

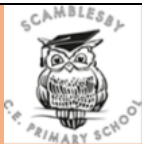


Art and Design – Medium Term Planning

Y1/2

	SCAMBLESBY CofE PRIMARY SCHOOL: MEDIUM TERM-PLANNING Y1/2 Art and Design Autumn Year A	
Milestone 1 Drawing: Portraits		
Develop Ideas	• Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop.	
Master Practical Skills	• Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils.	

Take inspiration		- Describe the work of notable artists, artisans and designers. - Use some of the ideas of artists studied to create pieces.	
- explore different artists and styles. - Observe different techniques used. - Observe and discuss the emotions and moods shown through the portraits.			
Vocabulary		Merchant, opposite, harmonious, miniature, self-portrait, adjustments, fluid, contours, features, Renaissance, realist, Pop artist, idealism, mastered, perfect.	
Session	Learning Objective	Learning questions and Success criteria	Lesson outline
1	To learn about famous artists	What is an artist? What do they do? SC: To identify the style of art Andy Warhol is famous for. (Basic) SC: To explain why artists show mood through their portrait. (Advancing) SC: To explain what type of people artists paint. (Deep)	Andy Warhol Leonardo da Vinc (p22)
2	To participate in a discussion about an artist's work	Who are Italian Renaissance painters (Da Vinci/ Michelangelo)? what are the main features artists want to capture in their portraits? SC: To identify the three main features artists aim to capture. (B) SC: To choose a Renaissance artist and compare their work. (A) SC: To justify why certain styles and techniques were used in the painting. (D)	Pop art portraits Painting/sketched portraits
3	To begin to use the skill of sketching.	What are tints and tones? How are they used within portraits? How do we make tints and tones? SC: To explore the different medias used. (B) SC: To explain how different tones and tints can be achieved using different media. (A) SC: To investigate and create different tones, tints and shades explaining the process in detail. (D)	Explore sketching methods. Proportional sizes
4	To use the skill of sketching.	Why do we sketch an outline first? What are the stages of painting our portraits? SC: To sketch an appropriate outline. (B) SC: To base portrait on an artist's style. (A) SC: To evaluate final portrait against chosen artists work, discussing different and similar techniques used. (D)	To sketch a self portrait.
Assessment			



SCAMBLESBY CofE PRIMARY SCHOOL: MEDIUM TERM-PLANNING Y1/2 Art and Design Spring Year A

Milestone 1

Painting- - In the Dark of the Night

Develop Ideas

- Respond to ideas and starting points.
- Explore ideas and collect visual information.
- Explore different methods and materials as ideas develop.

Master Practical Skills

- Use thick and thin brushes.
- Mix primary colours to make secondary colours.
- Add white to colours to make tints and black to colours to make tones.
- Create colour wheels.

Take inspiration

- Describe the work of notable artists, artisans and designers.
- Use some of the ideas of artists studied to create pieces.

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Vocabulary

Fantasy, dim, visible, depth, mist, expressive, tones, symbolise, distinct, career, heroic, brilliant, natural, bold, popular

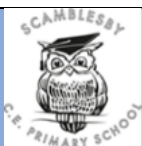
Session

Learning Objective

Learning questions and Success criteria

Lesson outline

1	To describe the techniques used by artists.	Who has heard of Vincent Van Gough? Who can describe his painting (Stary night)? <i>SC: To explain how the contrast of light and dark colours create and effect . (Basic)</i> <i>SC: To explain how the colour contrast can enhance the main feature of the painting. (Advancing)</i> <i>SC: To research other examples of where artists have used contrasting colours. (Deep)</i>	To explore van Gogh's The Starry Night To explore Edvard Munch Starry Night Similarities/differences Techniques
2	To mix paint to make secondary colours.	? <i>SC: To identify primary colours. (B)</i> <i>SC: To explain how secondary colours are made. (A)</i> <i>SC: To create and explain the process of creating secondary colours. (D)</i>	Explore primary colours to create secondary colours.
3	To be able to make lighter and darker shades	What are tints and tones? How are they used within portraits? How do we make tints and tones? <i>SC: To explore how the contrast of light and dark creates a powerful effect. (B)</i> <i>SC: To explore mixing white and black with colours to create different shades. (A)</i> <i>SC: To understand the importance of creating shades to create mood in paintings. (D)</i>	Explore making lighter and darker shades of blue for night pictures.
4	To experiment with different painting techniques.	Why do we sketch an outline first? What are the stages of painting our portraits? <i>SC: To experiment with different techniques such as misting. (B)</i> <i>SC: To explore the effects of adding paint different textures. (A)</i> <i>SC: To explain how techniques are developed from artists researched. (D)</i>	To use different techniques- splatter-thick paintbrushes etc
5	To create a background	Why do we sketch an outline first? What are the stages of painting our portraits? <i>SC: To copy the technique of using a black wash to create a background. (B)</i> <i>SC: To explain chosen style. (A)</i> <i>SC: To experiment creating alternate backgrounds to night scenes. (D)</i>	To wash the back ground with black and then add paint to the wet to create the effect and mix colours.
6	To create a foreground.	Why do we sketch an outline first? What are the stages of painting our portraits? <i>SC: To mix colours to create a mood (B)</i> <i>SC: To Explore adding an assorted colour to wet wash. (A)</i> <i>SC: To experiment with wash and misting techniques. (D)</i>	When dry create the star effects using water colours and a tooth brush to create the stary effect.
Assessment			



SCAMBLESBY CofE PRIMARY SCHOOL:

MEDIUM TERM-PLANNING Y1/2 Art and Design

Summer Year A

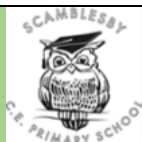
Milestone 1

Collage Love For Landscapes

Develop Ideas	- Respond to ideas and starting points. - Explore ideas and collect visual information. - Explore different methods and materials as ideas develop.
Master Practical Skills	- Use a combination of materials that are cut, torn and glued. - Sort and arrange materials. - Mix materials to create texture.
Take inspiration	- Describe the work of notable artists, artisans and designers. - Use some of the ideas of artists studied to create pieces.

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Vocabulary		Imaginary, speciality, dedicating, appreciate, apply, blend, definition, ominous, vastness, rural, preliminary, composition, idyllic, illuminate, impression.	
Session	Learning Objective	Learning questions and Success criteria	Lesson outline
1	To describe the different techniques and effects used.	Who has heard of Vincent Van Gough? Who can describe his painting (Stary night)? SC: To explain how the contrast of light and dark colours create and effect. (Basic) SC: To explain how the colour contrast can enhance the main feature of the painting. . (Advancing)	Look at the artists Jacob van Ruisdael and John Constable.

		SC: To research other examples of where artists have used contrasting colours. (Deep)	
2	To use collage techniques	What is a collage? SC: To . (B) SC: To choose a Renaissance artist and compare their work. (A) SC: To justify why certain styles and techniques were used in the painting. (D)	Explore collage techniques- Mosaicking, overlapping etc
3	To select materials for an intended purpose.	What are tints and tones? How are they used within portraits? How do we make tints and tones? SC: To explore the different medias used. (B) SC: To explain how different tones and tints can be achieved using different media. (A) SC: To investigate and create different tones, tints and shades explaining the process in detail. (D)	Discuss the importance of material selection- texture, colour- purpose
4	To use collage materials to make a picture.	Why do we sketch an outline first? What are the stages of painting our portraits? SC: To sketch an appropriate outline. (B) SC: To base portrait on an artist's style. (A) SC: To evaluate final portrait against chosen artists work, discussing different and similar techniques used. (D)	To create a picture using a selection of resources to create a collage.
Assessment			



SCAMBLESBY CofE PRIMARY SCHOOL: MEDIUM TERM-PLANNING Y1/2 Art and Design Autumn Year B

Milestone 1

Paint: Weather

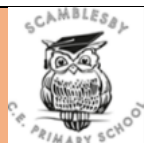
Develop Ideas	- Respond to ideas and starting points. - Explore ideas and collect visual information. - Explore different methods and materials as ideas develop.
Master Practical Skills	- Use thick and thin brushes. - Mix primary colours to make secondary colours. - Add white to colours to make tints and black to colours to make tones. - Create colour wheels.
Take inspiration	- Describe the work of notable artists, artisans and designers. - Use some of the ideas of artists studied to create pieces.

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Vocabulary	Portray, recede, temperature, drama, balance, horizontal, billowing, landscape, significant, romantic, expressive, influenced, critic, palette knife, textured.
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Session	Learning Objective	Learning questions and Success criteria	Lesson outline
1	To learn about and compare two famous artists.	Who is Turner and why was he known as a modern artist? ? How do they depict emotion through their paintings? SC: To explain why Turner was described as the first modern artist. (Basic) SC: To explain why the colours chosen by the artist were important. (Advancing) SC: To make comparisons between the works of art in relation to mood and tone. (Deep)	Paul Signac- The Red Buoy J.M.W. Turner (P14 M1)
2	To explore and identify tone and shade.	What are tints and tones? How are they used within portraits? How do we make tints and tones? SC: To explore how the artis used shades and tones and experiment with replicating. (B) SC: To understand how shades and tones are made and the importance they play in creating a mood. (A) SC: To discuss the importance of tones and shades in paintings and be able to use them effectively to enhance artwork. (D)	Effects (p14) Tones and shades used

3	To explore mood and texture.	How is mood and emotion portrayed through the paintings? What techniques are used to do this? <i>SC: To discuss different brushstrokes used to create shapes and layers within artist's work. (B)</i> <i>SC: To explore how different artists use different techniques to achieve a desired mood. (A)</i> <i>SC: To make comparisons between artists work and discuss which has the most desirable outcome and why. (D)</i>	Portray moods and emotions through use of colour. Through the use of clouds- the softness- colour and texture of the clouds- turmoil. Brush strokes etc. (P14)
4	To paint a painting with mood and texture.	Why do we sketch an outline first? What are the stages of painting our portraits? <i>SC: To copy learnt techniques for painting different types of clouds in own work to portray a weather scene. (B)</i> <i>SC: To use different techniques to show different weather conditions. (A)</i> <i>SC: To research and use a wide range of techniques to show mood and tone with the finished product. (D)</i>	To create a final product using skill and knowledge gained.
Assessment			



SCAMBLESBY CofE PRIMARY SCHOOL: MEDIUM TERM-PLANNING Y1/2 Art and Design Spring Year B

Milestone 1

/Print: Scenes of the sea

Develop Ideas

- Respond to ideas and starting points.
- Explore ideas and collect visual information.
- Explore different methods and materials as ideas develop.

Master Practical Skills	• Use repeating or overlapping shapes. • Mimic print from the environment (e.g., wallpapers). • Use objects to create prints (e.g. fruit, vegetables, or sponges). • Press, roll, rub and stamp to make prints.		
Take inspiration	• Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces.		
• explore different artists and styles. • Observe different techniques used. • Observe and discuss the emotions and moods shown through the portraits.			
Vocabulary	Seascape, glassy, scrolls, maritime, naval, nation, primary colours, secondary colours, scholarship, worthy, flotsam, traditional, series, desperately, menacing, horizon.		
Session	Learning Objective	Learning questions and Success criteria	Lesson outline
1	To identify printing	Who is Katsushika Hokusai? What was she famous for? SC: To name some famous artists who have created famous seascapes.. (Basic) SC: To Find out more about the art style of Japanese seascape artist Katsushika Hokusai. (Advancing) SC: To discuss how Hokusai's printing technique is different from Monet's Paintings. (Deep)	Explore artistis Hokusai- Japanese print maker- Great wave maker. Claude Monet
2	To design a print	Can you design a print in the style of Katsushika Hokusai wave art? Can you explore the colours you will need to use? SC: To design a print in the style of a chosen artist. (B) SC: To design a print showing mood. (A) SC: To design a print with mood and added effect. (D)	To design a printing block
3	To create a printing block	What material will you use for your printing block? SC: To transfer a design onto a print block. (B) SC: To discuss print and identify the techniques used. (A) SC: To discuss the process used and identify the effects intended. (D)	To transfer design onto the printing block
4	To create a print inspired by an artist's work.	Why do we sketch an outline first? What are the stages of painting our portraits? SC: To create a repeating pattern using own designed print. (B) SC: To successfully complete a 2-layer print. (A) SC: To evaluate own work and specify what was successful and what could be improve on. (D)	To create a repeating pattern with printing block/ create a 2 layered colour print

Assessment			

		SCAMBLESBY CofE PRIMARY SCHOOL: MEDIUM TERM-PLANNING Y1/2 Art and Design Summer Year B	
Milestone 1 Sculpture: The Beauty of Flowers			
Develop Ideas	• Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop.		
Master Practical Skills	• Use a combination of shapes. • Include lines and texture. • Used rolled up paper, straws, paper, card and clay as materials. • Use techniques such as rolling, cutting, moulding and carving.		
Take inspiration	• Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces.		
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Vocabulary	Significance, context, symmetrical, base, sorrow, themes, wilting, pioneer, unique, simplifying, charcoal, abstract, encouraged, striking, vivid, tactile.		

Session	Learning Objective	Learning questions and Success criteria	Lesson outline
1	To know what a sculpture is	What is a sculpture? Who can remember facts on Marc Quinn? SC: To describe how Quinn created the sculpture. (Basic) SC: To discuss the inspiration behind the artist's work. (Advancing) SC: To discuss the choice of materials and explore the strange and unusual choices of materials used. (Deep)	Explore the artist Marc Quinn Explore what a sculpture is and the materials that can be used to create a sculpture. Discuss likes and dislikes of the sculpture.
2	To plan a sculpture.	What materials did the artist use? What materials will best support your designed structure? Why? SC: To list some of the materials that the sculptor used. (B) SC: To Explain what materials will be supportive for the structure to provide stability. (A) SC: To research other examples and explore other materials used. Do they agree with the choice of materials chosen? (D)	Draw designs of planned flower sculpture. Plan materials to use.
3	To use sculpture techniques	What tools will we need to sculpt our sculptures? What techniques will we use? SC: To identify the different tools and techniques used (B) SC: To discuss how sculptures are moulded. (A) SC: To describe in detail the appropriate materials and techniques to use. (D)	To practice sculpture techniques
4	To create a sculpture from a plan.	Why do we sketch an outline first? What are the stages of painting our portraits? SC: To represent an artist's work. (B) SC: To create a final design. (A) SC: To create a final design and evaluate. (D)	To create model
Assessment			