



Art

Year 1

# Year 1 - Medium Term Planning - Art – Summer 2

## Sculpture



### Prior Learning Links

This unit introduces children to 3D art.

Children are likely to be aware of sculpture through statues they have seen in public spaces.

The unit finishes by returning to the concept of style, previously studied in year 1 in relation to painting, by comparing the work of Giacometti and Moore and the children create their own elongated Giacometti-like figures using pipe-cleaners and foil.

### Essential Knowledge & End Points

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 wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

### Key Vocabulary

Sculpture  
2d  
3d  
carve  
sculptor  
material  
wax  
clay  
bronze  
maquette  
model  
sketch  
patina

	Knowledge	As artists, we will...	Assessment Opportunities
<b>Session 1:</b>	<p><b>To understand that sculpture is a 3D form of art.</b> Sculpture is a 3D form of art. Sculpture can be made out of lots of different materials A sculpture can be built up or carved away.</p>	<p><b>Create a sculpture of a penguin out of clay.</b> I can make different shapes out of clay. I can attach the shapes together. I can describe how I have made my sculpture.</p>	
<b>Session 2:</b>	<p><b>To know that Degas made a sculpture from wax called Little Dancer Aged Fourteen.</b> A person who creates sculptures is called a sculptor. Sculptures can be made from different materials such as wax, clay and bronze.</p>	<p><b>Paint our penguin sculptures.</b> I can paint all of my sculpture. I use different colours on different parts of my sculpture. I can use smooth brushstrokes.</p>	
<b>Session 3:</b>	<p><b>To know that sculptors make sketches and models to plan their sculptures.</b> Sculptors use models and sketches to plan their sculptures. A model for a sculpture is called a maquette.</p>	<p><b>Make a model out of clay.</b> I can mould different shapes for the body, arms, legs and head. I can successfully stick the different parts together. I can make the model sitting down.</p>	
<b>Session 4:</b>	<p><b>To know that sculptors can add colour to their sculptures</b> Sculptors can add different colours to their sculptures. Lots of sculptures are made by casting bronze. Different colours on the surface of a bronze are called its patina. Barbara Hepworth made many different sculptures in bronze with different patina.</p>	<p><b>Paint our sculptures.</b> I can use smooth brushstrokes. I can paint different parts of my sculpture with different colours. I can add small details with a small brush.</p>	



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# Year 2 - Medium Term Planning - Art – Summer 2

## Murals and Tapestries



### Prior Learning Links

In this unit, the children are introduced to murals, what they are and how they have been painted throughout history, by looking at cave paintings, murals in churches of the Italian renaissance, and at more modern works by Rivera and Banksy.

Children will revisit Leonardo’s The Last Supper, previously looked at in relation to symmetry in the unit on Landscapes and Symmetry.

Children will look at tapestries, learning what these are and how weaving is distinguished from embroidery (already touched on in the previous unit on Anglo Saxon Art in relation to the Bayeux Tapestry).

Whilst studying The Last Supper they consider, in depth, the importance of composition (previously studied in the year 2 unit on Colour, Shape and Texture) and how different shapes, colours and lines are arranged in a work of art. They use this knowledge to consider and construct a successful composition for their sea scene.

### 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 improve their mastery of art and design techniques
- about great artists in history.

### Key Vocabulary

Sistine Chapel  
 Vatican City  
 Rome  
 Genesis  
 God  
 Adam  
 The Pope  
 Fresco  
 plaster  
 Mural  
 Portugal  
 National Gallery  
 discussion

	Knowledge	As artists, we will...	Assessment Opportunities
<b>Session 1:</b>	<p><b>To know that sometimes artists paint on walls or ceilings.</b>            Sometimes artists paint on walls or ceilings.            Pieces of art painted onto walls or ceilings are called murals.            Murals may tell a story of contain a message.</p>	<p><b>Create a poly tile printing block.</b>            I can make dots to follow the lines in my image.            I can join up the dots to make lines in the poly tile.</p>	
<b>Session 2:</b>	<p><b>To ask questions about and discuss a piece of art.</b>            Murals are pieces of art that everyone can see.            We can ask questions about pieces of art.            Sometimes it isn’t clear what a piece of art is about.</p>	<p><b>Print a background for our mural using found objects.</b>            I can apply printing ink evenly to my printing object.            I can create a clear print.</p>	
<b>Session 3:</b>	<p><b>To know that Michelangelo painted a mural on the ceiling of the Sistine Chapel.</b>            Michelangelo painted a mural on the ceiling of the Sistine Chapel in Vatican City in Rome.            The mural is a fresco.            Frescoes are murals painted on wet plaster.            Michelangelo painted images from the Bible, including the Creation story from the book of Genesis.</p>	<p><b>Print with a poly tile printing block.</b>            I can apply printing ink evenly to my poly tile.            I can create a clear print.</p>	



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# Year 3 - Medium Term Planning - Art – Summer 2

## Modern Architecture



Prior Learning Links		Essential Knowledge & End Points	Key Vocabulary
<p>This unit builds on the children’s knowledge of architecture gained in the previous unit by studying architecture of the modern world. The first lesson defines modern architecture and explores the differences with ‘traditional’ architecture by comparison between St Paul’s Cathedral (which the children first learnt about in year 1) and the Guggenheim Museum in Bilbao. Through this comparison the children consider the buildings critically, comparing use of line, materials and different features. They revise how to use different drawing skills studied in the year 3 unit on Still Life and Form to make drawings of the Guggenheim Museum.</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.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• to improve their mastery of art and design techniques, including drawing with a range of materials for example, pencil, charcoal</li> <li>• about great architects and designers in history.</li> </ul>	<p>Innovative Function design Architecture Architect Design Modern Traditional Materials Features Function Inspiration inspire</p>
	Knowledge	As artists, we will...	Assessment Opportunities
Session 1:	<p><b>To compare modern and traditional architecture</b> Modern architecture means buildings that have been designed and built recently. Modern architecture can look different from traditional architecture using different materials, shapes and lines. The Guggenheim Museum uses curves and is largely made out of metal.</p>	<p><b>Draw the Guggenheim Museum.</b> I can draw an outline of the curved shapes of the Guggenheim Museum I can use lines or shading to show different tones</p>	
Session 2:	<p><b>To understand that the function of a building affects its design.</b> An architect considers the function of a building when designing it The function of a building will affect its design Miralles thought about the function of the Scottish Parliament when designing the Scottish parliament buildings</p>	<p><b>Design a bed system</b> I can fit in a bed, desk, wardrobe, draws and shelves. I can mark the different shape on the lines of the squared paper. I can make straight lines with a ruler.</p>	
Session 3:	<p><b>To understand that architects use different things to inspire their designs</b> Architects use different things to inspire their designs A new Serpentine Pavilion is designed and built each year in Kensington Palace Gardens The London Aquatics Centre was inspired by the movement of water</p>	<p><b>Draw a skyscraper inspired by an everyday object.</b> I can draw the outside shape of my building. I can add details and colour. I can label my building to say what materials it should be made out of.</p>	



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# Year 4 - Medium Term Planning - Art – Summer 2

## Needlework and Embroidery



Prior Learning Links		Essential Knowledge & End Points	Key Vocabulary	
<p>This unit introduces needlework and embroidery through study of an intricate and richly coloured embroidered panel by Margaret MacDonald.</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.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, with a range of materials               <ul style="list-style-type: none"> <li>about great artists and designers in history.</li> </ul> </li> </ul>	<p>Thread Needle Embroidery cross-stitch coronation needlework sew stitch weaving tapestry loom warp thread weft thread abstract</p>	
	Knowledge	As artists, we will...		Assessment Opportunities
<b>Session 1:</b>	<p><b>To understand that needlework is the art of sewing or embroidery</b> Sewing is making stitches with a needle Embroidery is the art of making patterns or pictures by sewing stitches directly onto cloth with a needle Cross-stitch is a stitch made of two stitches crossing over each other</p>	<p><b>Make a cross-stitch design for a bookmark</b> I can create a design on squared paper I can use a maximum of two colours I can make my design the right size</p>		
<b>Session 2:</b>	<p><b>To understand that embroidery is the art of making pictures or patterns by sewing onto cloth</b> Embroidery is the art of making patterns or pictures by sewing stitches directly onto cloth with a needle Norman Hartnell was Queen Elizabeth II's designer and designed her coronation dress which used embroidery Cross-stitch is a stitch made of two stitches crossing over each other</p>	<p><b>Use cross-stitch to create a bookmark using our own design</b> I can mark my design on a cloth. I can thread a needle and tie a knot. I can start using crossstitch.</p>		
<b>Session 3:</b>	<p><b>To understand what weaving is</b> Weaving is a way of making fabric by crossing over threads. A warp thread is a length of thread on a loom. A weft thread is a length of thread which under and over a warp thread. A tapestry is a thick piece of fabric, with patterns and sometimes, pictures on it, made by weaving. Charles I commissioned tapestries based on paintings by Raphael.</p>	<p><b>Weave a bookmark</b> I can say what weaving is. I can create a warp thread on a loom. I can weave using a weft thread.</p>		



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# Year 5 - Medium Term Planning - Art – Summer 2

## Colour and Textiles



Prior Learning Links		Essential Knowledge & End Points	Key Vocabulary
<p>Children have used a number of colour mixing techniques and skills throughout their studies, in every year group.</p> <p>In year 4, children studies needlework and embroidery.</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.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• to improve their mastery of art and design techniques, with a range of materials               <ul style="list-style-type: none"> <li>• about great artists and designers in history.</li> </ul> </li> </ul>	<p>Primary colour</p> <p>Secondary colour</p> <p>Shade</p> <p>Colour wash</p> <p>Tone</p> <p>Opaque</p> <p>Tint</p> <p>Stippled</p> <p>Composition</p> <p>Complimentary</p>
	Knowledge	As artists, we will...	Assessment Opportunities
Session 1:	<p><b>To understand that famous artists can provide valuable insights for aspiring artists.</b></p> <p>Every artist’s approach is highly personal and has evolved over time during their careers. Aspiring artists can take inspiration from these techniques while also gradually developing their own unique style and methods of colour mixing.</p> <p>Look at a number of famous artists well-known for their colour mixing techniques.</p> <p><a href="https://colourmixingtutorials.com/colour-mixing-secrets-of-famous-artists/">https://colourmixingtutorials.com/colour-mixing-secrets-of-famous-artists/</a></p>	<p><b>Practise and develop colour mixing techniques.</b></p> <p>-Use a number of brush techniques using thick and thin brushes to experiment when mixing.</p> <p>- Mix colours effectively, adding little bits at a time to match a swatch closely.</p> <p>-Use watercolour paint to produce a variety of shades and tones.</p> <p>-Experiment with creating mood with colour in our sketchbooks.</p>	
Session 2:	<p><b>To understand that appliqué and embroidery are different sewing techniques which can be used to decorate fabric</b></p> <p>Appliqué and embroidery can be used to decorate fabric</p> <p>Appliqué is a technique where pictures or patterns made from fabric are sewn onto a background</p> <p>Embroidery is a technique where pictures or patterns are made by stitches on fabric</p>	<p><b>Decorate a hand-made tote bag.</b></p> <p>-Use applique and embroidery to decorate a tote bag.</p> <p>-Use a needle and thread to create my design.</p> <p>-Sew my design firmly onto my bag using my chosen stitch.</p>	
Session 3:	<p><b>To understand the different processes and stitches for making a bag</b></p> <p>Backstitch can be used for joining two pieces of fabric together to make a seam or a hem.</p> <p>Overcast stitch (or whipstitch) can be used for appliqué.</p> <p>Lots of different stitches can be used for embroidery like backstitch, running stitch and cross stitch.</p>	<p><b>Decorate a hand-made tote bag.</b></p> <p>-Use applique and embroidery to decorate a tote bag.</p> <p>-Use a needle and thread to create my design.</p> <p>-Sew my design firmly onto my bag using my chosen stitch.</p>	



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# Year 6 - Medium Term Planning - Art – Summer 2

## Modernism and Beyond



### Prior Learning Links

The children start by reviewing their understanding of modernism, introduced in the unit on Style at the beginning of year 5.

This tour of important work of British artists from the 20th and 21st century is designed to inspire the children independently to explore their own ideas and create a piece of work in materials of their choice about identity, as part of an extended project, to be a culmination of their year 6 work.

### 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, with a range of materials
  - about great artists and designers in history.

### Key Vocabulary

Modernism  
 Statue  
 Cubism  
 Abstract  
 Figurative  
 Impasto

	Knowledge	As artists, we will...	Assessment Opportunities
Session 1:			
Session 2:			
Session 3:			