a colour lighter by adding water.</p>	<p>To add colour to a drawing. I can use colours to match Hogarth's colours. I can choose a brush which is the right size. I can add detail.</p>	
Session 3:	<p>To understand what cubism means. Cubism means showing different views of the same thing in one picture. David Hockney's 'The Scrabble Game' is painted in a cubist style. Cubism means showing different views of the same thing in one picture.</p>	<p>Create a cubist picture of our teacher. I can put my photographs in the right order. I can use four different pictures of each person. I can overlap my pictures. I can select at least four different views of my teacher. I can cut around the different shapes neatly.</p>	



Art

Year 1

Year 2 - Medium Term Planning - Art – Summer 1

History Painting



Prior Learning Links		Essential Knowledge & End Points	Key Vocabulary
This unit builds on the children’s knowledge from their study of paintings showing St George and the Dragon in year 1 in the unit on Narrative Art.		<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:</p> <ul style="list-style-type: none"> • 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 with a range of materials for example, pencil, charcoal 	<p>History painting Myth Mythological paintings Classical Narrative Character Characteristic Setting minotaur</p>
	Knowledge	As artists, we will...	Assessment Opportunities
Session 1:	<p>To know that a work of art can tell part or the whole of a narrative. To understand that a mythological work of art can show part or the whole of a myth. To recognise images from classical mythology and identify the characters/ setting/narrative To know that Angelica Kauffman was one of only two women to be founding members of the Royal Academy of Art in London and was a history painter and trained by her father.</p>	<p>Draw a maze www.instructables.com/id/How-to-Draw-a-Maze/ I can draw straight lines with a ruler. I can include doorways in my maze. I can create lots of different pathways.</p>	
Session 2:	<p>To know that Picasso painted many pictures of the Minotaur To know that Picasso made many pictures of the minotaur Artists can show different characteristics of a character by the way they draw.</p>	<p>Draw the minotaur I can draw a minotaur that is fierce. I can draw a minotaur that is not fierce. I can show different characteristics of the minotaur by the way I draw.</p>	
Session 3:	<p>To know that an artist can show different characteristics by the way they draw. An artist can show different characteristics by the way they draw.</p>	<p>Draw the minotaur using chalk and charcoal I can follow instructions to draw the minotaur. I can use lines to successfully copy shapes. I can use chalk and charcoal to create tone.</p>	Can children use charcoal alongside a blending technique to add shade, tone and depth to their minotaur?



Art

Year 1

Year 3 - Medium Term Planning - Art – Summer 1

Architecture



Prior Learning Links		Essential Knowledge & End Points	Key Vocabulary
<p>This unit builds on knowledge of architecture that children have gained in year 1. The question of the restitution of artefacts from Western museums to their country of origin is considered again in year 5 in relation to the Benin bronzes. They also look at architectural features, first considered in year 1, such as Gaudi’s use of towers, stained-glass windows and mosaics.</p>		<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:</p> <ul style="list-style-type: none"> • 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 and sculpture with a range of materials • about great architects and designers in history 	<p>Architecture Architect Design Pillar/column Tower Dome Materials Symmetrical/ asymmetrical In relief In the round Frieze mosaic</p>
	Knowledge	As artists, we will...	Assessment Opportunities
Session 1:	<p>To understand what architecture means and the importance of the Parthenon Architecture is the art of designing buildings. The Parthenon is an important piece of Greek architecture. The Parthenon marbles were taken to London by Lord Elgin. The Parthenon frieze is an example of sculptures ‘in relief’.</p>	<p>Design and make a relief tile I can decide what shape my tile will be I can use lines to show my design I can keep my design simple I can roll my clay into the right shape I can add clay to show my design I can carve away clay to show my design</p>	
Session 2:	<p>To understand that architects use different things to inspire their designs Architects use different things to inspire their designs. Gaudi was inspired by nature. Gaudi often used curved lines in his designs.</p>	<p>Paint a relief tile I can add appropriate colours in different areas of my tile I can add detail with a small brush I can add mod podge/ PVA glue to glaze my tile</p>	Can GD children mix colours, making darker and lighter shades for darker and lighter areas of their tiles?
Session 3:	<p>To recognise and describe work by Gaudi Architects need to consider what materials to use. Architects use different features in their buildings such as domes and towers Gaudi is known for his mosaics, stained-glass windows and towers.</p>	<p>To design and create a mosaic I can sketch out my design in pencil. I can stick on small pieces of tissue paper. I can use one colour for each section.</p>	Can GD children think about shape and size of mosaic ‘tiles’ so that these fit into their design neatly? Can they use inspiration from Gaudi to guide them in this process?



Art

Year 1

Year 4 - Medium Term Planning - Art – Summer 1

Monuments of the Byzantine Empire



Prior Learning Links

This unit, looking at monuments of the Byzantine empire, also known as the Eastern Roman Empire, is a continuation of the work carried out in Spring B. They create their own mosaic portraits using paper, focussing on how to show differing skin tones, revising work done in year 2 on self-portraits.

Essential Knowledge & End Points

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, 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 and painting with a range of materials for example, pencil and paint
- about great artists, architects and designers in history.

Key Vocabulary

Monument
 Ancient rome
 Empire
 Emperor
 Byzantine Empire
 Constantinople
 Mosaic
 Dome
 Ornate
 icon

	Knowledge	As artists, we will...	Assessment Opportunities
Session 1:	<p>To know that Hagia Sofia was built as a church during the Byzantine Empire</p> <ul style="list-style-type: none"> -Hagia Sofia was built as a church during in the Byzantine Empire -It later became and mosque and then a museum -It has a large, highly decorated dome <p>-It contains Christian Byzantine and Islamic art and is particularly famous for its mosaics.</p>	<p>Copy a Byzantine pattern and paint it</p> <ul style="list-style-type: none"> -I can accurately copy shapes. -I can create a design which fills the circle. <p>-I can use Byzantine patterns in a circle or diamond shape which are symmetrical.</p> <ul style="list-style-type: none"> -I can choose appropriate colours. -I can choose the right brush to use. -I can use smooth, accurate brushstrokes. 	<p>Can GD children work creatively and use various models to create their own Byzantine pattern?</p>
Session 2:	<p>To know that ornate mosaics were made during the Byzantine Empire</p> <p>Ornate mosaics were made during the Byzantine Empire.</p> <p>During the reign of Justinian I churches were built in Ravenna, Italy which contain many important Byzantine mosaics.</p> <p>Two of these mosaics are of Justinian I and his wife, Theodora.</p>	<p>Make a mosaic face</p> <ul style="list-style-type: none"> I can draw a simple template for my face. I can mark where different colours will go. I can stick pieces on in the right place. I can use three different skin tones for my face. 	<p>Can GD children use different shades creatively and effectively to show tone and depth within a face?</p>
Session 3:	<p>To understand that icons were painted to use for prayer and reflection</p> <p>Icons were made during the Byzantine Empire for prayer and reflection</p> <p>An icon is a painting of a holy, Christian person, usually painted on wood</p> <p>Icons were painted in a special style and are still painted today</p>	<p>Finish a mosaic and reflect on our work</p> <ul style="list-style-type: none"> I can reflect on what is successful. I can reflect on how to improve. <p>I can reflect on the links between my artwork and the Byzantine Empire.</p>	



Art

Year 1

Year 5 - Medium Term Planning - Art – Summer 1

Printmaking



Prior Learning Links		Essential Knowledge & End Points	Key Vocabulary
<p>Children will already be familiar with the work of Hokusai from studying The Great Wave in the unit on Line in year 3. From this study and in the year 2 unit on Murals and Tapestries they will have experimented with relief printing using a polystyrene block. This unit, therefore, is used as an opportunity to explore a different process: screen printing. Children have looked at work on William Hogarth in year 1, looking at how he shows wealth and poverty through his work.</p>		<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:</p> <ul style="list-style-type: none"> to improve their mastery of art and design techniques, with a range of materials; about great artists, architects and designers in history. 	<p>Printmaking Indirect Edition Mono-print Screen-printing Linocut Drypoint/engraving Etching Plate Block Printing press</p>
	Knowledge	As artists, we will...	Assessment Opportunities
Session 1:	<p>To understand that printing is an indirect art that can produce many copies</p> <ul style="list-style-type: none"> -Printing is an indirect art that can be made using a block, plate or screen -An edition is when a number of prints is taken from a block, plate or screen at the same time -A mono-print is when only one print is made -Hogarth was well-known for printmaking, and made many editions reflecting life in London 	<p>Create a mono-print portrait of William Hogarth https://www.youtube.com/watch?v=qlZ_7tecOzk</p> <p>I can evenly apply the ink. I can blot the ink. I can use different marks to show different textures.</p>	<p>Can GD children experiment with mark making (referring to resource mat) to show different texture and tone within the portrait?</p>
Session 2:	<p>To understand how a screen-print is made</p> <ul style="list-style-type: none"> -Screen-printing is a process where printing ink is forced through the small holes in a piece of material and a picture or pattern is made by covering some of the holes with a stencil. -Andy Warhol was famous for his screen-prints -Screen-printing allows an artist to produce multiple prints with the same design but different colours 	<p>Create a screen print template in the style of Andy Warhol https://www.youtube.com/embed/dY4pEuSGb1Y?start=0&end=258</p> <p>I can create a design showing areas for ink to show through and areas for ink to be blocked I can neatly paint these areas using PVA to create my template I can keep my design simple</p>	
Session 3:	<p>To understand how a screen-print is made</p> <ul style="list-style-type: none"> -Screen-printing is a process where printing ink is forced through the small holes in a piece of material and a picture or pattern is made by covering some of the holes with a stencil. -Andy Warhol was famous for his screen-prints -Screen-printing allows an artist to produce multiple prints with the same design but different colours 	<p>Create a screen print in the style of Andy Warhol https://www.youtube.com/embed/dY4pEuSGb1Y?start=0&end=258</p> <p>I can add an even line of printing ink at the top of the screen I can drag the ink evenly to create my print I can decide which part of the design to block off or reprint</p>	<p>Can GD children use colour creatively and block off parts of their template effectively?</p>



Art

Year 1

Year 6 - Medium Term Planning - Art – Summer 1

Impressionism



Prior Learning Links		Essential Knowledge & End Points	Key Vocabulary
<p>The impressionists were a group of painters in France who exhibited pictures together in the 1870s and 1880s. Their work is crucial in understanding modernism in painting, explored in the last unit of year 6. By looking at the work of Renoir the children learn how the impressionists used developing scientific knowledge to inform the way they painted.</p>		<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:</p> <ul style="list-style-type: none"> • 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 and painting with a range of materials, for example pencil, charcoals, paint • about great artists in history. 	<p>Impressionism Post-impressionism Exhibit En plein air Studio Transient effects Brushwork Landscape Complementary colours Constructive brushstrokes</p>
	Knowledge	As artists, we will...	Assessment Opportunities
Session 1:	<p>To understand that the impressionists were a group of painters from France in the 19th century</p> <p>The impressionists were a group of painters in France who exhibited pictures together in the 1870s and 1880s.</p> <p>They captured transient effects of nature by painting en plein air rather than in the studio Their brushwork was often fast and put on in broken dabs to show the changing quality of light.</p>	<p>Copy a section of a Monet painting</p> <p>I can paint with dabs of paint I can work quickly and roughly I can carefully choose and mix my colours</p>	
Session 2:	<p>To understand that the impressionists used developing scientific knowledge about the way we see.</p> <p>The impressionists often made use of complementary colours. They often used a lack of detail to try and reproduce the way we see. They often used broken brushstrokes to show changing effects of light.</p>	<p>Paint a scene outside in the style of Monet showing bushes, trees, sky</p> <p>I can use a view finder to paint a small area I can sketch out the main shapes in pencil I can add different colours with dabs of my paint brush</p>	<p>Can children apply brushstrokes in the style of Monet, using tone, shade and texture of the paint to add depth to their piece?</p>
Session 3:	<p>To understand Van Gogh and Gauguin were post-impressionist artists</p> <p>Van Gogh and Gauguin were post-impressionists and lived and worked together in Arles, France in 1888.</p> <p>Van Gogh painted from nature and used colour and brushwork to express and convey emotions</p> <p>Gauguin used intense light and colour in his paintings but rejected painting from nature</p>	<p>Make a collage of the Mont Sainte-Victoire</p> <p>I can draw an outline of the main shapes of the mountain and trees. I can tear patches of colour to use in my collage, matching the colours to those in the photograph I can stick on patches of colour to make a collage of the mountain and trees.</p>	