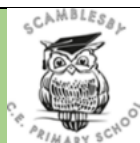




Art and Design – Medium Term Planning

Y5/6 Otter Class



SCAMBLESBY CofE PRIMARY SCHOOL: MEDIUM TERM-PLANNING Y5/6 Art and Design Autumn Year A

Milestone 3

Printing- THE EXPOSITION OF POP ART

Develop Ideas

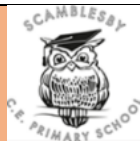
- Develop and imaginatively extend ideas from starting points throughout the curriculum.
- Collect information, sketches and resources and present ideas imaginatively in a sketch book.
- Use the qualities of materials to enhance ideas.
- Spot the potential in unexpected results as work progresses.
- Comment on artworks with a fluent grasp of visual language.

Master Practical Skills

- Build up layers of colours.
- Create an accurate pattern, showing fine detail.
- Use a range of visual elements to reflect the purpose of the work.

Take inspiration		• Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles.		
Breadth		• Use experiences, other subjects across the curriculum and ideas as inspiration for artwork. • Develop and share ideas in a sketchbook and in finished products. • Improve mastery of techniques. • Learn about the great artists, architects and designers in history. •		
Vocabulary		Social, peasant, bustling, genre, classes, navvies, flourish, precise, gesture, charcoal, forms, shapes, proportion, features, images, Collage, accurately, shape, effect, overlap, experiment, line, purpose, apply Overwork, composition, mixed media, layers, lino print, collagraph, printing, combination		
Session	Learning Objective	Learning questions and Success criteria		Lesson outline
1	To research and review the work of Andy Warhol	Where was Pop art first discovered? Can you name 2 famous Pop Art Artists? <i>SC: To identify where and when Pop artists became famous. (Basic)</i> <i>SC: To identify the reasons why pop artists were inspired to create their style of art. (Advancing)</i> <i>SC: To research the work of Eduardo Paolozzi to discover why he was so influential in the development of Pop Art. (Deep)</i>		
2	To experiment with printing techniques	How can you create a print that is Pop Art inspired? <i>SC: To use a Pop Art Artist to inspire the design. B)</i> <i>SC: To compare the inspiration of the design against the chosen artist, (A)</i> <i>SC: To create own piece of modern Pop Art in a printing style. (D)</i>		
3	To plan and create a printing vessel	What materials will be needed to create a printing block/ silk screen printing etc? How many layers will be used? How many colours are going to be used? <i>SC: To create a printing block (B)</i> <i>SC: To explore different materials to create a printing block appropriate for the piece planned. (A)</i> <i>SC: To explore different techniques. Exploring the artists preferred way against the planned printing way. (D)</i>		
4	To accurately print onto another material.	What material will be used to print onto? <i>C: To create a printing block (B)</i> <i>SC: To explore and develop the use of own printing technique, creating a piece of work in the style of a Pop artist. (A)</i>		

		SC: To discuss the techniques used and evaluate its effectiveness.	
Assessment	• I can research the work of an artist and use my observational skills and use their work to replicate a style. • I can create an accurate print design following criteria. • I can create and adapt a foam printing block to print a detailed design in more than two layers and colours. • I can combine lino print and collagraph prints to create a final piece. • I can combine and overwork prints with biro, coloured pencils or paint to create a mixed media composition.		



SCAMBLESBY CofE PRIMARY SCHOOL: MEDIUM TERM-PLANNING Y5/6 Art and Design Spring Year A

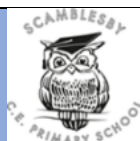
Milestone 3

Textiles- ART AND FASHION- Mondrian

Develop Ideas	• Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language.
Master Practical Skills	• Show precision in techniques. • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces.
Take inspiration	• Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles.

Breadth		• Use experiences, other subjects across the curriculum and ideas as inspiration for artwork. • Develop and share ideas in a sketchbook and in finished products. • Improve mastery of techniques. • Learn about the great artists, architects and designers in history. •			
Vocabulary		Motion, anatomy, masterpiece, gradual, illusion, form, commitment, credited, Tint, Shade, Background, Foreground, Middle ground, landscape, perspective, method, control, effects tone, depth, scenery, impressionist, pencil, third dimension emotion, expression, Textile, sew, threading, embroidery, cross stitch, running stitch, stem stitch, geometric, motif			
Session	Learning Objective		Learning questions and Success criteria		Lesson outline
1	To create a design in the style of an artist.	How did Picasso influence Chanel? Who is Mondrian? Can you create a design/ SC: To name some famous artists who have had their artwork designs used by fashion designers. (Basic) SC: To choose one of the suggested artists and find out more about their art nd create a design in their representation. (Advancing) SC: To create a design based on an artist. (Deep)			
2	To select appropriate materials.	What materials will be selected and why? What materuals did Mondrian use and why? SC: To discuss the materials Mondrian used and use these as a basis. (B) SC: To compile a list of materials Mondrian used and identify the materials you will use for your design. (A) SC: To Connect how the materials selected connect to Mondrian’s and how they will support the product design. (D)			
3	To use a number of different stiches creatively to join materials to create a product.	How will the materials be joined ? How is this similar to the artist? SC: To practice using different stitches. (B) SC: To effectively use a range of stitching techniques to join materials together. (A) SC: To explain the stitching techniques used and why(D)			
4	To add detail using a range of techniques e.g. plaiting, stitching and pinning.	How is your work similar to the artists work? ? How could your work be further improved? SC: To add design using simple techniques. (B) SC: To add designs using more complex techniques. (A) SC: To explore the similarities and differences between the techniques with the Artists work and own. (D)			
Assessment	• I can learn about the work of others by looking at books, the internet and galleries.				

- I can develop range of stitches and use textile and sewing skills as part of a project (including running stitch, cross stitch, back stitch, applique and/ or embroidery.
- I can use fabric to create an art form.
- I can use a number of different stitches creatively to join fabrics.
- I can use a range of techniques to add decoration e.g. plaiting, pinning, stapling, stitching, sewing
- I can combine techniques to produce an end piece.



SCAMBLESBY CofE PRIMARY SCHOOL: MEDIUM TERM-PLANNING Y5/6 Art and Design Summer Year A

Milestone 3

Collage- ART AND RELIGION- El Grec

Develop Ideas

- Develop and imaginatively extend ideas from starting points throughout the curriculum.
- Collect information, sketches and resources and present ideas imaginatively in a sketch book.
- Use the qualities of materials to enhance ideas.
- Spot the potential in unexpected results as work progresses.
- Comment on artworks with a fluent grasp of visual language.

Master Practical Skills

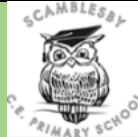
- Mix textures (rough and smooth, plain and patterned).
- Combine visual and tactile qualities.
- Use ceramic mosaic materials and techniques.

Take inspiration

- Give details (including own sketches) about the style of some notable artists, artisans and designers.
- Show how the work of those studied was influential in both society and to other artists.
- Create original pieces that show a range of influences and styles.

Breadth		• Use experiences, other subjects across the curriculum and ideas as inspiration for artwork. • Develop and share ideas in a sketchbook and in finished products. • Improve mastery of techniques. • Learn about the great artists, architects and designers in history. •	
Vocabulary		Geometric, aluminium, jade, chrome, sleek, streamlined, traditional, sophisticated, Sculpture, 3D form, model, detail, shape, manipulate, intricate, surface, pattern, texture, pinching, coiling, slab building, glaze, finishing	
Session	Learning Objective	Learning questions and Success criteria	Lesson outline
1	To research and review the work of El Greco	Who is El Greco? How can you take his style and transfer it into collage? SC: To describe what El Greco's artistic style was influenced by. (Basic) SC: To discuss why his work was not truly appreciated until after his death. (Advancing) SC: To describe how El Greco's style of art compares with the typical features of later expressionists artists. (Deep)	See page 116 Children to research artwork, then create pic collage of what they like/ dislike and why.
2	To cut and overlay materials using a variety of different colours.	What materials are best suited to collage? How will they be secured? SC: To discuss the method needed for collage. (B) SC: To identify the materials that are best suited. (A) SC: To describe the different materials selected and identify which materials have been chosen and why. (D)	Select a piece of art connected to religion. Select a selection of materials to explore what style they want to use for their collage.
3	To design an image depicting a specific design.	What will your design be? How will you use your selected materials? SC: To create and maintain. an effect through selecting appropriate material. (B) SC: To use specific materials. (A) SC: To explain how the collage is influenced by the work of El Greco (D)	Children to plan their colours and design in the selected style. Use images to scaffold.
4	To create a final design applying collaging skills.	Can you create a collage? SC: To create a final piece. (B) SC: To create and evaluate a final piece. (A) SC: To create, evaluate and compare a final piece. (D)	Children use design to scaffold final design. Select appropriate materials and colours.
Assessment	• I can explore the impact of well-known artists' work on the society at the time. • I can justify the materials I have chosen. • I can combine pattern, tone and shape into my collage. • I can paint white paper in bold colours prior to cutting shapes. • I can draw and cut my own shapes precisely.		

- I can collage and cut shapes to show figures and forms.
- I can explore positive and negative space.
- I can select materials, cutting shapes, layering and overlapping to create depth.
- I can place, alter and adjust my shapes position to achieve my desired effect.



SCAMBLESBY CofE PRIMARY SCHOOL: MEDIUM TERM-PLANNING Y5/6 Art and Design Autumn Year B

Milestone 3

Drawing- AMAZED BY ARCHITECTU- Dame Zaha Hadid

Develop Ideas

- Develop and imaginatively extend ideas from starting points throughout the curriculum.
- Collect information, sketches and resources and present ideas imaginatively in a sketch book.
- Use the qualities of materials to enhance ideas.
- Spot the potential in unexpected results as work progresses.
- Comment on artworks with a fluent grasp of visual language.

Master Practical Skills

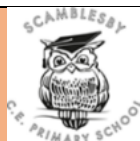
- Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).
- Use a choice of techniques to depict movement, perspective, shadows and reflection.
- Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).
- Use lines to represent movement.

Take inspiration

- Give details (including own sketches) about the style of some notable artists, artisans and designers.
- Show how the work of those studied was influential in both society and to other artists.
- Create original pieces that show a range of influences and styles.

Breadth		• Use experiences, other subjects across the curriculum and ideas as inspiration for artwork. • Develop and share ideas in a sketchbook and in finished products. • Improve mastery of techniques. • Learn about the great artists, architects and designers in history. •	
Vocabulary		Skyscrapers, specialise, memorials, structural, aesthetic, crisp, underdrawings, posthumously, futuristic, compromised, angular, enhanced, generation, persistent, undulating, venture, observation, photographs, visual images, lines, patterns, tonal contrast, mixed media, shading, hatching, blending, perspective, composition, single focal point, horizon, scale, foreground, middle ground, background, viewpoint, distance, direction, angle, alter, modify, exterior, natural form, subject, expression, personality	
Session	Learning Objective	Learning questions and Success criteria	Lesson outline
1	To research and review the work of a famous artist.	Who is hadid? What is her work described as? (futuristic) Do you know any other arcitects? <i>SC: To explain why the work of architects from ancient civilisations are significant. (Basic)</i> <i>SC: To summarise the reasons why Hadid has been described as the 'queen of the curve.' (Advancing)</i> <i>SC: To investigate the work of other arcitects. (Deep)</i>	
2	To practice using marks and lines to produce texture.	How can you create lines and shaded like hadid did? <i>SC: To explore how Hadid drew her initial designs and experiment copying. (B)</i> <i>SC: To explore Hadid's work and explore producing texture and lines that mimic her work. (A)</i> <i>SC: To experiment copying lines and texture, describe the difference in pencil shades. (D)</i>	
3	To use different shades of pencils to create different tones and lines.	What is the importance of using pencils to sketch? Why are pens or paint not used? <i>SC: To build on shading skills to create texture and shade. (B)</i> <i>SC: To use a variety of different techniques refining skills. (A)</i> <i>SC: To justify the techniques used and identify the techniques used to those used by the artist. (D)</i>	
4	To create a sketch of an architectural building using a range of shading, marking and lining techniques.	? ? <i>SC: To create own Architectual sketch in the style of an artist. (B)</i> <i>SC: To create own architectural sketch in the style of an artist using some techniques. (A)</i>	

		SC: To evaluate work and identify why certain techniques were used when others were not. Creating an architectural sketch using a variety of refined techniques. (D)	
Assessment	• I can maintain concentration over sustained periods to develop drawings. • I can develop the use of different techniques to show texture, such as marks and lines. • I can manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. • I can develop the use of different techniques to show depth and distance, such as perspective and shadow. • I can draw a human figure and face with appropriate proportions between facial features, considering shading and texture. • I can use drawing techniques to work from a variety of sources including observation, photographs and digital images. • I am beginning to develop simple perspective in my work. • I can develop an awareness of composition, scale and proportion in my drawings.		



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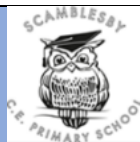
Milestone 3

Sculpture- THE ART OF ANATOMY

Develop Ideas	• Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language.
Master Practical Skills	• Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form. • •

Take inspiration	- Give details (including own sketches) about the style of some notable artists, artisans and designers. - Show how the work of those studied was influential in both society and to other artists. - Create original pieces that show a range of influences and styles.		
Breadth	- Use experiences, other subjects across the curriculum and ideas as inspiration for artwork. - Develop and share ideas in a sketchbook and in finished products. - Improve mastery of techniques. - Learn about the great artists, architects and designers in history.		
Vocabulary	Mechanics, proportions, dissection, anatomist, physician, acquired, poise, wireframes, master, meticulous, volume, foreshortening, topography, contours, gouges, chisels, brayer, printing press, Sculpture, wire, human form, strong, wrap, Modroc, coil, effect pose, position, repetition, dynamic, motion, rhythm, proportion, balance, flexible, pliable,		
Session	Learning Objective	Learning questions and Success criteria	Lesson outline
1	To create and evaluate a piece of natural art.	What artists are well known for sculpting the human form? SC: To name to specific periods in history when artists have been particularly interested in human anatomy. (Basic) SC: To compare the work of ancient Greek sculptors and Renaissance artists. (Advancing) SC: To compare Auguste Rodin and Ancient Greek sculptor. (Deep)	
2	To research and create a design.	What artist will you crate your design on? SC: To chose a sculptor and create a design based upon their design. (B) SC: To evaluate a sculptor and create a design. (A) SC: To create a sculpture based on a specified artist. (D)	
3	To experiment with clay, using tools to shape and make impressions.	Can you create a natural form and add texture using tools? SC: To develop a representation of the human body using clay. (B) SC: To use a variety of tool to create a model based on a design. (A) SC: To create a design and use tools to give detail. (D)	
	To create a representation of a natural form using clay.	Has your design been successful? What would you do differently next time?	

4		<i>SC: To copy the natural form of a sculpture. (B)</i> <i>SC: To own design create sculpture. (A)</i> <i>SC: To to create a sculpture that has clear detail and iis in proportion. (D)</i>	
Assessment	• I can use wire to create a human form. • I can make my sculpture strong by wrapping wire. • I can build upon wire forms using other materials (Modroc or papier-mâché).		



SCAMBLESBY CofE PRIMARY SCHOOL: MEDIUM TERM-PLANNING Y3/4 Art and Design Summer Year B

Milestone 2

Painting- A STUDY OR SURREALISM- Dali

Develop Ideas	• Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language.
Master Practical Skills	• Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists.

Take inspiration		• Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles.		
Breadth		• Use experiences, other subjects across the curriculum and ideas as inspiration for artwork. • Develop and share ideas in a sketchbook and in finished products. • Improve mastery of techniques. • Learn about the great artists, architects and designers in history. •		
Vocabulary		Still life, experiment, control, atmosphere, style, techniques, purpose, movement, sustained, traditional, modern, imaginary, inanimate, composition, arrangement, complimentary, observational, figurative, aesthetic		
Session	Learning Objective	Learning questions and Success criteria		Lesson outline
1	To learn about the life work of Dali.	? ? SC: To Why was Dali angry about the Spanish civil war? (Basic) SC: To find different examples of how dali expressd emotion in his paintings. (Advancing) SC: To explain why you think Dali was inspired by the use of emotion in the art of Rene Magritte and Joan Miro, justifying your reasons. (Deep)		
2	To learn how to mix colours to make other colours and shades.	What is a shade and tone? How does the artist use colour within the painting? Can you rec relate the colours given to you? SC: To explore the change of colour and to create shades. (B) SC: To compare and contrast the use of colour by surrealist artists and experiment with recreating. A) SC: To analyse the colours within the shown painting and recreate the colours, exploring shades and tones., (D)		
3	To experiment with paint to create different moods.	How does Dali show mood within his paintings? How can you use colour to depict mood? SC: To explore how Dali's showed his anger in the painting 'Autumnal Cannibalism'. (B) SC: To compare the work of other surrealists artists to show how emotions have been represented through colour and imitate this. (A) SC: To explain how colour is curtail in art and experiment with colour to show different moods. (D)		

4	To use colour to express emotions through painting.	? ? SC: To create a painting in the style of Dali. (B) SC: To create a painting in the style of Dalis depicting mood through colour. (A) SC: To use the techniques of Dali in your ow work evaluating his methods. (D)	
Assessment	• I can explain and establish my own style. • I can use a wide range of techniques in my work. • I can explain why I have chosen specific painting techniques. • I can add texture into paint by adding PVA, sawdust, sand etc. • I can use brushes in different ways with thickened paint • I can use a range of effects to convey mood/feeling in my work. • I can choose the type of paint and tools to use for a particular purpose. • I can create a painting from my own drawing. • I can explore how artists have used colour, texture and movement to express emotions e.g. Paul Nash war pictures • I can work in a sustained and independent way to develop my own style of painting. • I can make purposeful marks to create different effects and textures inc. blocking in colour, washes, thickened paint creating texture • I can confidently mix colour, shades and tones with confidence building on previous knowledge.		