



Art Medium Term Plan - Cycle A

	Autumn 2 - Drawing	Spring 2 - Painting	Summer 2 - Sculpture
Big concepts			
Big Question	How many different sketching techniques are there?	Can a colour really reflect a mood?	Why did Egyptians love a Death Mask?
Vision and purpose	Children will continue to develop and identify the effect of light scale and proportion on drawings. They will build on previous knowledge by creating accurate drawings of whole people including proportion and placement. They will also work on a variety of scale computer-generated drawings.	The children will continue to develop their painting skills. They will gain a greater understanding of the colour wheel and how mixing colours can reflect mood and emotions in their work. They will use this knowledge to create a patterned design in the style of Jackson Pollock. Once complete, it will be used to make a headdress. Children will evaluate how successful they have been and think about what they would do differently next time.	The children will build on and continue to develop their skills in sculpture. They will begin to use clay to make models before experimenting with a range of different techniques to create surface patterns and decorations for their clay sculptures. They will think about a range of different materials that they could use and the different patterns and textures that they would create.
Prior knowledge	• Drawing as a way of representing a child's own world, experiences and ideas. • Drawing on different surfaces with a range of media, such as pastels, felt tips, charcoal, pen and chalk. • Drawing lines/marks from observations (Piet Mondrian)	• Beginning to explore lightening and darkening colours. • Beginning to mix colour shades and tones, lightening and darkening colours. • Starting to mix a range of secondary colours, moving towards predicting the resulting colours.	• Shaping and modelling materials for a purpose. • Impressing and applying simple decoration techniques. • Manipulating malleable materials in a variety of ways including rolling, pinching and kneading. • Using nature to make a sculpture.
Colour	Tones	Temperature	Metallics
Knowledge skill	I can create lines and shading with a different hardness of pencils.	I can mix watercolour paint to create different effects and textures.	I can join clay together to create a sculpture.



Specific vocabulary for a sequence of work	Tone, Shade, Highlight, Shadow, Lines, Shapes, Proportion, Direction, Analyse, Images, Composing, Experimenting, Exploring,, Colour combination, Discuss, Pencil Control, Pressure, Pablo Picasso, Cubism, Profile	Colour, Foreground, Middle ground, Background, Abstract, Emotion, Warm, Blend, mix, Line, Tone, Fresco.	Shape, Form, Texture, sculpting, Smoothing.
Final outcome	A self-portrait. Colour matching; tint, tone, shade- observe colours- suitable equipment for the task colour to reflect mood	Making a feathered headdress.	3D clay Egyptian Death masks and Dragon Eyes - South American mural, collage and patterned drum.
Cross-Curricular links	- Links to History and the timeline of the artists featured. - English and computing researching and writing facts about the featured artist.	- Links to History and the timeline of the artists featured. - English - writing and labelling the design and resources needed.	History- Egyptian traditions and customs and the burial ceremony.
Resources	White card, Small hand mirrors, 3H pencils- softer artists pencils	Feathers, Cardboard, Sellotape, Glue, Masking tape, Beads wool/string	Clay, Cutting and shaping tools., Paints, Gold paint and other metallic colours.