

Art and design medium term planning

The Art and Design Curriculum at The Pines:

At The Pines School, we value Art and Design as an important part of children's entitlement to a broad and balanced curriculum. Art and Design provides children with opportunities to explore art processes and have the enjoyment of exploring art through experimentation. It enables children to develop resilience and curiosity about the world around them and to communicate and express their individual interests, thought and ideas.

The curriculum will equip children with the knowledge and skills to experiment, invent and create their own works of art. Children will be challenged to think critically and develop a more rigorous understanding of art and design. Our curriculum encourages imagination and creativity; involving children in a range of visual, tactile and sensory experiences, which will enable them to communicate what they see, think and feel through the creation of art.



Intent

The curriculum is designed to engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. It aims to support the development of the key skills of decision making, developing independence, taking responsibilities, developing patience and to share practice with peers. We aim to develop children's self-esteem and their mental wellbeing through participating in the arts. We encourage all children to be proud of their achievements and having pride in the work produced. Children will be challenged to think critically and develop a more rigorous understanding of art and design and how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. We intend that children will be challenged to develop increased proficiency in drawing, painting, sculpture and other art, craft and design techniques and will be challenged to evaluate and analyse creative works using the language of art, craft and design. Children will experience and engage with the work of great artists, craft makers and designers, and will be challenged to understand the historical and cultural development of their art forms.

Implementation – To ensure high standards of teaching and learning in art and design, we implement a curriculum that is progressive and provides the full National Curriculum which is carefully differentiated to the needs of the children. The curriculum is overseen by a lead teacher from Primary and Secondary who is supported by a named member of the SLT. Art and Design is taught as part of thematic curriculum in Primary and weekly discrete lessons in secondary. Teachers planning is supported by a knowledge overview document and medium term plans. These documents clearly map out the National Curriculum into a broad, progressive curriculum. Planning ensures outcomes are carefully differentiate to the needs of all children and is mapped out to ensure there is clear challenge and high expectations for all learners. We adopt a practical approach to learning and teaching in art, enabling all children to gain 'real-life' experiences. At The Pines, we provide a variety of opportunities for Art and Design learning to take place inside and outside of the classroom. We encourage opportunities for cross-curricular Art experiences and frequently use our outdoor facilities for the children to develop their creativity; for example using our allotment and Forest School areas to create artwork using natural materials.

Impact - Within Art and Design, we strive to create a supportive and collaborative ethos for learning by providing stimulating, practical learning opportunities for all children. Our Art and Design curriculum is high quality, well thought out and is planned to demonstrate progression and prepare children for their pathways in KS4 and beyond. We focus on progression of knowledge and skills and developing curriculum vocabulary. Children will be become creative learners with increasing independence and who are confident in creating a range of art. Children will be challenged to develop knowledge about the great artists and architects of the world. Creativity and uniqueness will be celebrated and children will be challenged to develop the skills in evaluating and improving the work they have created. When teaching, there will be an emphasis placed on individuality and children will be given the freedom to explore art using their imagination.

Use skills ladders for assessment

Art and design medium term planning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle 1	Me and my senses Block printing			Weather and seasons Drawing	Stories and rhymes Collage	
Cycle 2	My school and me - Painting			Young gardeners Drawing		Summer on safari Sculpture
Cycle 3		Once upon a time Printing		On the farm Painting	Body wise Sculpture	
Cycle 4	We are all different Drawing - Sketching		To the rescue Collage		Roald Dahl Drawing - Chalk	
Cycle 5	Dinosaurs Stencil printing		Beautiful Britain Painting - watercolours			Celebrations Painting
Cycle 6		Explorers Photography		Chocolate Mixed media	My body Sculpture	
Cycle 7	Wild at heart Picasso and cubism	Reduce, reuse, recycle Recycling art	Diversity Pop art – Keith Haring	Let it grow Observational drawing	Enterprise Mosaic Art	Lights camera action Photography
Cycle 8	Life Cycles Arts and craft – Green Man	Material monsters Painting	Free Falling Art and Architecture	Staying alive Manga Art – Ken Sugimori	The Blue Planet Masters of art - painting	Out of this world Drawing
Cycle 9	What am I? Abstract sculptures David Smith	All Change Comic strip art – Mixed media	Crash bang wallop Kandinsky - painting	Evolution Tessellation, drawing	My changing world Post impressionism – drawing and painting	Poles apart Semi abstract and realist sculpture

Use skills ladders for assessment

Art and design medium term planning

Cycle 1 Autumn Term - Me and my senses – Block printing

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<p>Creating: Using simple block printing techniques to create a self-portrait.</p> <p>Technique: Explore shape and colour through block printing and coloured paint.</p> <p>Printing / Block printing / Primary colours.</p> <p>Exploring artists: Explore the art of printmaker Karen Lederer and Tony Bevan.</p>	<p>Creating: Using simple block printing techniques to create images.</p> <p>Technique: Explore colour through block printing and using coloured paint.</p> <p>Using primary colours.</p> <p>Exploring artists: Explore pictures with repeating patterns</p>	<p>Creating: Using simple block printing techniques to begin to mark make.</p> <p>Technique: Use block printing to begin to mark make. Developing control and accuracy.</p> <p>Exploring artists: Explore pictures with repeating patterns.</p>
Lesson Ideas	Lesson Ideas	Lesson Ideas
<p>Inspired by artist Karen Lederer:</p> <ul style="list-style-type: none"> • Children to find snack time items such as plate, bowl, cup, and attempt to make print work with them e.g. edge of a cup • Use popcorn to mark make • Use letter stamp to add graphic details to print work • Make etchings with wotsits or other crisps • Use photos from forest school of plants to inspire 'plant prints' • Collect a range of leaves from the playground to use to make leaf prints • Children to select a font and key letters from Microsoft Word to add to print work • Break up egg shells and use to make block prints • Collect a range of flowers from around playground/forest school. Use pieces of flower to block print or add into another print • Cut up watermelon and use wedges of melon to create prints/dye effect look. • Attempt to use melon to create model of head or self-portrait features e.g. eye, ear 	<ul style="list-style-type: none"> • Children to make a choice of preferred colour through language/symbols • Children to find snack time items such as plate, bowl, cup, and attempt to make print work with them e.g. edge of a cup • Use popcorn/wotsits to mark make • Collect a range of leaves from the playground to use to make leaf prints • Cut up watermelon and use wedges of melon to create prints • Use a range of household objects to create repeating patterns. • Use Lego, toy car etc. 	<ul style="list-style-type: none"> • Hand/foot prints to make a pattern (single colour) • Use fingers to mark make • Children to find snack time items such as plate, bowl, cup, and attempt to make print work with them e.g. edge of a cup • Use popcorn/wotsits to mark make • Collect a range of leaves from the playground to use to make leaf prints • Cut up watermelon and use wedges of melon to create prints • Use a range of household objects to create a pattern. • Explore mark making/printing on a variety of papers

Use skills ladders for assessment

Art and design medium term planning

<ul style="list-style-type: none"> • Reuse old socks and shoes to create 3D effect art/installation piece. Take pictures of this. Possibly manipulate, inspired by Lederer's work. <p>Inspired by artist Tony Bevan:</p> <ul style="list-style-type: none"> • Use old magazine pages to create a self-portrait. • Use old magazine/reuse old newspaper to try and create the classroom/canteen/playground/forest school. • Use a range of card, cut up into different shapes (in primary colours) to create an abstract self portrait • Take pictures of children in coats at break/lunchtime. Use images to add manipulation detail on 'paint' format on computer. Consider the use of lines in Bevans work to create texture/volume. • Take some images of children standing in different poses. Print off and consider using forks or old cotton reels to print with. Aim to add print lines and shapes to self-portrait/whole body image work. 		
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Self-portrait, print, block printing, colour, red, blue, yellow, 3D,	Red, blue, yellow, print	Print, colour

Use skills ladders for assessment

Art and design medium term planning

Cycle 1 Spring Term - Weather and seasons (Drawing)

M - Pathway	ME - Pathway	E - Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<p>Creating: Use coloured pencils and crayons to create drawings inspired by the weather and seasons.</p> <p>Technique: Using coloured pencils and crayons to develop make and colour pictures. Expand the use of colour.</p> <p>Line drawings / Colouring with Secondary colours.</p> <p>Exploring artists: Explore the landscape artwork of J. M. W. Turner and Ivan Aivazovsky.</p>	<p>Creating: Use coloured pencils and crayons to create images of the weather and seasons.</p> <p>Technique: Explore using coloured pencils crayons to colour and draw shape.</p> <p>Drawing and colouring shapes.</p> <p>Exploring artists: Explore paintings and drawings of contrasting landscapes weather</p>	<p>Creating: Use coloured pencils and crayons begin to mark make.</p> <p>Technique: Explore using coloured pencils crayons drawings to begin to mark make.</p> <p>Developing pencil control and accuracy</p> <p>Exploring artists: Explore images related to weather. (AA)</p>
Lesson Ideas	Lesson Ideas	Lesson Ideas
<p>Inspired by artist J.M.W Turner</p> <ul style="list-style-type: none"> Use colour pencils to add tone to different elements (waves, sun, rain) Cut out elements and add them together as a collage piece. Use computer to draw a landscape scene (wobble lines for hills or waves) Print off and add colour with pencil crayon or crayon. Use textured and coloured card a base for a landscape (can be abstract). Use pencil crayons for effect (e.g. black card base, use white pencil, or yellow- pops of colour) Use tissue paper (perhaps secondary colours green, purple, orange) to add 3D effect to pencil crayon/crayon landscape design <p>Inspired by artist Ivan Aivazovsky</p> <ul style="list-style-type: none"> Use cotton wool to make the outline of sky and sea. Paint on top with acrylic e.g. white/grey/blue for the sky. Leave white edges where possible for hints of waves and clouds. Choose a particular image from Aivazovsky. Open in 'paint' area on computer. See if 'smudge' option available. Make image slightly more abstract. Add more colour if desirable. 	<ul style="list-style-type: none"> Pupils to use a crayons and pencils to trace shapes before attempting to draw freehand, there should be opportunity for pupil to experience large movements first. Large sheets on floor/table for pupils to mark make using large pencils and crayons. Practise mark making in sand/shaving foam using pencils Children to choose correct colours to create images of the sun, rain, snow using both pencils and crayons. Use Paint app on IWB to create large pieces images of weather. Mark making in playdough using tools to create a sun, cloud with rain, snowflake Mark making pattern cards to follow shapes Look at a landscape modelling putting different weather scenarios on talking about seasons. Pupils to choose then replicate. <p>Inspired by artist Ivan Aivazovsky</p> <ul style="list-style-type: none"> Use cotton wool to make the outline of sky and sea. Paint on top with acrylic e.g. white/grey/blue 	<ul style="list-style-type: none"> Use Paint app on IWB to create large piece images of weather. Large sheets on floor/table for pupils to mark make using large pencils, crayons, chunky felt tip pens Practise mark making in sand/shaving foam using fingers/pencils Use chalk outside to create large movements. Have colouring sheets related to weather available for pupils Using large chunky chalks create large outlines of snowflakes on the ground outside. Provide the children with paintbrushes and buckets of water to paint over the snowflakes. Mark making in playdough using tools

Use skills ladders for assessment

Art and design medium term planning

<ul style="list-style-type: none"> Use roll of paper on tabletops. Add Sellotape to create square view. There are YouTube videos to support creating a crayon landscape for kids. Add perspective with a 'lane' in landscape for challenge. 	<p>for the sky. Leave white edges where possible for hints of waves and clouds.</p>	
<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>
<p>Weather, orange, purple, green, orange, grey, line drawing, pressure</p>	<p>Weather, pencil, crayon, draw, colour</p>	<p>Pencil, crayon, draw</p>

Use skills ladders for assessment

Art and design medium term planning

Cycle 1 Summer Term - Stories and rhymes (collage)

M - Pathway	M/E - Pathway	E- Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<p>Creating: Use different textured coloured paper to create collages inspired by the characters from traditional stories.</p> <p>Technique: Explore shape and texture to create simple collages. Texture – rough and smooth. Patterns - repeating.</p> <p>Exploring artists: Explore the collage art of Jason Mecier and Annegret Soltau.</p>	<p>Creating: Use different coloured paper to create simple collages.</p> <p>Technique: Explore shape and colour to create simple collages. Exploring secondary colours.</p> <p>Exploring artists: Explore simple pictures using the collage technique.</p>	<p>Creating: Use coloured paper to create simple collages.</p> <p>Technique: Explore colour to create simple collages. Exploring colours.</p> <p>Exploring artists: Explore images with contrasting colours. (AA)</p>
Lesson Ideas	Lesson Ideas	Lesson Ideas
<p>Inspired by artist Jason Mecier</p> <ul style="list-style-type: none"> • Collect a range of items (junk) that can be used to create known characters from stories • Use mosaic pieces to create key story characters or favourite cartoon character • Children to choose favourite animal. Use cereal product to create mosaic image e.g. cheerios and paint can be added. <p>Inspired by Annegret Soltau</p> <ul style="list-style-type: none"> • Dye paper with tea bags. When dry, rip paper into pieces and create a head on a neck. Add pieces of other images (eyes, ears) from magazines/ computer to create a wacky portrait. Of character from book. • Children to choose their favourite animals (heads only) Print off head area. Print off photo of student. Cut both images in half, quarters, mosaic pieces to create a new animal portrait. • Collect a range of coloured threads. Demonstrate thread and needle if possible. Pupils to choose colour of thread to add to any portrait work completed. (focus can be face area) 	<ul style="list-style-type: none"> • Collect paper of different strengths and textures for exploring and tearing; plain and patterned paper, fabric and yarn for the children to cut; ready-cut paper or fabric for sticking. Encourage them to sort collage materials. Label the tubs and store for later use. • Encourage the pupils to use a variety of different types of paper or materials to create different effects and textures (e.g. shiny paper, holographic paper, coloured paper, wrapping paper, cellophane, coloured sweet wrappers, pages from magazines etc.). • Model the skills, for example: tearing paper; using scissors; spreading glue; arranging and rearranging objects on a chosen surface; sticking down items on to a surface; as the pupils make their collages. • Attention autism session colour mixing using primary colours to make secondary colours • Have paints out for the pupils to begin to explore mixing colours together. • Create a whole class collage of a character using paint and collage. 	<ul style="list-style-type: none"> • Collect paper of different strengths and textures for exploring and tearing; plain and patterned paper. Encourage the pupils to use a variety of different types of paper or materials to create different effects and textures (e.g. shiny paper, holographic paper, coloured paper, wrapping paper, cellophane, coloured sweet wrappers, pages from magazines etc.). • Model the skills, for example: tearing paper; using scissors; spreading glue; arranging and rearranging objects on a chosen surface; sticking down items on to a surface; as the pupils make their collages. • Use a template of a character/object from the story/rhyme to make a collage of.

Use skills ladders for assessment

Art and design medium term planning

<ul style="list-style-type: none"> Print off a range of pictures of student. Cut up into mosaic type pieces (large or small) and add into mix, pieces of different textured/coloured card. Pupil to choose pieces to make abstract personal piece. 		
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Collage, texture, pattern, repeating, rough, smooth,	Collage, orange, purple, green, orange, grey	Collage, rip, cut

Use skills ladders for assessment

Art and design medium term planning

Cycle 2 Autumn Term - My School and me (Painting)

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<p>Creating: Use brushes and paints to colour images with increased accuracy of the school building and familiar places within school.</p> <p>Technique: Develop brush technique and accuracy. Explore tone and mixing colours. Mixing colours – creating secondary colours by mixing</p> <p>Exploring artists: Explore the architectural art of Colin Campbell Cooper and Thomas H. Shepherd. Begin to respond to the artwork, noting preferences.</p>	<p>Creating: Use brushes and paints to colour images of the school building and familiar places within school.</p> <p>Technique: Develop brush technique to use paint to colour with increasing accuracy. Brush technique. Accuracy.</p> <p>Exploring artists: Explore paintings and drawings of familiar buildings.</p>	<p>Creating: Use brushes and paints to begin to mark make</p> <p>Technique: Develop brush technique to begin to mark make. Developing brush control and accuracy.</p> <p>Exploring artists: Explore pictures and objects related to familiar locations and buildings. (AA)</p>
Lesson Ideas	Lesson Ideas	Lesson Ideas
<p>Inspired by Colin Campbell Cooper</p> <ul style="list-style-type: none"> • Using Lego, dip pieces into paint and attempt to create a 'city scape'. Use the longer block pieces to add shape/definition. • On a trip to the allotment/ forest school, find a range of flowers to take pictures of. Zoom in on the flowers, paying attention to petals. Use images to create watercolour/ acrylic flower inspired art. ○ Pupils are free to be wild with the brush strokes. • Collect a variety of stones, small brick pieces/ wooden sticks. Use items to paint/ design a city scape, and try to add thicker amounts of paint to the buildings in the piece, to add a more intense atmosphere to art. • Use cereal boxes and other square recyclables to create 3d city scene. Paint to be used to add yellow (in windows) or other colours to add depth. <p>Inspired by artist Thomas H. Shepherd</p> <ul style="list-style-type: none"> • On a walk around school/playground/forest school, search for arches, building features and cream/brown/white brick work. Take pictures. 	<ul style="list-style-type: none"> • Large sheets of paper on the table, floor for pupils to paint using a range of different thickness of brushes • Bucket of water and paint brush for pupils to practice their brush technique. • Follow a step by step drawing video. • Inspired by Colin Campbell Cooper • Using Lego, dip pieces into paint and attempt to create a 'city scape'. Use the longer block pieces to add shape/definition. • Use cereal boxes and other square recyclables to create 3d city scene. Paint to be used to add yellow (in windows) or other colours to add depth. • Pupils to make thick and thin lines, shapes and patterns 	<ul style="list-style-type: none"> • Large sheets of paper on the table, floor for pupils to paint using a range of different thickness of brushes • Use sponge paint brushes to follow lines on a large scale • Bucket of water and paint brush for pupils to practice their brush technique. (outdoor) • Range of resources such as crayons, pencils, felt tips, chinks, paintbrushes and different textures • Mark making in sand, soil, flour using sticks/paintbrushes

Use skills ladders for assessment

Art and design medium term planning

<p>These can be used for a painting, collage work or be manipulated on computer/iPad.</p> <ul style="list-style-type: none"> Using the same images or new ones (with additional housing scenery in background) use iPad/computer to make images black and white. 		
<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>
<p>Brush, stroke, technique, tone, mixing, secondary,</p>	<p>Brush, paint, stroke, colour</p>	<p>Paint, brush</p>

Use skills ladders for assessment

Art and design medium term planning

Cycle 2 Spring Term - Young gardeners Drawing

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<p>Creating: Use pencil and coloured pencils to create drawings inspired by the fruit, vegetables and the garden.</p> <p>Technique: Explore using coloured pencils, crayons and coloured pens to create simple drawings and to develop developing shading techniques. Shading. Light, Dark</p> <p>Exploring artists: Explore the art of Giuseppe Arcimboldo and Georgia O’Keeffe Begin to respond to the artwork, exploring similarities and differences.</p>	<p>Creating: Use pencil and coloured pencils to colour drawings inspired by the fruit, vegetables and the garden.</p> <p>Technique: Explore using coloured pencils, crayons and coloured pens to draw and colour in line drawings with increased accuracy. Pencil grip and pressure. Accuracy.</p> <p>Exploring artists: Explore paintings and drawings of fruit and nature.</p>	<p>Creating: Use coloured pencils and crayons begin to mark make.</p> <p>Technique: Explore using coloured pencils crayons drawings to begin to mark make. Continue to develop pencil control and accuracy.</p> <p>Exploring artists: Explore pictures and objects related to fruit and vegetables. (AA)</p>
Lesson Ideas	Lesson Ideas	Lesson Ideas
<p>Inspired by the artist: Giuseppe Arcimboldo</p> <ul style="list-style-type: none"> • Children to choose items from the food tech room to use to build a 3D face/body creation. • Children to use range of fruit/veg items to make a 3d face/body piece. Find the areas of shade/light. • Children to attempt a still life piece using fruit and veg or kitchen utensils. Finish with colour and consider shade/light. • Children to use fruit/veg available to create a 3D clown. Draw and colour what is made and add colour shading. <p>Inspired by the artist: Georgia O’Keeffe</p> <ul style="list-style-type: none"> • Look at a range of flower images. Children to practice drawing the flowers they like. Add colour with pencil crayons/crayons. Areas of shade to be considered. • Pupils to find a range of flowers in forest school/allotment. Zoom in as much as possible leaving details. Focus on the petals, especially if crinkled. Use images to draw flowers from photos. 	<ul style="list-style-type: none"> • Large sheets of paper on the table, floor for pupils to paint using a range of crayons, coloured pencils (a range of thickness) • Templates of fruit and vegetables for pupils to colour/mark make • To draw a range of fruit and vegetable using a pencils/crayons then colour increasing accuracy • Trip to the allotment to sketch flowers/ vegetables. <p>Inspired by the artist: Giuseppe Arcimboldo</p> <ul style="list-style-type: none"> • Children to use range of fruit/veg items to make a 3d face • Have a selection of pre-cut out fruit and vegetables for children to make their own portrait. • Children to attempt a still life piece using fruit and veg 	<ul style="list-style-type: none"> • Large sheets of paper on the table, floor for pupils to paint using a range of crayons, coloured pencils (a range of thickness) • Templates of fruit and vegetables for pupils to colour/mark make <p>Inspired by the artist: Giuseppe Arcimboldo</p> <ul style="list-style-type: none"> • Children to use range of fruit/veg items to make a 3d face • Have a selection of pre-cut out fruit and vegetables for children to make their own portrait. • Children to use fruit and veg to print and draw around

Use skills ladders for assessment

Art and design medium term planning

<p>Pupils to look where to add shade when using colour.</p> <ul style="list-style-type: none"> Using oil pastels/ pastels on black card, children to choose colours, which are in a contrast such as white/ yellow/sky blue. Children will then choose either a contrasting colour pastel or one in the same tone, e.g. yellow and sky blue (contrast) or orange/red (same) to add shade and depth to their own flower inspired designs. Using strips of tissue paper, pupils are to create their own 3d flower and will use a similar colour palette to make shaded areas or contrasting colour strips using darker colours to add shaded elements. 		
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Shade, light, dark, still life, sketch,	Line drawing, pressure	Colour, red, blue, yellow

Use skills ladders for assessment

Art and design medium term planning

Cycle 2 Summer Term - On Safari (Sculpture)

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<p>Creating: Use plasticine or similar medium to create animal sculptures.</p> <p>Technique Develop modelling techniques using hands and simple tools to add detail. Explore form and modelling techniques – rolling, squeezing, pulling and smoothing</p> <p>Exploring artists. Explore the sculptures of Joan Miro and Barbara Hepworth Begin to respond to the artwork, exploring similarities and differences between the art the children have created and the work they have explored.</p>	<p>Creating: Use plasticine or similar medium to begin to create simple animal sculptures.</p> <p>Technique Develop simple modelling techniques to form simple sculptures. Explore squeezing and pulling to develop shape.</p> <p>Exploring artists. Explore images of a range of animal sculptures.</p>	<p>Creating: Use plasticine to begin to shape and manipulate.</p> <p>Technique Develop skills to manipulate and model malleable materials. Develop coordination and increasing control</p> <p>Exploring artists. Explore objects and artefacts related to animals. (AA)</p>
Lesson Ideas	Lesson Ideas	Lesson Ideas
<ul style="list-style-type: none"> Use playdough that includes different scents, textures, colours. Practise squeezing, pulling, rolling, smoothing to mould the playdough. <p>Inspired by the artist Joan Miro:</p> <ul style="list-style-type: none"> 3d Miro inspired sculptures out of cereal boxes, paint and markers. Attempt to sculpt an animal of pupil's choice. Copy or make a design out of clay which is similar or very different to Miro's work. His animal creations are surreal. Use masking tape to create a design on paper/card which leaves open space for pupils to place primary coloured card and paper down in the style of Miro and consider a shape of an animal to choose for this. Perhaps it is abstract or obvious. Using a clothing peg and playdough/plasticine, pupils should try and create Miro's piece called 'Caress of a Bird'. <p>Inspired by the artist Barbara Hepworth:</p>	<ul style="list-style-type: none"> Use playdough that includes different scents, textures, colours. Practise squeezing, pulling, rolling to mould the playdough. Have animal toys available on the table with playdough/plasticine and model making the animal naming body parts Repeat for animals <p>Inspired by the artist Joan Miro:</p> <ul style="list-style-type: none"> Copy or make a design out of plasticine which is similar or very different to Miro's work. His animal creations are surreal. 	<ul style="list-style-type: none"> Use playdough that includes different scents, textures, and colours. Practise squeezing, pulling to mould the playdough Have animal toys available on the table with playdough and model making the animal Use different malleable materials such as plasticine to make animals or shapes Choose colours for purpose Add features onto simple shapes – make a face on a tiger etc. Add stripes onto picture of a tiger using playdough (spots for leopards, trunk on elephant)

Use skills ladders for assessment

Art and design medium term planning

<ul style="list-style-type: none"> • Roll and squeeze a number clay parts to then assemble into a sculpture, similar to Hepworth's designs. • Pull and smooth salt dough into oval inspired sculptures. When they are dry, white, green or brown wash can be added. • Collect a variety of stones and assorted pieces from outside (forest school/playground) Use pieces and superglue/glue gun to assemble into a sculpture. 		
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Model, sculpt, hands, form, roll, squeeze, pull, smooth	Model, Squeeze, pull, roll	Squeeze, pull

Use skills ladders for assessment

Art and design medium term planning

Cycle 3 Autumn Term - Once upon a time (Printing)

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<p>Creating: Use materials to create simple stamps (i.e. carved potato) to create print artwork related to the stories being explored within English.</p> <p>Technique: Develop printing techniques to create block print artwork. Creating block printing stamps, using increasing control/Create patterns, review, and revisit ideas.</p> <p>Exploring artists. Explore the different ways artists can use printmaking such as Katsushika Hokusai and Andy Warhol. Explore similarities and differences between the styles and how they are created.</p>	<p>Creating: Use simple stamps (i.e. carved potato) to create print art work related to the stories being explored within English</p> <p>Technique: Develop printing techniques to create simple block print artwork. Create simple patterns with increasing accuracy.</p> <p>Exploring artists. Explore pictures with repeating patens using colour and shape.</p>	<p>Creating Use simple stamps (i.e. carved potato) to mark make.</p> <p>Technique Create simple block print artwork. Create marks increasing accuracy.</p> <p>Exploring artists. Explore images with contrasting colours and shapes</p>
Lesson Ideas	Lesson Ideas	Lesson Ideas
<ul style="list-style-type: none"> • Use a range of fruit/vegetables to create block prints. • Show how to coil string on a block and look at the effect it makes, pupils can make their own pattern. Split the paper into squares to show putting one print in each section. • Use a polystyrene block to make a pattern using a pencil. Roll ink onto the block and create a pattern. Talk about different patterns that can be made e.g. repeat, random, drop <p>Inspired by the artist: Katsushika Hokusai</p> <ul style="list-style-type: none"> • Use wood blocks and ink to create wave styles. Add markings to print out of backgrounds featuring Japanese mountains. Cherry blossoms can be added (pencil/pen drawing) • Use large black card to support a pop up 3d wave of Hokusai. Design wave with blue and white paint. Flick brush to add white water spots. Use pastels to add background clouds. 	<ul style="list-style-type: none"> • Use a range of fruit/vegetables to create block prints. • Have ink stamps for pupils to explore dipping stamp on ink to create a print. • Use sponges and wood blocks to explore block prints. • Show how to coil string on a block and look at the effect it makes, pupils can make their own pattern. Split the paper into squares to show putting one print in each section. • Use a polystyrene block to make a pattern using a pencil. Roll ink onto the block and create a pattern. Talk about different patterns that can be made e.g. repeat, random, drop <p>Inspired by the artist: Andy Warhol</p> <ul style="list-style-type: none"> • Use ink to draw character from story onto different coloured card. Pupils to photocopy image four times. Add colour or print stamps. 	<ul style="list-style-type: none"> • Pupils to be given choice of colours through use of symbols • Use a range of fruit/vegetables to create block prints. • Have ink stamps for pupils to explore dipping stamp on ink to create a print. • Use sponges and wood blocks to explore block prints. • Inspired by the artist: Andy Warhol • Use ink to draw or add simple features or colours to character from story onto different coloured card. Pupils to photocopy image four times. Add colour or print stamps.

Use skills ladders for assessment

Art and design medium term planning

<ul style="list-style-type: none"> • Use a range of different tones of water inspired colours. Use colours to mark make within the waves that are designed. They can be original or use a template of the wave. The marks can be inspired by the Japanese wood printing. <p>Inspired by the artist: Andy Warhol</p> <ul style="list-style-type: none"> • Use screen print tools to create multiple prints like Andy Warhol. Use for repeated prints for e.g. soup cans or pupils faces (Marilyn) on different coloured paper and put all prints together (4) • Use ink to draw self-portrait onto different coloured card. Pupils to photocopy image four times. Add colour or print stamps. • Consider stories in English. Choose key characters. Draw one of the characters. Rip up some adverts in old magazines. Make a collage of these. Add drawing to the collage background. 		
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Print make, stamp, pattern, wood block, ink,	Block printing, stamp, pattern, ink	Print, stamp

Use skills ladders for assessment

Art and design medium term planning

Cycle 3 Spring Term - On the Farm (painting)

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<p>Creating: Use a variety of brushes and paints to create paintings inspired by the farm.</p> <p>Technique Use a range of different brushes and continue to develop control and accuracy paint brushes. Explore how brushes and amount of paint can develop texture within their art. Texture creating – smooth and rough textures with paint. Exploring impasto painting techniques</p> <p>Exploring artists. Explore the art of Sue Coleman and Gary Hodges. Begin to respond to the artwork and make links between the art and children’s own work.</p>	<p>Creating: Use brushes and paints to create paintings inspired by the farm</p> <p>Technique: Use large and small brushes and continue to develop control and accuracy using paint brushes. Explore how much we can mix colours to make new colours. Begin to mix colours to make new colours. Increasing control using brushes.</p> <p>Exploring artists. Explore paintings and drawings related to the farm and animals.</p>	<p>Creating: Use different brushes and paints to mark make.</p> <p>Technique: Use large and small brushes to develop control and accuracy to mark make using brushes. Begin to use different brushes and paint to mark make.</p> <p>Exploring artists. Explore objects and artefacts related to animals and the farm. (AA)</p>
Lesson Ideas	Lesson Ideas	Lesson Ideas
<ul style="list-style-type: none"> • Explore/practice using impasto painting techniques and the effect it has. <p>Inspired by the artist: Sue Coleman</p> <ul style="list-style-type: none"> • On a visit to allotment/ forest school/farm, take pictures of the grassy and woodland/farm like areas. Use these images to create paintings using different brush strokes. • Using images of a range of animals, choose one to draw. This can be added to the previous outcome also. • Use a range of natural forms (leaves) to make a farm/woodland animal design e.g. rabbit out of sticks. • Choose a woodland animal to make a mask of. Use paint where possible to add texture, e.g. fork strokes in paint for a hedgehog. <p>Inspired by the artist: Gary Hodges</p> <ul style="list-style-type: none"> • Pupils to choose favourite wildlife animal. Use Microsoft word to dilute colour and lines. Leave enough detail so pupils can draw over it. 	<ul style="list-style-type: none"> • Process art. Give pupils a paint block and water and allow them to explore what happens when they dip their brush into 2 colours etc. • Create a colour wheel looking at how you mix primary colours to make secondary colours • Pupils to make thick and thin lines, shapes and patterns using different paint brushes <p>Inspired by the artist: Sue Coleman</p> <ul style="list-style-type: none"> • On a visit to allotment/ forest school/farm, take pictures of the grassy and woodland/farm like areas/animals. Use these images to create paintings using different brush strokes. • Using images of a range of animals, choose one to draw. 	<ul style="list-style-type: none"> • Large sheets of paper on the table, floor for pupils to paint using a range of different thickness of brushes • Pupil to explore using water colour paints, ready mixed paints and acrylic paints • Bucket of water and paint brush for pupils to practice their brush technique. • Pupils to make thick and thin lines, shapes and patterns <p>Inspired by the artist: Sue Coleman</p> <ul style="list-style-type: none"> • On a visit to allotment/ forest school/farm, take pictures of the grassy and woodland/farm like areas/animals. Use these images to create paintings using different brush strokes. • Using images of a range of animals, choose one to draw, these can be done on a large scale

Use skills ladders for assessment

Art and design medium term planning

<ul style="list-style-type: none"> • Pupils to be given large card. Choose wildlife animal to create. Pay attention to more textured areas for e.g. horse's mane. Add thicker painted strokes to achieve effect. • Draw around animal to create silhouette (on white paper) Use paint to create a wildlife scene around the animal. • Choose a wildlife animal to turn into a stencil. Pupils to use stencil and paint to create wildlife design. 		
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Accurate, control, texture, brush, stroke, impasto,	Brush, stroke, mixing, secondary,	Brush, paint, stroke, colour

Use skills ladders for assessment

Art and design medium term planning

Cycle 3 Summer Term - Body wise (Sculpture)

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<p>Creating: Use clay and wire to create simple sculptures related to the body.</p> <p>Technique: Continue to improve modelling techniques using hands and a range of sculpting tools. Use additional clay to add detail and to develop form. Improve and increase modelling techniques using tools. Use modelling techniques to add detail and texture.</p> <p>Exploring artists. Explore the sculptures of Amedeo Modigliani and Anthony Gormley. Explore these artists to know about their lives and their work.</p>	<p>Creating: Use clay to create simple sculptures related to the body.</p> <p>Technique Continue to improve modelling techniques using hands. Rolling, squeezing, pulling and smoothing.</p> <p>Exploring artists. Explore images of a range of sculptures of the human body.</p>	<p>Creating: Use hands to shape and manipulate clay.</p> <p>Technique Continue to develop modelling techniques using your hands Squeezing.</p> <p>Exploring artists. Explore objects and artefacts related to the human body. (AA)</p>
Lesson Ideas	Lesson Ideas	Lesson Ideas
<p>Inspired by Amedeo Modigliani:</p> <ul style="list-style-type: none"> • Use template (online) to recreate self-portrait or portrait artwork related to Mogdialiani • Using designs as inspirations, consider how the forms created will look in clay. Pupils to roll, model and use clay tools to begin to experiment with creating lines and texture. • Take some 'selfies' on the iPad. Use tools to distort facial images like Modigliani. Focus on bent neck area and enlarged facial features. • Print off a few of these images. Cut them up into pieces to create a new distorted self-portrait. This can then be constructed with clay. <p>Inspired by Anthony Gormley:</p> <ul style="list-style-type: none"> • Take pictures of pupils in standing straight poses. Take a selection of angles. See if pupils can use the pictures in clay work (body, not moving, no arms) • If possible, plan a trip to Birmingham city centre to see Anthony Gormley's 'Iron Man'. Sketch when there and take lots of pictures. If this is not 	<ul style="list-style-type: none"> • Explore wet clay and add a range of clay tools for free exploration. • Pupils to experiment with joining and construction -Squeeze and roll clay to produce a head, body, arms and leg sculpture. <p>Inspired by Anthony Gormley:</p> <ul style="list-style-type: none"> • If possible, plan a trip to Birmingham city centre to see Anthony Gormley's 'Iron Man'. Sketch when there and take lots of pictures. Take pictures of pupils in standing straight poses. Take a selection of angles. See if pupils can use the pictures in clay work (body, not moving, no arms) 	<ul style="list-style-type: none"> • Explore wet and dry clay in a tuff tray, add a range of sensory materials for pupils to touch and manipulate and place in clay. • Explore dry clay and add a range of clay tools for free exploration. • Dry clay in a tuff tray with body shape cutters, add googly eyes, pom pom nose to face area. <p>Inspired by Amedeo Modigliani:</p> <ul style="list-style-type: none"> • Make simple round balls of clays by rolling, pulling and squeezing clay between hands. • Use ball of clay to represent a head, add simple facial features using clay tools or relatable items to create a personal portrait made of clay. • -Take head shots, print and cut into simple jigsaw style strips, encourage pupils to put back together in order. Use these to model a self- portrait made out of clay. <p>Inspired by Anthony Gormley:</p> <ul style="list-style-type: none"> • -Take full body photos (maybe in lots of different positions) and cut into simple jigsaw style strips,

Use skills ladders for assessment

Art and design medium term planning

<p>possible, collate images from the internet to make a mood board of all of Gormley's sculptures. Sketch some key ideas that are liked.</p> <ul style="list-style-type: none"> • Use clay to make a basic body sculpture (no details) Use the iPad and sculpture in different places around school to recreate Gormley's 'Another Place'. • Use a mixture of clay and recyclable materials to recreate Gormley's 'Angel of the North'. 		<p>encourage pupils to put back together in order. Use this to model a self-portrait made out of clay, including main body features.</p>
<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>
<p>Sketch, observe, record, clay, wire, form, body, model, tools, recycle, reuse, junk,</p>	<p>Model, sculpt, form, roll, squeeze, pull, smooth</p>	<p>Squeeze, roll, smooth, wet, dry</p>

Use skills ladders for assessment

Art and design medium term planning

Cycle 4 Autumn Term - We are all different (drawing)

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<p>Creating: Use pencils to create still life sketches focusing on realism.</p> <p>Technique Explore sketching and creating pictures with increased accuracy by exploring shading techniques to create light and dark within the work. Explore using shading techniques including hatching and crosshatching.</p> <p>Exploring artists. Explore the still life drawings and paintings of Maya Kopitseva and Paul Cézanne. Explore these artists to know about their lives and their work. Make contrasts and comparisons within their work.</p>	<p>Creating: Use pencils to create still life sketches with increasing accuracy.</p> <p>Technique: Explore sketching and creating simple images by exploring how pencil pressure create light and dark within their work. Explore using shading using pencil pressure.</p> <p>Exploring artists. Explore a range of realistic drawings and sketches.</p>	<p>Creating: Use a range of coloured pencils to create simple images</p> <p>Technique: Use coloured pencils to begin to make simple drawings. Continue to develop pencil control and accuracy. Exploring and choosing colours.</p> <p>Exploring artists. Explore simple realistic drawings of familiar objects. (AA)</p>
Lesson Ideas	Lesson Ideas	Lesson Ideas
<ul style="list-style-type: none"> Look at work of both artist making comparisons and contrasts. Use a range of media such as charcoal, crayons, pencils to understand the need for pencil pressure Practice different hatching techniques to develop tone/texture and shading Look at a small section of the artists work to recreate it using the techniques Create a still life. Children to arrange the still life, take a photograph so it is perfectly placed to return to over lessons. 	<ul style="list-style-type: none"> Use a range of media such as charcoal, crayons, pencils to understand the need for pencil pressure <p>Inspired by Maya Kopitseva:</p> <ul style="list-style-type: none"> tuff tray with a range of still life media such as fruit, paper and pencil crayons ,black paper and chalk, whiteboards and pens, chunky markers and coloured paper, Blackboard pens to draw on tuff tray -model real life situations of still life such as bowl of fruit/vase of flowers/tea set and draw on IWB <p>Inspired by Paul Cezanne:</p> <ul style="list-style-type: none"> Visit local areas of natural beauty and take photos on iPad. After, print and scatter print outs across a work space, provide resources for pupils to draw what they see such as trees, flowers and fields -take drawing materials into the forest school area and draw what you see. 	<p>Inspired by Maya Kopitseva:</p> <ul style="list-style-type: none"> -tuff tray with a range of still life media such as fruit, provide: paper and pencil crayons ,black paper and chalk, whiteboards and pens, chunky markers and coloured paper, blackboard pens to draw on tuff tray -model real life situations of still life such as bowl of fruit/vase of flowers/tea set and draw on IWB -sprinkle sensory media in tuff tray (sand/flour) & provide brushes for pupils to draw in the media. -Mix mud and water and draw on paper using natural resources such as sticks.
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Still life, Shading, shape, tone, hatching, cross hatching	Still life, Shading, light, dark	Draw, image

Use skills ladders for assessment

Art and design medium term planning

Cycle 4 Spring Term - To the rescue (Collage)

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<p>Creating: Create collages using textiles and a range of different materials based on a design created by the student.</p> <p>Technique: Use a range of materials to produce collages which use positive and negative space within the work. Positive and negative space.</p> <p>Exploring artists. Explore the collage art of Hannah Hoch and Peter Blake</p>	<p>Creating: Create collages using different textured materials.</p> <p>Technique Explore shape and texture to create simple collages. Texture – rough and smooth. Patterns - repeating.</p> <p>Exploring artists. Explore collages which use contrasting colours to create images.</p>	<p>Creating: Use materials with different textures to create simple collages.</p> <p>Technique Explore texture to create simple collages. Exploring textures.</p> <p>Exploring artists. Explore images and object with a variety of textures. (AA)</p>
Lesson Ideas	Lesson Ideas	Lesson Ideas
<ul style="list-style-type: none"> Positive space refers to the subject or areas of interest in an artwork, such as a person's face or figure in a portrait, the objects in a still life painting, or the trees in a landscape painting. Negative space is the background or the area that surrounds the subject of the work. Make a positive/negative picture using black and white paper e.g. of a tree Look at the work of both artists. Children to use magazines, leaflets, newspapers to cut out images to create their own collage in the style of Hanna Hoch. Pupils can make their name out of pop art graphic designs (Peter Blake) Recreate a Peter Blake inspired artwork based on 'to the rescue' Set up an art gallery to showcase the pupils finalised artwork. Evaluate the pupils finished pieces. 	<ul style="list-style-type: none"> Have feely boards for pupils to explore different textures. Encourage the pupils to use a variety of different types of paper or materials to create different effects and textures (e.g. shiny paper, holographic paper, coloured paper, wrapping paper, cellophane, coloured sweet wrappers, pages from magazines, fabric, wall paper etc.). Discuss the contrasting colours and how to build them up to make a collage Inspired by Peter Blake Pupils can make their name out of pop art graphic designs (Peter Blake) Recreate a Peter Blake inspired artwork based on 'to the rescue' 	<ul style="list-style-type: none"> Have feely boards for pupils to explore different textures Encourage the pupils to use a variety of different types of paper or materials to create different effects and textures (e.g. shiny paper, holographic paper, coloured paper, wrapping paper, cellophane, coloured sweet wrappers, pages from magazines, fabric, wall paper etc.). Create a whole class collage related to 'to the rescue' using paint and collage.
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Photomontage, pop art, positive, negative	Collage, texture, pattern, repeating, rough, smooth,	Collage, texture

Use skills ladders for assessment

Art and design medium term planning

Cycle 4 Summer Term - Roald Dahl (drawing – chalk)

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<p>Creating: Use chalk to create images related to the stories and characters of Roald Dahl. Include some larger scale pieces.</p> <p>Technique Using a range of chalk colours to create images. Explore how to mark make with the medium and using a rubber or finger to blend. Explore using blending techniques.</p> <p>Exploring artists. Explore a variety of modern chalk street art.</p>	<p>Creating: Use chalk colour images related to the stories and characters of Roald Dahl and begin to make simple images.</p> <p>Technique Using a range of chalk colours to colour images. Explore the skills of how to mark make with the medium. Explore mark making and using coloured chalks with increased accuracy.</p> <p>Exploring artists. Explore pictures and images created with chalk.</p>	<p>Creating: Use a range of coloured chalk begin to explore and mark make.</p> <p>Technique: Explore using chalks to begin to mark make and colour simple images. Continue to develop control and accuracy.</p> <p>Exploring artists. Explore real life examples of images made with chalk. (AA)</p>
Lesson Ideas	Lesson Ideas	Lesson Ideas
<ul style="list-style-type: none"> • Use a range of media to practice blending crayons, oil pencils, and chalk. Demonstrate rubbing and blending. Make a blended tree or similar. • Recreate characters/items from story using just one colour • Look at chalk street art and how they use blending technique. Take chalks into outdoor space to create larger Roald Dahl themed pictures, working in small groups. 	<ul style="list-style-type: none"> • Practice using crayons, oil pencils, chalk. • Use in outdoor areas to create large piece of work, • Recreate characters/items from story • Look at chalk street art. Take chalks into outdoor space to create larger Roald Dahl themed pictures, working in small groups colour in image from story • Attention autism – use chalk to create images 	<ul style="list-style-type: none"> • Practice using a range of media to develop control and accuracy such as crayons, oil pencils, chalk. • Attention autism – use chalk to create real life examples • Look at chalk street art. Take chalks into outdoor space
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Rubbing, blending, pressure, street art	Chalk, image, street art	Chalk, image

Use skills ladders for assessment

Art and design medium term planning

Cycle 5 Autumn Term - Dinosaurs (Stencil printing)

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<p>Creating: Use observational drawing to create a range of stencils. Create a range of prints using sponges and chalk to create positive and negative prints.</p> <p>Technique Develop printing techniques to create and cut card stencils. Creating stencils to use to make positive and negative images. Create patterns whole images with printing methods.</p> <p>Exploring artists. Explore the work of Banksy and Nick Walker. Explore their history and the impact on modern art.</p>	<p>Creating: Create a range of stencils to make prints using sponge and chalk to create positive prints.</p> <p>Technique: Use stencils to make simple prints. Create patterns using stencils. Explore shape and repeating patterns.</p> <p>Exploring artists. Explore examples of art created using stencils.</p>	<p>Creating: Use stencils to make prints using sponge and chalk to create positive prints.</p> <p>Technique Use stencil printing to develop mark making with a range of mediums. Continue to develop control and accuracy.</p> <p>Exploring artists. Explore real life examples of images made with stencils. (AA)</p>
Lesson Ideas	Lesson Ideas	Lesson Ideas
<ul style="list-style-type: none"> • Explore print using sponges and chalk to create negative/positive prints • Children observe a fossil and reproduce it on card then create a mono print by applying paint to the fossil making a pattern • Make a paper grid to explore positive and negative images (dinosaurs) • Children create their own stencil by cutting out of card then use to print making positive and negative images • Look at the work of Banksy and Nick Walker talk about art sending a positive message. Create stencil that sends a positive message. 	<ul style="list-style-type: none"> • Explore print using sponges and chalk to create positive prints • Make a paper grid to explore positive images (dinosaurs) • Children create their own stencil by cutting out of card then use to print make positive repeating pattern 	<ul style="list-style-type: none"> • Use sponges (range of different sizes) and wood blocks to explore making prints using a range of media • Show how to coil string on a block and look at the effect it makes when dip it in paint, pupils can make their own pattern. Split the paper into squares to show putting one print in each section.
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Stencil, sponge, positive, negative, modern art	Stencil, shape, positive print, repeating pattern	Print, pattern, stencil

Use skills ladders for assessment

Art and design medium term planning

Cycle 5 Spring Term - Beautiful Britain (Painting – watercolours)

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<p>Creating: Introduce watercolour painting and begin to explore new techniques.</p> <p>Technique Continue to develop control and accuracy using the paint brush. Explore colour and how they mix on the paper. Explore wet on dry and wet on wet techniques.</p> <p>Exploring artists: watercolour artwork of Claire Dalby.</p>	<p>Creating: Introduce watercolour painting and begin to explore new techniques.</p> <p>Technique Continue to develop control and accuracy using the paint brush. Explore mark making and colouring with watercolours. Explore colours mixing with watercolour paint. Light and dark.</p> <p>Exploring artists. Explore examples of art created using watercolours.</p>	<p>Creating: Introduce watercolour painting and begin to mark make with watercolours and brushes</p> <p>Technique: Explore mark making using watercolours and a range of brushes and colours. Begin to use a range of colours and brushes and paint to mark make.</p> <p>Exploring artists. Explore real life examples of images made with watercolours. (AA)</p>
Lesson Ideas	Lesson Ideas	Lesson Ideas
<ul style="list-style-type: none"> Explore the artists Have a piece of paper with a range of different size circles on. Let the children use process art to explore using water on the paint them filling in the circles. What happens if they use more or less water? Repeat the activity but this time put water in the circles first then add some paint. What happens to the paint when it touches the wet circle? Have some large outlines for the pupils to practice control and accuracy using watercolours. Children to produce a water colour of a flower or leaf. Use a waterproof marker for the outline then use water on paint to fill in the flower/leaf then use wet on wet to fill in the rest of the paper. 	<ul style="list-style-type: none"> Have a piece of paper with a range of different size circles on. Let the children use process art to explore using water on the paint them filling in the circles. What happens if they use more or less water? How do we make the paint darker or lighter? Pupils to make thick and thin lines, shapes and patterns using watercolours Have some large outlines for the pupils to practice control and accuracy using watercolours. <p>Inspired by Claire Dalby</p> <ul style="list-style-type: none"> Children to produce a water colour of a flower or leaf. Pupils draw then go over outline with a waterproof marker for the outline then use watercolour to paint to the flower/leaf 	<ul style="list-style-type: none"> Large sheets of paper on the table, floor for pupils to paint using a range of different thickness of brushes with watercolours and water Pupils to make thick and thin lines, shapes and patterns <p>Inspired by Claire Dalby</p> <ul style="list-style-type: none"> Children to produce a water colour of a flower or leaf. Pupils use watercolour to paint to a flower/leaf choosing colour they want.
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Watercolour, wet on dry, wet on wet, brush,	Watercolour, dark, light,	Watercolour, thick, thin, brush

Use skills ladders for assessment

Art and design medium term planning

Cycle 5 Summer Term - Celebration (Painting using colour)

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<p>Creating: Use paint to explore colour to produce a range of paintings related to the topic theme.</p> <p>Technique: Explore how colour can be mixed and used to create more complex paintings. Primary, Secondary and Tertiary colours mixing. Hue and the moods of colours (warm, cold and neutral)</p> <p>Exploring artists. Explore the work of Carole Clark and Mark Rothko. Explore these artists to know about their lives and their work. Make contrasts and comparisons within their work.</p>	<p>Creating: Use paint to explore colour to produce paintings related to the topic theme.</p> <p>Technique: Explore how colour can be mixed and used to enhance their paintings. Mixing colours – creating secondary colours by mixing.</p> <p>Exploring artists. Explore examples of modern art created using bold primary colours.</p>	<p>Creating: Use a different brushes and paints to mark make and begin to produce artwork.</p> <p>Technique: Explore how paints can be mixed to make different colours. Mixing colours – creating new colours.</p> <p>Exploring artists. Explore real life examples of images made with bold primary colours. (AA)</p>
Lesson Ideas	Lesson Ideas	Lesson Ideas
<ul style="list-style-type: none"> Look at Mark Rothko and how he uses colour in his paintings. Create a colour wheel looking at how you mix primary colours to make secondary colours, then add in tertiary colours. Look at colours that complement and contrast each other Begin to discuss warm (reds, oranges, yellows) and cool (blues, greens and some purples) colours Look at solstice celebration and talk about emotions colour and create a sunset(warm colours) reflecting off water (cool colours) picture, this can be linked to Carole Clarke and her images of landscapes. 	<ul style="list-style-type: none"> Process art. Give pupils a paint block and water and allow them to explore what happens when they dip their brush into 2 colours etc. Create a colour wheel looking at how you mix primary colours to make secondary colours Inspired by Carole Clark Pupils to create a landscape, look at colours at sunset etc. and create their own using secondary colours by mixing the paint. 	<ul style="list-style-type: none"> Paint one hand red and place on paper, paint the other hand blue and place on paper then get the pupil to put their hands together and rub them together. Put that hand on the paper, discuss how you created purple. Repeat again using different colours. Put three blobs of paint on large sheet of paper and get pupils to mix them together using hands/paintbrush Process art. Give pupils a paint block and water and allow them to explore what happens when they dip their brush into 2 colours etc.
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Primary, secondary, tertiary, hue, moods, colour wheel, warm, cool	Primary, secondary, mixing, bold,	Colour, mix, names of colours

Use skills ladders for assessment

Art and design medium term planning

Cycle 6 Autumn Term - Explorers (photography)

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<p>Creating: Use technology to take and manipulate digital photographs. Use printed photographs to create mixed media art.</p> <p>Technique: Explore how cameras and iPads can be used to capture images and how composition can improve photographs. Printing photographs. Composition of photographs including lighting.</p> <p>Exploring artists. Explore the photography of Dorothea Lange and Ansel Adams.</p>	<p>Creating: Use technology to take digital photographs. Use printed photographs to create mixed media art</p> <p>Technique Explore how cameras and iPads can be used to capture images. Using iPads to take self-portraits and print pictures. Use photographs to create mixed media artwork.</p> <p>Exploring artists. Explore a range of familiar and well-known photographs.</p>	<p>Creating: Explore technology that can take photographs. Use printed photographs to create mixed media art.</p> <p>Technique Explore how technology can be used to capture images. Use portrait photography to create mixed media artwork</p> <p>Exploring artists. Explore photographs of familiar people and locations. (AA)</p>
Lesson Ideas	Lesson Ideas	Lesson Ideas
<ul style="list-style-type: none"> • Introduce both artists looking at similarities and differences. Look at Ansel's appreciation of nature and Dorothea's use of people • Go to a range of different environments park, woods etc. and let the pupil take photographs of nature. Explore them in black and white, adjusting the contrast, talk about lighting and composition. • Explore how to zoom in on objects to capture a small aspect of a larger object. • Children to create photographs in the style of Dorothea showing a range of emotions, again trying using black and white. • Pupils to make a landscape using charcoal/ watercolours/pencils and add a photograph of them onto it to create mixed media artwork 	<ul style="list-style-type: none"> • Go to a range of different environments park, woods, school, shops etc. and let the pupil take self-portraits using a camera or iPad. • Show the pupils how to print the photographs out. • Cut the self-portrait photograph in half and get the pupils to draw the other half of their face using coloured pencils, pastels. • Children can create photo-comic stories to tell stories. Captions and speech bubbles can be added on computers. • Make a greeting card using portrait photography and mixed media background 	<ul style="list-style-type: none"> • Take pupils to take photographs of different areas of the school. Take photographs of familiar adults as well. • Show the pupils how to print the photographs out. • Cut the photographs up and ask the pupils to reassemble the photographs • Make a greeting card using portrait photography and mixed media background • Use The Pines logo and use images the pupils have made to create a mixed media artwork
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Photographs, printing, lighting, composition, media art	Photographs, printing, mixed media	Photograph, print

Use skills ladders for assessment

Art and design medium term planning

Cycle 6 Spring Term - Chocolate (mixed media)

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<p>Creating: Use wrappers and recycling to create mixed media pieces (enhanced by the use of other skills – painting, sculpture, drawing or photography) related to chocolate.</p> <p>Technique: Explore how a range of images and materials can be combined and used to create mixed media 3D art. Tone, 3D, Mixed Media, photography, combining and adapting materials.</p> <p>Exploring artists. Explore the work of Njideka Akunyili Crosby</p>	<p>Creating: Use wrappers and recycling to create mixed media pieces related to chocolate.</p> <p>Technique Explore how a range of images and materials can be combined and used to create mixed media 3D art. Tone, 3D, Mixed Media, photography, combining and adapting materials.</p> <p>Exploring artists Explore images of 3D art and 3D recycled art installations.</p>	<p>Creating: Use a range of materials to create mixed media artwork.</p> <p>Technique: Explore how materials can be used to make images and artwork. Using materials to create simple compositions.</p> <p>Exploring artists. Explore recycled objects that can be used to create 3D images and objects. (AA)</p>
Lesson Ideas	Lesson Ideas	Lesson Ideas
<ul style="list-style-type: none"> • Look at the work of Njideka Akunyili Crosby and how she used mixed media in her work. • Process art, allow the pupil to explore using a range of different materials. See if they find the composition of certain materials together better. Evaluate the different materials used. • Children to create their own chocolate box using the techniques, materials they have chosen. • Collect sweet wrappers and sort into primary/secondary/tertiary colours. Talk about how some sweet wrappers are light filters. • Create a piece of art using sweet wrappers. 	<ul style="list-style-type: none"> • Process art, allow the pupil to explore using a range of different materials. See if they find the composition of certain materials together better. • Take a photograph of a chocolate bar, cut it in half and get pupils to draw the other half of the chocolate bar using coloured pencils, pastels. • Pupils to make a chocolate bar out of clay or salt dough then design and create a wrapper using mixed media. They can then combine the wrapper to go halfway around the chocolate bar. 	<ul style="list-style-type: none"> • Use Play-Doh, yarn, buttons and other simple materials to build a 3D sculpture. • Allow pupils to explore joining, combining recycled objects together using cellotape, masking tape, glue etc. • Using recycled materials pupils can create a 3D chocolate bar/box
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Tone, 3D, Mixed Media, photography, combining and adapting materials.	Photography, mixed media, combining and adapting materials	3D image, mixed media

Use skills ladders for assessment

Art and design medium term planning

Cycle 6 Summer Term - My Body (Sculpture)

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<p>Creating: Use clay to create clay 3D self-portraits.</p> <p>Technique Using self-portrait photography, create a self-portrait using clay. Use additional clay to add detail to the face and to develop form. Improve modelling techniques and continue to evaluate and improve the model. Use modelling techniques to add detail. Add colour to improve the final design.</p> <p>Exploring artists. Explore the sculptures of Michelangelo and Rodin. Explore these artists to know about their lives and their work.</p>	<p>Creating: Use clay to create clay 2D self-portraits.</p> <p>Technique: Using self-portrait photography, create a self-portrait using clay. Explore form and modelling techniques – rolling, squeezing, pulling and smoothing.</p> <p>Exploring artists. Explore examples of famous realist sculptures.</p>	<p>Creating: Use hands to shape and manipulate clay into representations of the face.</p> <p>Technique: Develop skills to form clay into shapes. Develop coordination and increasing control to begin to create simple 3D shapes.</p> <p>Exploring artists. Explore a variety of artefacts and sculptures related to the human body or parts of the human body. (AA)</p>
Lesson Ideas	Lesson Ideas	Lesson Ideas
<ul style="list-style-type: none"> Look at each artist and their work. Talk about and name the emotions on each of the sculptures faces. Use slabs of clay about 1 one/2 inches thick, have the child trace his hand with a tool. Pull away the excess clay cutting out the flat hand. Using their own hands, they can mould the fingers into more round finger-like structures...adding small pieces of clay to the knuckle areas and moulding together. Create a sculpture of a 3D skeleton, or parts of the skeleton, using clay, papier mâché or cardboard tubes, and skulls out of plaster of paris. Take a photograph of the pupils displaying an emotion. Pupils to use this to make their own sculpture of their face. Pupils can paint their face to add further detail. Finally evaluate their work discussing how it could be improved. 	<ul style="list-style-type: none"> Use playdough/ clay, practise modelling techniques Inspired by Michelangelo Use slabs of clay about 1 1/2 inches thick, have the child trace his hand with a tool. Pull away the excess clay cutting out the flat hand. Using their own hands they can mould the fingers into more round finger-like structures Take a photograph of the pupils. Pupils to use this to make their own sculpture of their face using clay. 	<ul style="list-style-type: none"> Use clay, practise modelling techniques smooth, pull, squeeze, roll Place hand/foot on clay and draw around the outline. Pupils can add nail detail Make a face out of clay adding on the eyes, nose, mouth, hair Add features on to mats with a basic face on
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Sculpture, observe, mould, form, technique, evaluate, improve	observe, record, clay, form, body, model, tools,	Clay, roll, squeeze, pull, smooth

Use skills ladders for assessment

Art and design medium term planning

Cycle 7 Autumn Term 1 - Wild at heart – Painting, Picasso		
M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<p>Creating: Explore the work of Picasso and cubism. Use paint to create a range of artwork in the style of Picasso.</p> <p>Technique: Continue to explore line, tone, scale and shape to create compositions in the cubist style. Explore how colour can be used in subtle and vibrant ways to enhance their work. Explore how art doesn't need to be a photographic reflection of an image.</p> <p>Exploring artists. Explore the life and work of Picasso and George Braque. Explore the work of other notable cubist artists and begin to analyse their work.</p>	<p>Creating: Explore the work of Picasso. Use paint to create a self-portrait in the style of Picasso</p> <p>Technique Explore how colour and texture can be used in subtle and vibrant ways to enhance their work. Explore how art doesn't need to be a photographic reflection of an image. Texture creating – smooth and rough textures with paint. Exploring impasto painting techniques.</p> <p>Exploring artists: Explore some key paintings from the cubist movements</p>	<p>Creating: Explore some of Picasso's self-portraits. Use paint to create a self-portrait in the style of Picasso.</p> <p>Technique: Explore how colour can be used to make engaging and interesting art. Using bold, contrasting colours.</p> <p>Exploring artists: Explore self-portraits of Picasso. (AA)</p>
Lesson Ideas	Lesson Ideas	Lesson Ideas
<ul style="list-style-type: none"> ● Explore Cubism and examples of the work of Picasso and Braque. Make observations, comparisons and preferences (compare to other styles already encountered). ● Introduce the idea that in Cubism, the features in the picture are broken up (often from different angles) and reassembled in an abstract form. ● Introduce the life of Picasso and generate a poster or a leaflet about his life and work. ● Produce a Cubist painting: Draw a simple object and then move the object into a different position and draw the new image overlapping with the original. Repeat this one more time. Complete the image by painting the three sketches, focusing on using contrasting colours. ● Explore Picasso's Girl Before A Mirror, 1932. Create a portrait in the style of the painting. Begin by drawing an oval shape for the face, then divide 	<ul style="list-style-type: none"> ● Explore Cubism and examples of the work of Picasso and Braque and images in the cubism style. Make preferences between the paintings and a respond to the Cubism style. ● Introduce the idea that Cubism / abstract art does not try to recreate the image like a photograph. Explore how Cubism breaks objects into shapes. ● Explore the life of Picasso and create a simple 'fact map' or a collage of some of his paintings. ● Explore Guernica, 1937. Students copy or trace an image of the painting. Use paint to colour their sketch. Using vibrant and contrasting colours. ● Students create their own sketch inspired Guernica focusing on including images of things they do not like in their sketch. ● Explore portrait paintings created by Picasso. Students draw and paint a self-portrait then cut the image and features up and reassemble into a new 	<ul style="list-style-type: none"> ● Explore a range of Cubist paintings, focusing on self-portraits and the images of faces in Picasso's work. ● Use AA to explore faces and creating unusual compositions in the Cubist style. Use contrasting and vibrant colours. ● Students draw features onto a face and use contrasting colours to paint the key features of the face. ● Students use images of a range of features of the face to construct an unusual face in the style of Picasso. Finish their work by painting with bold primary colours. ● Students cut up black and white pictures of their face (taken at different angles) and cut up and reassemble into a new Cubist style image. Use paint to paint the features with vibrant and contrasting colours.

Use skills ladders for assessment

Art and design medium term planning

<p>it into two halves. Draw the profile first on one side then draw the front view in the other side. Finish with paint, focusing on using light and shade to enhance the contrast of the image.</p> <ul style="list-style-type: none"> Explore Picasso's Three Musicians, 1921. In groups, make interesting groupings of students holding musical instruments. Photograph and use the photograph to create an initial pencil sketch. Review and improve the sketch and then paint to complete. Focus on using scale and shape to create an abstract piece. 	<p>Cubist style image. Add additional paint to the final image to add texture to the image.</p>	
<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>
<p>Cubism, Abstract Art. Subtle, Vibrant, Line, tone, scale and shape</p>	<p>Cubism, Abstract Art, Vibrant, Texture.</p>	<p>Colours, Vibrant, Bold.</p>

Use skills ladders for assessment

Art and design medium term planning

Cycle 7 Autumn Term 2 - Reduce, reuse, recycle (Arts and Crafts)

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<p>Creating: Recycling Art Use collected materials to create a range of mixed media and abstract art.</p> <p>Technique: Explore how a range of materials can be used to create a range of art, including mixed media and abstract installation art. Use research to generate ideas and develop ideas.</p> <p>Exploring artists: Explore the installation art of Yayoi Kusama and Kara Walker. Explore the work of other notable installation artists and begin to make personal responses to their work.</p>	<p>Creating: Arts and Crafts - Recycling Art Use collected materials to create mixed media images.</p> <p>Technique: Explore how a range of materials can be used to create a range of art, including mixed media and abstract installation art. Use research to generate ideas and develop ideas.</p> <p>Exploring artists: Explore images of 3D art and 3D recycled art installations make comparisons and personal responses.</p>	<p>Creating: Arts and Crafts - Recycling Art Use a range of 3D materials to create a mixed media image</p> <p>Technique: Explore how 3D materials can be used to make images and artwork.</p> <p>Exploring artists: Explore examples of 3D art created using a variety of objects. (AA)</p>
Lesson Ideas	Lesson Ideas	Lesson Ideas
<ul style="list-style-type: none"> • Explore the work of Yayoi Kusama and Kara Walker. Make observations about the work and preferences about installation art. • Introduce a range of installation art (Support, Sunflower, Lullaby Spring, The Dinner Party, Floating Piers) and introduce the concept that installation art can be large or small-scale, mixed-media constructions, often designed for a specific place or for a temporary period of time. • Create a poster of a leaflet about abstract art. • Students to brainstorm and plan an installation art work; this design does not have to be achievable. • Students create a recycled 3D animal using a range of rubbish and recycled objects. Take photographs of their completed work. • Use string and coat hangers to create and abstract art piece using recycled materials. Link the work to looking after our planet / dangers of pollution. 	<ul style="list-style-type: none"> • Explore some visually striking examples of installation art. • Introduce the concept that installation art occupies a set space and is not permanent. • Explore examples of 3D animal art using recycled objects. • Create a recycled 3D animal using a range of rubbish and recycled objects. Take photographs of their completed work. • Create a 3D group art installation linked to nature (sea, forest etc.) • Create a large 3D collaborative art piece using recycled objects. • Create a 2D art collage using recycled materials. 	<ul style="list-style-type: none"> • Explore a range of recycled materials (bottles, bottle tops, egg cartons etc.). • Collect a range of recycled objects and materials. • Use AA to explore shapes / materials / recycling. • Use recycled materials (like cut up card, paper and plastic) to stick onto a sheet to create a collage. • Use recycled materials to create a 3D animal. • Use natural objects to create 3D sculptures to be displayed in Forest Schools / around school.
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Abstract art, instillation art, 3D art, combining and adapting materials	Abstract art, 3D art, combining and adapting materials	3D, Materials

Use skills ladders for assessment

Art and design medium term planning

Cycle 7 Spring Term 1 - Diversity (Pop art – Painting)

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge. Creating: Keith Haring and Pop Art: Create a range of paintings in the style of Keith Haring's key works. Technique: Explore line, colour and shape to create compositions in the Pop Art style. Explore how shape can be used to enhance their work. Identify similarities across pop art. Exploring artists: Explore the life and work of Keith Haring, Explore pop art and identify similarities and differences between the arts.	Key Knowledge. Creating Keith Haring and Pop Art Create a range of paintings in the style of Keith Haring's people paintings. Technique: Explore compositions in the Pop Art style. Explore how colour can be used to enhance their work. Explore similarities across pop art. Exploring artists: Explore some of the key paintings from to pop art movement.	Key Knowledge. Creating Keith Haring and Pop Art Create paintings in the style of Keith Haring's people paintings. Technique: Use large and small brushes to develop control and accuracy using paintbrushes. Explore how much we can mix colours to make new colours. Exploring artists: Explore the simplified figures of Keith Haring. (AA)
Lesson Ideas	Lesson Ideas	Lesson Ideas
<ul style="list-style-type: none"> • Introduce Keith Haring: Focus on his history and explore his work, style and influence. Explore his life, including his death from AIDS and his political work to highlight the danger of AIDS. Explore some of his famous paintings and sculptures; explore other styles of pop art. • Create a website/blog entry about Haring. • Explore body positioning; Students take photos of themselves in various positions. Recreate these positions using simple, small and colourful stickmen. Cut and stick these into a large-scale class collage, stuck onto paper. • Explore key features of Haring's human figures. Focus on his use of bold, flat colours with black outline and 'Movement' lines. Use chalk to create 'graffiti' in the style of Haring on the playground or on coloured card. • Create a large scale pop up art display. Students draw around their bodies and create a life size haring inspired figure. Use these figures to create a 	<ul style="list-style-type: none"> • Introduce Keith Haring: explore his work and some of his famous paintings and sculptures, explore other styles of pop art. • Explore body positioning; Students create small and colourful stickmen. Cut and stick these into a large scale class collage, stuck onto paper. • Explore key features of Haring's human figures. Focus on his use of black outline and 'Movement' lines. Use chalk to create 'graffiti' in the style of Haring on the playground or on coloured card. • Create a large scale pop up art display. Students write around their bodies and create a life size haring inspired figure. Use these figures to create a large scale art display somewhere in school. Focus on using exaggerated, vibrant lines. • Recreate Haring's animal images as a poster, badge, or stickers. 	<ul style="list-style-type: none"> • Explore a range of Keith Haring's paintings. • Use AA to explore his work, particularly images of animals and people. • Use shapes to cut and stick to make larger collage style stickmen images in the style of Haring. • Use paint to colour sketches of his work using bold colours and strokes. • Create or paint a range of images linked to exploring emotions in the style of Haring. • Use chalk to create 'graffiti' in the style of Haring on the playground or on coloured card.

Use skills ladders for assessment

Art and design medium term planning

<p>large scale art display somewhere in school. Focus on using exaggerated, vibrant lines.</p> <ul style="list-style-type: none"> • Create a badge in the style of Haring. 		
<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>
<p>Pop Art, Exaggerated, Vibrant, Scale and Shape, Meaning, Social Activism, Underground.</p>	<p>Pop Art, Vibrant, Bold, Scale and Shape, Social.</p>	<p>Bold, Bright, Shape.</p>

Use skills ladders for assessment

Art and design medium term planning

Cycle 7 Spring Term 2 - Let it grow (drawing)

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<p>Creating: Observational Drawing Using a range of materials including pencil, chalk and charcoal, create a range of observational drawings.</p> <p>Technique: Work directly from observation to continue to develop an understanding of space, form, shape and texture to make realistic drawings.</p> <p>Exploring artists: Explore the work of notable artists within the Impressionism and Post Impressionism movement. Begin to evaluate the work of others to improve their work.</p>	<p>Creating: Observational Drawing: Create a range of observational drawings using pencil.</p> <p>Technique: Work directly from observation to continue to develop an understanding of space, form, shape and texture to make realistic drawings.</p> <p>Exploring artists: Explore some of the key images from the impressionist and post-impressionist era.</p>	<p>Creating: Observational Drawing: Create some observational drawings using pencil and crayons.</p> <p>Technique: Work directly from observation to attempts to make drawings with increased accuracy. Continue to develop control and accuracy to create images from observation.</p> <p>Exploring artists: Explore realistic drawings and paintings of familiar objects. (AA)</p>
Lesson Ideas	Lesson Ideas	Lesson Ideas
<ul style="list-style-type: none"> • Explore a range of still life drawings and paintings from the Impressionism and Post Impressionism movements. • Explore drawing food using the grid technique. Use a simple image. Place large grid lines over the image and use a blank piece of paper with grid lines to help sketch out the image using pencils. • Create a simple still life image of fruit. Take a photograph and use the grid method to recreate the image. • Practice drawing a simple, familiar object. Focus on identifying the basic shapes of the object to build up their sketch. • Explore drawing portraits using facial proportions. Use templates to build up skills of drawing faces in proportion. • Explore shade. Copy examples of simple 3D objects with contrasting shade. • Take a self-portrait using light to create strong contrasts. Use the photograph to draw the face, 	<ul style="list-style-type: none"> • Explore a range of still life drawings and paintings. Explore how images are showing realism. • Explore drawing simple 2D images using the grid technique. Use a simple image. Place large grid lines over the image and use a blank piece of paper with grid lines to help sketch out the image using pencils. • Explore drawing simple 3D images using the grid technique. Use a simple image. Place large grid lines over the image and use a blank piece of paper with grid lines to help sketch out the image using pencils. • Create a still life image of a simple object. Take a photograph and use the grid method to recreate the image. • Practice copying simple images (could use simple cartoon images) begin to identify the basic shapes of the object to build up their sketch. 	<ul style="list-style-type: none"> • Explore a range of still life paintings and drawings. • Use AA to explore images of familiar objects and creating images. • Use iPads to create and take images of still life compositions. • Begin to create copies of images (use a simple template to select correct colours to copy images). • Use grids to copy and colour simple shapes or images. • Begin to create simple drawings of objects.

Use skills ladders for assessment

Art and design medium term planning

using proportions and the grid method. Explore using a pencil to create shade.	<ul style="list-style-type: none"> Explore drawing portraits using facial grid proportions. Use templates to draw accurate images of the face. 	
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Contrast, shade, Contour, Still Life, Observation, Accuracy, Proportions, Realism.	Contour, Shape, Still Life, Observation, Accuracy.	Copy, Shape, Picture.

Use skills ladders for assessment

Art and design medium term planning

Cycle 7 Summer Term 1 - Enterprise (Sculpture and 3D)

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<p>Creating: Mosaic Art Use a range of materials to create mosaic art, focusing on shape and colour.</p> <p>Technique: Sculpture and 3D: Explore using mosaics. Develop techniques to create patterns and images using mosaics from their own designs.</p> <p>Exploring artists: Ancient Art Explore a range of images and artefacts related to ancient Greek and Roman mosaics.</p>	<p>Creating: Mosaic Art Use a range of materials to create mosaic art.</p> <p>Technique Sculpture and 3D Explore using mosaics. Develop techniques to create patterns using mosaics.</p> <p>Exploring artists: Explore images and artefacts related to mosaic art,</p>	<p>Creating: Mosaic Art Use a range of coloured paper to create simple mosaic art patterns.</p> <p>Technique Sculpture and 3D Explore using mosaics. Begin to create patterns using coloured mosaics.</p> <p>Exploring artists: Explore real life examples of images made with collage / mosaics. (AA)</p>
Lesson Ideas	Lesson Ideas	Lesson Ideas
<ul style="list-style-type: none"> • Explore Mosaic art: images and artefacts related to ancient and modern mosaic art. • Explore a range of ways that mosaics can be created and what materials are they normally made from. • Create a mood board featuring mosaic art and patterns. • Explore examples of a range of Roman mosaic art. Create their own example of a roman mosaic art (using coloured paper or small tiles). • Select an image e.g. flower, animal, food, geometric pattern, logo. Sketch an A4 outline. Use a range of coloured paper, card and tissue paper to create a mosaic design. • Students recreate their design in a larger scale A3 with a range of coloured paper, card and tissue paper to create a mosaic design. • Use cut out shapes to create tessellated collages. • Recreate abstract designs based on a tessellation. 	<ul style="list-style-type: none"> • Explore Mosaic art: images and artefacts related to ancient and modern mosaic art. • Demonstrate how tiled mosaics are made. • Create a poster featuring a range of mosaic art patterns. • Explore examples of a range of patterns in Roman mosaic art. Create their own examples of patterns using coloured paper or small tiles. • Recreate a Roman floor tile with repeating patterns or images (paper or tile). • Select an image e.g. flower, animal, food, geometric pattern, and logo. Sketch an A4 outline. Use a range of coloured paper, card and tissue paper to create a mosaic design using repeating patterns. • Create a sketch of an object and use a range of shapes and colours to create a mosaic design. • Explore tessellated designs and images. • Use cut out shapes to create tessellated designs with repeated patterns. 	<ul style="list-style-type: none"> • Explore collage art and art with repeating patterns. • Take part in activities related to exploring repeated patterns. • Use AA to explore repeating patterns with shape and colour. • Use cut out shapes to copy simple repeating patterns. • Use colours to copy simple mosaic patterns. • Use paper and card shapes to stick and complete a simple collage images.
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Collage, Ancient, Modern, Repeating, Pattern, Technique, Composition, Tessellation.	Collage, Ancient, Modern, Repeating, Pattern.	Repeat, Copy, Colour.

Use skills ladders for assessment

Art and design medium term planning

Cycle 7 Summer Term 2 - Lights, camera, action (Photography)		
M - Pathway	M/E - Pathway	E Pathway
<p>Key Knowledge.</p> <p>Creating: Using photography to create and manipulate images. Focusing on overall picture composition.</p> <p>Technique Mixed Media – Photography Use cameras and iPads to capture and manipulate images using simple photo editing techniques. Use images to create surrealist mixed media art.</p> <p>Exploring artists: Explore the work of surrealist artists including Man Ray and Dali. Explore their life and how the history of the surrealist movement fits into art history.</p>	<p>Key Knowledge.</p> <p>Creating: Using photography to create and manipulate images.</p> <p>Technique Mixed Media – Photography Use cameras and iPads to capture and manipulate images using photo editing software. Use images to create surrealist mixed media art. Surrealism. Composition of photographs including lighting. Using photographs to create Surreal art.</p> <p>Exploring artists: Explore some key surrealist photographs and images.</p>	<p>Key Knowledge.</p> <p>Creating: Explore technology and begin to take photographs. Use printed photographs to create mixed media art.</p> <p>Technique Photography Begin to use technology to capture images. Use portrait photography to create mixed media artwork</p> <p>Exploring artists: Explore photographs of familiar people and locations which have been altered or manipulated. (AA)</p>
<p>Lesson Ideas</p> <ul style="list-style-type: none"> ● Explore a range of photographic art and historically important photographs. Explore some surrealist art that incorporates photography. ● Explore the history of the camera. Create a PowerPoint about the history of the camera. ● Use iPads to take a range of photographs of objects around school (give a topic – signs, objects, plants, doors, etc. ● Create and use a camera obscura. ● Set up still lifes and use a light source to take a range of photographs and explore how the light changes the image. ● Use light to take a range of portrait images. Use light to explore how it changes the image. ● Explore the rule of thirds in composing images. ● Take a range of photographs using the rule of thirds to improve the composition. 	<p>Lesson Ideas</p> <ul style="list-style-type: none"> ● Explore a range of photographic art and historically important photographs. Explore some surrealist art that incorporates photography. ● Create and use a camera obscura. ● Use iPads to take a range of photographs of objects around school (give a theme – signs, objects, plants, doors, etc.) ● Use light to take a range of portrait images. Use light to explore how it changes the image. ● Use editing software to manipulate images or add images / text to create an abstract final piece of surrealist art. 	<p>Lesson Ideas</p> <ul style="list-style-type: none"> ● Explore a range of photographs related to familiar objects and people. ● Use AA to explore photography and images of familiar people and places. ● Use iPads to take images of natural objects from a distance and close up. ● Use iPads to take pictures of preferred / familiar objects across the school. ● Use coloured light to create interesting self-portraits. ● Use editing software to manipulate images on the IWB.

Use skills ladders for assessment

Art and design medium term planning

<ul style="list-style-type: none"> Use editing software to manipulated images to create an abstract final piece of surrealist art. 		
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Photograph, Camera Obscura, Composition, Digital, Manipulate, Rule of Thirds, Still Life, Edit.	Photograph, Camera Obscura, Composition, Digital, Manipulate.	Camera, Photograph, Light.

Use skills ladders for assessment

Art and design medium term planning

Cycle 8 Autumn Term 1 - Life cycles (Art and craft)

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<p>Creating: Develop craft techniques to create a range of living art pieces related to The Green Man.</p> <p>Technique: Explore a range of materials, including living materials can be combined to create and enhance 3D art. Explore planning, evaluating and improving their work. Planning, evaluate improve. Develop.</p> <p>Exploring artists: Explore a range of arts and crafts related to The Green Man.</p>	<p>Creating: Develop craft techniques to create living art pieces related to The Green Man.</p> <p>Technique: Explore how materials, including living materials can be combined to create 3D art. Explore planning to improve improving their work. Planning, improve. Develop. Mixed media artwork.</p> <p>Exploring artists: Explore images related to sculptures of the green man.</p>	<p>Creating: Develop craft techniques to create masks related to The Green Man.</p> <p>Technique: Explore how materials can be combined to create interesting designs. Textures.</p> <p>Exploring artists: Explore objects and artefacts related to nature. (AA)</p>
Lesson Ideas	Lesson Ideas	Lesson Ideas
<ul style="list-style-type: none"> • Introduce the history and the concept of the Green Man. Explore nature and the colours of nature and the changes of the seasons. • Explore examples of art related to The Green Man. • Create a mini portfolio of ideas and images linked to the Green Man. • Visit / explore images of The Green Man in Digbeth. Recreate images of the Green Man from photographs. • Create a leaf collage / leaf bunting / images using a range of organic material. • Design a Green Man mask using a template. Create a paper mâché facemask and create their Green Man design. Incorporate leaves and plants into the design. Display their work outside and observe how their art changes over time as the leaves decay. • Write a short diary of their work, present and evaluate their completed work. Offer areas of improvement. 	<ul style="list-style-type: none"> • Introduce images of the Green Man and the significance of The Green Man. Explore the colours of nature and the colours during the changes of the seasons. • Visit / explore images of The Green Man in Digbeth. Explore images and sculptures of The Green Man. Recreate images of the face of the Green Man from photographs when given a template of the face. • Create some 3D art with natural materials; plant mobile, Green Man collage, leaf stencil prints, stone collage. • Create a paper mâché facemask and create a Green Man design. Incorporate leaves and plants into the design. Display their work outside and observe how their art changes over time as the leaves decay. • Review their work and offer some areas of development. 	<ul style="list-style-type: none"> • Explore images and sounds of nature and the colours during the changes of the seasons. • Explore masks of The Green Man. • Use AA to explore nature and the colours and sounds of nature. • Recreate 3D images of faces and images of nature using a range of natural materials. • Create some 3D abstract art with natural materials; plant mobile, leaf stencil prints, stone collage. • Create some large scale collaborative art in Forest Schools; place objects on the floor to create a large design. • Paint paper mâché facemasks.
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Nature, Natural, Symbolism, History, Culture, Decay, Cycle, Organic.	Nature, Natural, Decay, Cycle, Change.	Change, Nature, Outside.

Use skills ladders for assessment

Art and design medium term planning

Cycle 8 Autumn Term 2 - Material Monsters (painting)

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<p>Creating: Use a range of brushes and painting techniques to create unique designs linked to mythical monsters.</p> <p>Technique: Continue to develop painting techniques, evaluation, and improving work. Use sketching to plan work, evaluate, and improve the composition and structure of their work. Composition, structure. (continue to focus on space, form, shape)</p> <p>Exploring artists: Explore traditional paintings and drawings of mythical creatures.</p>	<p>Creating: Use a range painting technique to create unique designs linked to mythical monsters.</p> <p>Technique: Continue to develop painting techniques. Use sketching to plan work and evaluate and improve work. Focus on line and shape. Plan, evaluate. Line and Shape.</p> <p>Exploring artists: Explore paintings of some familiar mythical creatures.</p>	<p>Creating: Use paint to draw and colour images related to mythical monsters.</p> <p>Technique: Explore how colour can be mixed and used to enhance their paintings. Mixing colours – creating secondary colours by mixing.</p> <p>Exploring artists: Explore images of familiar monsters. (AA)</p>
Lesson Ideas	Lesson Ideas	Lesson Ideas
<ul style="list-style-type: none"> • Introduce mythical creatures. Focus on Greek mythology, The Hydra, Sphinx, Basilisk, The Griffin, Minotaur. Other creatures could also be introduced from books, film or computer games. • Introduce Sara Fanelli's Mythological Creature paintings. Focus on the Greek mythology of Argus. Look at the various depictions that exist in art. • Students to create a mix media image of Argus. Students to paint / draw their version of Argus with a collage of eyes from photographs (photocopy of their eyes or cut from magazines and newspapers). • Introduce Tony Meeuwissen's Remarkable Animals artwork and the concept of using amalgamation to mix up different animals to create new creatures. Students to create an amalgamation animal by cutting and sticking pictures of animals together. This could be done using the computer to source and size images before printing. • Students create piece of an amalgamation art where they take a picture of themselves (headshot or full body) and then draw over / cut up to create 	<ul style="list-style-type: none"> • Introduce mythical creatures. Focus on familiar creatures from books, film or computer games. Explore paintings and art related to them. • Introduce the game of Top Trumps. Students could draw and paint their own Top Trumps cards related to mythical creatures. • Create their own mythical creature: Divide up a creature into head, body and legs and have students, in secret, to draw one section. Students create a final piece from one of the creatures produced. • Create / copy an image of a mythical creature. • Introduce Tony Meeuwissen's Remarkable Animals artwork and the concept of using amalgamation to mix up different animals to create new creatures. Students to create an amalgamation animal by cutting and sticking pictures of animals together. 	<ul style="list-style-type: none"> • Explore images related to familiar mythical creatures or creatures / characters in literature. • Use AA to explore the sights and sounds of mythical monsters. • Use body parts to create monsters and paint. • Use photographs of people and self-portraits to adapt into monsters. Use paint to add colours and monster features. • Create and paint monster masks or monster hands.

Use skills ladders for assessment

Art and design medium term planning

<p>an amalgamation of themselves with another animal(s) or creatures.</p> <ul style="list-style-type: none"> Evaluate their work, offering areas of development. 		
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Mythical, Creature, Amalgamation, Mythological, Mixed Media.	Mythical, Creature, Amalgamation.	Monster, Body parts.

Use skills ladders for assessment

Art and design medium term planning

Cycle 8 Spring Term 1 - Free falling (Sculpture and 3d)

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<p>Creating: Art and Architecture - Hunderwasser Create building designs, sketches and models of buildings in the style of Hunderwasser.</p> <p>Technique: Explore architecture and the use of irregular form and incorporating natural features into designs. Architecture, regular and irregular form. Design, Contrast, Shape.</p> <p>Exploring artists: Explore the architecture of Hunderwasser. Explore their life and how their impact on architectural design.</p>	<p>Creating: Art and Architecture - Hunderwasser Create sketches and models of buildings in the style of Hunderwasser.</p> <p>Technique: Explore architecture and the use of irregular form and the impact it has on designs. Architecture, Contrast, Irregular Pattern, Design.</p> <p>Exploring artists: Explore images of contrasting architecture of familiar buildings.</p>	<p>Creating: Art and Architecture - Hunderwasser Create models of buildings in the style of Hunderwasser.</p> <p>Technique: Explore familiar buildings and create, build and colour 3D models of buildings. 3D, Models, Buildings</p> <p>Exploring artists: Explore images and artefacts related to contrasting buildings. (AA)</p>
Lesson Ideas	Lesson Ideas	Lesson Ideas
<ul style="list-style-type: none"> • Introduce types of architecture. Explore the role of an architect. • Explore some interesting building designs. • Introduce the art of Hunderwasser. Explore his use of “bright, dark colours” and organic lines, including his famous spiral shapes. • Produce a leaflet about the life and work of Hunderwasser • Create a 3D building in the style of Hunderwasser – use a range of materials. • Explore a range of contrasting familiar buildings in the UK and Birmingham. Explore a range of buildings in Birmingham from different eras. • Create sketches of the Birmingham skyline from observations and photographs. • Recreate a 3D model or drawing of a familiar building in Birmingham (Rotunda, BT tower, Birmingham Library, Town Hall etc.) 	<ul style="list-style-type: none"> • Introduce contrasting types of architecture. • Explore some interesting building designs around the world. • Introduce the buildings designed by Hunderwasser. Explore his use of organic lines in the building design. • Create a 2D/3D building in the style of Hunderwasser – use a range of materials. • Explore a range of contrasting familiar buildings in the UK and Birmingham. Explore the differences between old and new buildings. • Create sketches of the famous skylines. • Recreate a 3D model or drawing of a familiar building. 	<ul style="list-style-type: none"> • Explore images and objects related to familiar buildings. • Use AA to explore buildings and their uses. • Use shapes to create and recreate images of buildings. • Explore and paint templates of familiar buildings. • Use paint to create and complete designs of buildings when given a template. • Create or complete 3D buildings with card or building blocks. Take images of final designs.
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Architecture, Architect, Design, Function, Regular and Irregular.	Architecture, Architect, Design.	Building, Model.

Use skills ladders for assessment

Art and design medium term planning

Cycle 8 Spring Term 2- Staying Alive (Manga Art- drawing)

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<p>Creating: Manga art - Ken Sugimori: Create portraits and drawings in the Manga animation style.</p> <p>Technique: Work from Manga source material to continue to develop an understanding of space, form, shape and texture to make drawings in the style of Manga animations. Space, form, shape and texture. Realistic, Figurative.</p> <p>Exploring artists: Explore the work of Ken Sugimori and other notable Manga artists. Make personal responses to their work and evaluate their own and others work.</p>	<p>Creating: Manga art - Ken Sugimori: Create drawings in the Manga animation style.</p> <p>Technique: Work from Manga source material to create drawings in the style of Manga animations. Focus on colour and tone. Colour, tone. Realistic, Figurative.</p> <p>Exploring artists: Explore a range of images related to manga and anime.</p>	<p>Creating: Manga art - Ken Sugimori: Colour images in the Manga animation style.</p> <p>Technique: Explore colouring and creating simple images by exploring how pencil pressure create light and dark within their work. Explore using shading using pencil pressure.</p> <p>Exploring artists: Explore images of familiar cartoons. (AA)</p>
Lesson Ideas	Lesson Ideas	Lesson Ideas
<ul style="list-style-type: none"> • Explore a range of Manga and Anime art. • Explore the work of Ken Sugimori. • Explore the life, work of Ken Sugimori, and create a mini annotated portfolio of his life, work and impact. • Practice recreating some of the characters designed by Sugimori using the grid method. • Draw a range of characters and create collage of Sugimori's characters. • Create A4 Pokémon cards. • Plan, design, evaluate and improve a character in the style of Sugimori. • Explore portraits in the manga style. Follow online tutorials to create manga style portraits. 	<ul style="list-style-type: none"> • Explore a range of Manga and Anime art. • Explore the work of Ken Sugimori. • Practice recreating some of the characters designed by Sugimori using the grid method. • Create a character collage of a number of the characters created by Sugimori. • Plan and design a character in the style of Sugimori. • Design and create a range of Pokémon cards. • Explore portraits in the manga style. Create manga style portraits using templates. 	<ul style="list-style-type: none"> • Explore a range of Manga and Anime art. • Explore a range of Pokémon characters and objects related to them. • Use AA to explore cartoon art. • Use shapes to create and recreate images of buildings. • Explore and paint templates of familiar buildings. • Use paint to create and complete designs of buildings when given a template. • Create or complete 3D buildings with card or building blocks. Take images of final designs.
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Manga, Anime, Cartoon, Exaggerated, Style, Influence.	Manga, Anime, Cartoon, Exaggerated, Style, Character.	Cartoon, Character.

Use skills ladders for assessment

Art and design medium term planning

Cycle 8 Summer Term 1 - The Blue Planet (drawing)

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<p>Creating: Masters of Art - The Deep Explore and create a range of paintings related to the sea and the coast using acrylic and watercolour.</p> <p>Technique Painting Explore how brush movements can create texture and movement within paintings. Explore use tone to create mood within paintings. Mood, brush stroke, technique. Creating rhythm</p> <p>Exploring artists Romantic Traditional Movement Explore the work of romantic traditional movement painters. Focus on the life and influence of John Constable and Joseph Turner.</p>	<p>Creating: Masters of Art - The Deep: Explore and create a range of paintings related to the sea and the coast using acrylic paint.</p> <p>Technique Painting Explore how brush movements and paint can change the composition of paintings. Explore use of light and dark to create mood within paintings. Subtle, Vibrant, Line, tone, scale and shape.</p> <p>Exploring artists: Explore some well know paintings of seascapes from well-known artists from the romantic movement.</p>	<p>Creating: Masters of Art - The Deep: Create and colour images related to the sea and the coast using paint</p> <p>Technique Painting Explore how paint can be used to create texture. Texture creating – smooth and rough textures with paint</p> <p>Exploring artists: Explore pictures related to the sea and the coast. (AA)</p>
Lesson Ideas	Lesson Ideas	Lesson Ideas
<ul style="list-style-type: none"> • Explore the sea and art inspired by the sea. • Explore and respond to The Great Wave off Kanagawa by Hokusai, Waves Breaking by Monet, Storm at Sea by Turner, The Monk by the Sea by Caspar David Friedrich and a range of other appropriate images. • Create an annotated portfolio of a range of pictures of the sea and seascapes. Explore how the artists create movement and rhythm within their work. • Explore The Great Wave off Kanagawa by Hokusai and recreate images influenced by the piece. • Explore Storm at Sea by Turner. Recreate an image of the sea in the style of Turner using colour and tone to explore moods. • Create images of seascapes using acrylic and watercolours, influenced by the studied artists. • Deep Sea Creatures. Introduce a range of deep sea creature art (Pinterest etc.) Create watercolour / acrylic painting inspired by deep-sea creatures. 	<ul style="list-style-type: none"> • Explore the sea and art inspired by the sea. • Explore The Great Wave off Kanagawa by Hokusai, Waves Breaking by Monet, Storm at Sea by Turner, The Monk by the Sea by Caspar David Friedrich. • Create a simple portfolio of a range of pictures of the sea and seascapes. Respond and describe the art. • Explore The Great Wave off Kanagawa by Hokusai and recreate the piece with pencil and watercolour. • Create images of seascapes using acrylic and watercolours, influenced by the studied images. • Deep Sea Creatures. Introduce a range of deep sea creature art (Pinterest etc.) Create watercolour / acrylic painting inspired by deep-sea creatures. 	<ul style="list-style-type: none"> • Explore a range of images and sensory opportunities related to the sea and the seaside. • Use AA to explore the seaside and the sea. • Use sand and artefacts to create images related to the sea. • Use stencils related to the sea to create images. Explore how materials and paint can create texture. • Explore images of deep sea creatures. Introduce a range of deep sea creature art (Pinterest etc.) Create pictures and 3D sculptures of deep sea creatures.

Use skills ladders for assessment

Art and design medium term planning

Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Watercolour, Acrylic, Texture, Mood, Brush Stroke, Rhythm, Technique, Movement.	Watercolour, Acrylic, Texture, Mood.	Sea, Water, Sand, Rough.

Use skills ladders for assessment

Art and design medium term planning

Cycle 8 Summer Term 2- Out of this world (Sculpture and 3D)

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<p>Creating Egyptian Art: Using a range of materials including pencil, chalk and charcoal, create a range of observational drawings.</p> <p>Technique Drawing: Work directly from observation to continue to develop drawing techniques to effectively use space, form, shape and texture to make realistic drawings. Space, form, shape and texture. Realistic / Figurative.</p> <p>Exploring artists Ancient Art Explore and engage with Ancient Art</p>	<p>Creating Egyptian Art: Using a range of materials including pencil, chalk and charcoal, create a range of observational drawings.</p> <p>Technique Drawing Work directly from observation to continue to develop drawing techniques to make realistic drawings. Focus on texture and overall composition. Texture and composition. Realistic, Figurative.</p> <p>Exploring artists: Explore images of Egyptian art.</p>	<p>Creating Egyptian Art: Use chalk to colour and create a range of observational drawings linked to ancient Egypt.</p> <p>Technique Drawing: Using a range of chalk colours to colour images. Explore the skills of how to mark with the medium. Explore mark making and using coloured chalks with increased accuracy.</p> <p>Exploring artists: Explore images and artefacts related to ancient Egyptian art and culture. (AA)</p>
Lesson Ideas	Lesson Ideas	Lesson Ideas
<ul style="list-style-type: none"> • Explore a range of Egyptian art and artefacts. Focus on observing hieroglyphics and sculptures. • Create a sketchbook related to Egyptian art and artefacts. • Explore Egyptian Scarabs. Create a range of designs and then produce a Scarab using a smooth stone. • Introduce examples of cartouches. Use chalk and charcoal to recreate a cartouche. • Introduce hieroglyphics and examples of artefacts. Use chalk and charcoal to recreate a range of hieroglyphic art. • Explore Egyptian death masks. Copy and design death masks. Create and colour a death mask. 	<ul style="list-style-type: none"> • Explore a range of Egyptian art and artefacts. Focus on observing hieroglyphics and sculptures. • Explore Egyptian Scarabs. Create a range of designs and then produce a Scarab using a smooth stone. • Explore sarcophagi. Design, create and colour a 3D sarcophagus. • Introduce examples of cartouches. Use chalk and charcoal to recreate a cartouche. Create cartouche sculptures from clay and create rubbing art. • Introduce hieroglyphics and examples of artefacts. Use chalk and charcoal to recreate a range of hieroglyphic art. Create hieroglyphics with relief (draw into balsa or card) and create rubbing art. • Explore Egyptian death masks. Copy and design death masks. Create and colour a death mask. 	<ul style="list-style-type: none"> • Explore images and objects related to the Egyptians. • Use AA to explore objects and artefacts related to ancient Egypt. • Create models of the pyramids and use chalk and paint to colour them. • Explore and paint templates of Egyptian death masks. • Create a 3D Egyptian death mask. • Copy and recreate simple hieroglyphics. • Create and colour an Egyptian crown.
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Historical, Artefact, Era, Symbol, Observational.	Historical, Artefact.	Past, Chalk.

Use skills ladders for assessment

Art and design medium term planning

Cycle 9 Autumn term 1 - What am I (Sculpture and 3d)

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<p>Creating Abstract Sculptures - David Smith: Explore, plan, design, and make abstract sculptures.</p> <p>Technique Sculpture and 3D: Explore abstract sculptures and the use of irregular form and begin to form personal opinions and evaluations about art. Design and create sculptures. Abstract impressionism. Design, Contrast, Shape, Material, Design.</p> <p>Exploring artists: Explore sculptures and paintings by David Smith and Jackson Pollock.</p>	<p>Creating Abstract Sculptures - David Smith: Explore and make abstract sculptures.</p> <p>Technique Sculpture and 3D Explore abstract sculptures and begin to share opinions and preferences. Design and create sculptures. Abstract art, Shape, Material, Design.</p> <p>Exploring artists: Explore some examples of abstract paintings and sculptures.</p>	<p>Creating Abstract Sculptures - David Smith: Explore and make simple sculptures.</p> <p>Technique Sculpture and 3D: Explore abstract sculptures and begin create some simple sculptures with a range of materials. Shape, Material</p> <p>Exploring artists: Explore real life examples of images made in the abstract expressionism style being created. (AA)</p>
Lesson Ideas	Lesson Ideas	Lesson Ideas
<ul style="list-style-type: none"> • Explore the sculptures of David Smith. • Create a presentation about the work of David Smith and Jackson Pollock. • Create a range of sketches of the work of David Smith and create a display portfolio of images of his work. • Explore and respond to his CUBI pieces. • Design a 3D sculpture in the style of CUBI. • Use a range of materials to create their design in 3D. • Take a range of photographs of their finished work and create a presentation portfolio. • Explore Jackson Pollock's Untitled, 1949 sculpture. Recreate a sculpture using wire and clay inspired by this sculpture. 	<ul style="list-style-type: none"> • Explore the sculptures of David Smith. • Create an image collage or PowerPoint featuring the sculptures of David Smith. • Explore and respond to his CUBI pieces and make some sketches of these sculptures. • Design an abstract 2D sculpture with geometric shapes. • Use a range of materials to create their design in 3D inspired by Smith's CUBI pieces. • Explore abstract wire sculptures and recreate a design using wire and a range of other materials. 	<ul style="list-style-type: none"> • Explore images and objects related to the shape. • Use AA to explore shape, texture and different materials. • Use 3D and 2D shapes and Lego to create models and simple designs. • Take pictures of final designs. • Explore and use clay to create 3D geometric shapes. • Draw and colour 2D geometric shapes and create 3D shapes to create an abstract mobile art piece.
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Abstract impressionism. Design, Contrast, Shape, Material, Design.	Abstract impressionism. Design, Shape, Material, Design.	Shape, Material, 3D, 2D.

Use skills ladders for assessment

Art and design medium term planning

Cycle 9 Autumn term 2 - All change (Mixed media)		
M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<p>Creating Comic strip art - Roy Lichtenstein: Explore comic book designs and create a range of mixed media art inspired by comics and pop art.</p> <p>Technique Mixed Media Explore comic strip art identifying themes and styles across pop art. Focus incorporating culture of television, advertising, film, and cartoons in their work. Style, culture, composition. Rhythm</p> <p>Exploring artists: Explore the work, lives and influence of Roy Lichtenstein and Eduardo Paolozzi.</p>	<p>Creating Comic strip art - Roy Lichtenstein: Explore comic book designs by Lichtenstein and create a range of mixed media art inspired by some of his key work.</p> <p>Technique Mixed Media: Explore comic strip art identifying similarities and differences between the different works of pop artists. Focus on the use of text and scale to enhance their work. Colour. Scale. Enlarge. Expand. Rhythm.</p> <p>Exploring artists: Explore some key examples of pop art using the comic book style.</p>	<p>Creating Comic strip art - Roy Lichtenstein: explore comic book designs, create, and colour comic book inspired art.</p> <p>Technique Mixed Media Explore comic strip art use a range of materials to create and colour comic book inspired art. Contrasting colours. Tone.</p> <p>Exploring artists: Explore real life examples of pop art being created. (AA)</p>
Lesson Ideas	Lesson Ideas	Lesson Ideas
<ul style="list-style-type: none"> • Introduce the work of Roy Lichtenstein, Andy Warhol, Robert Rauschenberg, Peter Blake, Jasper Johns Eduardo Paolozzi and Richard Hamilton. • Explore subject matter and styles. Compare and contrast. Students to create a picture collage of Pop art that they like. • Select a piece of pop art to recreate. • Explore Kawaii art. Create a cupcake design in the style of Kawaii. • Explore work by Wayne Thiebaud. Explore his use of everyday objects in his art. Create a pastel / crayon drawing in his style using everyday classroom objects. • Introduce Andy Warhol. Introduce examples of his work, including portraits and repeating patterns. Create Pop art in the style of Warhol; using either portraits or common products. 	<ul style="list-style-type: none"> • Introduce a range of examples of Pop Art. • Compare and contrast and respond to the art work. • Select a piece of pop art to recreate. • Explore Kawaii art. Create a cupcake design in the style of Kawaii. • Introduce Andy Warhol. Introduce examples of his work, including portraits and repeating patterns. Create Pop art in the style of Warhol; using either portraits or common products. • Explore work by Roy Lichtenstein. Create 3D shoe box designs in the style of Roy Lichtenstein linked to Word Pop Art: WOW, POP, BANG etc. 	<ul style="list-style-type: none"> • Explore images and objects related to the logos and signs. • Explore familiar signs and logos around school. • Use AA to explore logos and signs. • Use newspapers and magazines to cut of text and images to create a Pop Art collage. • Use card at create a letter or word in a relief style. Colour images. • Explore the repeating patterns of Andy Warhol. Recreate images using self-portraits or images of chosen items.
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Pop Art, Inspired, Vibrant, Manipulated, Style, Culture, Composition.	Pop Art, Inspired, Vibrant, Style, Culture.	Sign, Symbol, Bold.

Use skills ladders for assessment

Art and design medium term planning

Cycle 9 Spring term 1 - Crash, bang, wallop (Painting)

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<p>Creating Abstract Art – Kandinsky: Explore a range of abstract paintings. Create a range of paintings and drawings inspired by this style. Exploring how thoughts and feelings can be expressed through art.</p> <p>Technique Painting: Explore the expressive use of colour, linking emotions to colour and composition. Continue to explore line, tone, scale and shape to create abstract compositions. Emotions, colour, composition, senses, line, tone, scale and shape.</p> <p>Exploring artists: Explore the work, life and influence of Wassily Kandinsky and Willem de Kooning.</p>	<p>Creating Abstract Art – Kandinsky: Explore a range of Kandinsky's paintings. Create a range of paintings and drawings inspired by his style. Exploring feelings can be expressed through art.</p> <p>Technique Painting: Explore the expressive use of colour, linking emotions to colour. Continue to explore line and shape to create abstract compositions. Emotions, colour, composition, abstract, line, tone and shape.</p> <p>Exploring artists: Explore the key works of Kandinsky</p>	<p>Creating Abstract Art – Kandinsky: Explore some of Kandinsky's paintings. Create and colour paintings and drawings inspired by his style.</p> <p>Technique Painting: Explore how shapes can be used to create abstract compositions. Tone and shape.</p> <p>Exploring artists: Explore real life examples of abstract art being created. (AA</p>
Lesson Ideas	Lesson Ideas	Lesson Ideas
<ul style="list-style-type: none"> • Explore the work of work, life and influence of Wassily Kandinsky and Willem de Kooning. • Explore the senses and how moods can be communicated through colour. Create colour / mood keys. • Explore and create art in the style of Kandinsky's circles and use mood to influence their work. • Explore mark making and shape how these can be influenced by music. Create mark making keys. • Explore Kandinski's "Composition VIII", 1923. Explore how music and mood influenced his composition. • Create a painting in this style, as a response to a piece of music. • Create balanced compositions in the style of other painting by Kandinsky. 	<ul style="list-style-type: none"> • Explore the work of work of Wassily Kandinsky and Willem de Kooning. • Complete a simple portfolio on the work of both artists. • Explore the senses and how moods can be communicated through colour. • Use a colour / mood keys to create art in the style of Kandinsky's circles. • Explore mark making and how these can be influenced by music. Use a mark making key to create an image in the style of Kandinski's "Composition VIII", 1923. • Create a paintings in this style, as a response to pieces of contrasting music. • Use Willem de Kooning's "Woman I" to recreate an image using a photograph of a person. 	<ul style="list-style-type: none"> • Explore sound, colour and emotions and how they are linked. • Explore matching colours and emotions. • Use AA to explore sound, colour and emotions. • Create paintings in the style of Kandinsky's circles. • Explore using shapes to create large pieces of art inspired by Kandinsky. • Cut and stick shapes to create abstract pieces.
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Emotions, colour, composition, senses, line, tone, scale and shape.	Emotions, colour, composition, senses.	Shape, Senses, Emotions.

Use skills ladders for assessment

Art and design medium term planning

Cycle 9 Spring term 2 - Evolution (drawing)

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<p>Creating Tessellation: Explore tessellation and create a range of tessellated and geometric art using a range of materials, including paint, watercolour and chalk</p> <p>Technique Drawing: Explore examples of tessellation. Continue to develop drawing techniques to create whole images composed of tessellated patterns. Tessellation, competition, repetition. Islamic art, clone.</p> <p>Exploring artists: Explore a range of tessellated art including traditional Islamic art featuring tessellation.</p>	<p>Creating Tessellation: Explore tessellation and create tessellated and geometric art using a range of materials, including paint and watercolour.</p> <p>Technique Drawing: Explore examples of tessellation and how tessellated images are created. Continue to develop drawing techniques to create a range of tessellated patterns. Tessellation, repetition. Clone.</p> <p>Exploring artists: Explore examples of tessellated art</p>	<p>Creating Tessellation: Explore tessellated images and create simple tessellated art.</p> <p>Technique Drawing: Explore examples of simple tessellated images. Create simple tessellated patterns with cut out designs. Repeat. Pattern.</p> <p>Exploring artists: Explore images with repeating connected patterns. (AA)</p>
Lesson Ideas	Lesson Ideas	Lesson Ideas
<ul style="list-style-type: none"> Explore a range of tessellated art. Introduce the concept of more complex tessellation art. Explore the use of tessellation in art and nature. Use geometric shapes to create tessellated art. Create more complex tessellations using cut out shapes as templates to draw around. Explore M.C. Escher's drawings featuring tessellation. Explore his Birds and Fishes (1960) work. Recreate card tiles to create a tessellated piece. Explore Islamic art featuring tessellations. Use mosaic or cut out paper to create a mosaic tessellation. Use 3D geometric grids to create 3D tessellated designs. 	<ul style="list-style-type: none"> Explore a range of tessellated art. Explore the use of tessellation around us, in architecture, pavements etc. Use simple geometric shapes to build tessellated art. Create birthday cards with tessellated designs. Create tessellated houses. Use templates to draw around and create larger tessellated artwork. Explore M.C. Escher's drawings featuring tessellation. Explore his Birds and Fishes (1960) work. Create card tiles to create a tessellated piece. Explore Islamic art featuring tessellations. Use mosaic or cut out paper to create a mosaic tessellation. 	<ul style="list-style-type: none"> Explore geometric shapes and building patterns with 2D shapes. Explore creating repeating patterns with Lego. Use AA to explore repeating patterns and shape. Create and colour tessellated designs. Use templates to complete geometric puzzles. Create tessellated tiles. Create tessellated mosaics.
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Tessellation, Repetition, Interconnected, Islamic, Clone.	Tessellation, Repetition, Pattern, Islamic, Clone, Connect	Repeat, Pattern.

Use skills ladders for assessment

Art and design medium term planning

Cycle 9 Summer term 1 - My changing world (Drawing and painting)

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge. Creating Post impressionism: Explore post-impressionist painters and their work. Create images in the post-impressionist style. Technique Drawing and Painting: Explore post-impressionist painters and their work. Explore themes and differences to other art movements. Make personal responses and justifications to work. Continue to develop mastery of skills covered. Colour. Technique. Texture. Composition. Form. Exploring artists Post-Impressionism: Explore the work of a range of post-impressionist painters and their work. Explore the work, lives and influence of Van Gogh and Paul Gauguin.	Key Knowledge. Creating Post impressionism: Explore some of the key post-impressionist paintings. Create images in the post-impressionist style. Technique Drawing and Painting: Explore post-impressionist paintings. Explore differences to other key pieces of art studied. Make personal responses to work. Continue to develop mastery of skills covered. Colour. Style. Texture. Composition. Form. Exploring artists: Explore some key paintings from the post-impressionist era	Key Knowledge. Creating Post impressionism: Explore some of the key post-impressionist paintings. Create images in the post-impressionist style. Technique Drawing and Painting: Explore drawing and paintings related to sunflowers. Colour. Texture. Tone – Light and Dark. Exploring artists: Explore vivid, bold paintings with the thick applications of paint. (AA)
Lesson Ideas	Lesson Ideas	Lesson Ideas
<ul style="list-style-type: none"> • Introduce a timeline of major pivotal art periods; Medieval, Renaissance, Realism, Impressionism, Post-Impressionism. • Explore famous art within Impressionism, and Post-Impressionism and how Post-impressionists were not concerned with capturing realism but used symbolism and colours to convey meaning in their work. • Create a picture timeline or picture wheel to chart the changes in art throughout the ages. • Look at the life and work of Vincent Van Gogh. Create a booklet about the life of Vincent Van Gogh. • Explore the colours and texture used by Vincent Van Gogh. Explore his use of colours and visible, textured brushstrokes. • Recreate a landscape using these techniques. 	<ul style="list-style-type: none"> • Introduce a timeline showing famous artworks from a range of periods. • Explore famous art within the Post-Impressionism movement and explore how colour was used. • Explore the life and work of Vincent Van Gogh. Create a booklet or portfolio of his work. • Explore the colours used by Vincent Van Gogh. Recreate a landscape using bold, textured colours. • Explore the painting Starry Night. • Recreation of Starry Night. Exploring colour and texture. Use a range of materials (pasta, textiles) to build a 3D image. • Explore the range of sunflower series by VVG. Use the grid method to recreate a sunflower painting. • Use seeds to create a 3D sunflower piece. 	<ul style="list-style-type: none"> • Explore texture with materials and paint. • Explore nature and images of flowers and landscapes. • Explore items linked to Van Gogh's paintings; sunflowers, sunflower seeds, flowering plants, irises etc. • Use AA to explore repeating texture. • Pupils explore the colours used by Vincent Van Gogh. Recreate a landscape using bold, textured paint. • Explore self-portraits and recreate and image with bold, textured paint. • Use materials to recreate 3D pictures inspired by the work of Van Gogh.

Use skills ladders for assessment

Art and design medium term planning

<ul style="list-style-type: none"> • Introduce the Line drawings completed by Vincent Van Gogh. • Students practice a line drawing of a simple object. • Explore the painting Starry Night. • Recreation of Starry Night. Exploring colour and texture. • Explore the range of sunflower series by VVG. Create sketches of plants or flowers and use acrylics to create a final piece. 		
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Medieval, Renaissance, Realism, Impressionism, Post-Impressionism.	Colour, Technique, Texture, Composition, Form.	Smooth, Rough.

Use skills ladders for assessment

Art and design medium term planning

Cycle 9 Summer term 2 - Poles apart (sculpture)

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<p>Creating Semi-Abstract and realist sculpture: Explore semi-abstract and realist sculptures of Henry Moore and Edgar Degas. Create sculptures incorporating mixed materials to create sculptures (wire, clay, papier Mache) in a variety of styles.</p> <p>Technique Sculpture and 3D: Explore semi-abstract sculptures and realist sculptures. Focus on mastering sculpting skills covered. Incorporate a range of techniques and materials to create sculptures. Design, Contrast, Shape, Material, Design.</p> <p>Exploring artists: Explore a range of semi-abstract and realist sculptures. Explore the work, lives and influence of Henry Moore and Edgar Degas.</p>	<p>Creating Semi-Abstract and realist sculpture: Explore semi-abstract and realist sculptures of Henry Moore. Create sculptures incorporating mixed materials to create realist sculptures (wire, clay, papier Mache).</p> <p>Technique Sculpture and 3D: Explore semi-abstract sculptures and realist sculptures. Focus on developing sculpting skills covered. Continue to develop techniques and experience of using a range of materials to create sculptures. Design, Shape, Material, Design.</p> <p>Exploring artists: Explore some key semi-abstract and realist sculptures.</p>	<p>Creating Semi-Abstract and realist sculpture: Explore some realist sculptures. Use clay to create 2D self-portrait sculptures</p> <p>Technique Sculpture and 3D: Explore realist sculptures. Focus on developing sculpting skills. Explore modelling techniques – rolling, squeezing, pulling and smoothing.</p> <p>Exploring artists: Explore semi-abstract sculptures (AA).</p>
Lesson Ideas	Lesson Ideas	Lesson Ideas
<ul style="list-style-type: none"> • Explore the differences between, abstract, semi-abstract and realist sculptures. • Create a portfolio of examples of famous works. Identify and group examples of work. • Explore the sculptures of Degas. Explore the female sculptures. • Explore Degas' Little Dancer of Fourteen Years. • Use wire / clay / paper mâché etc. to recreate a simple posed figure. • Use photography with light and backdrops to capture the piece. • Explore designs which incorporate other materials like textiles into the design. • Explore the work of Moore. Explore Moore's, Reclining Figure, 1957. 	<ul style="list-style-type: none"> • Explore images of abstract, semi-abstract and realist sculptures. • Identify and group examples of work. • Explore the sculptures of Degas. Explore the sculptures of animals. • Use wire / clay to recreate a simple animal sculpture. • Use photography with light and backdrops to capture the piece. • Explore the work of Moore. Explore Moore's, Upright Motive pieces. • Design and create a sculpture inspired by Moore's work. • Explore Moore's masks. Recreate a semi-abstract face sculpture. 	<ul style="list-style-type: none"> • Explore modelling and creating shapes will malleable materials. • Explore a range of realist sculptures. • Use AA to explore creating familiar forms with malleable materials. • Explore sculptures of the face and body. • Use clay or plasticine to model a simple face or body. • Explore sculptures of the animals. • Use clay or plasticine to model a simple face or body.

Use skills ladders for assessment

Art and design medium term planning

<ul style="list-style-type: none"> • Model a student in relined position and take a photograph. Use the image to recreate a clay or plasticine model. • Explore Sheep Piece 1971–72. Use an animal to inspire a semi-abstract piece. • Use photography with light and backdrops to capture the piece. 		
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Semi-Abstract, Realism, Sculpture, Model, Design.	Abstract, Sculpture, Model.	Form, Change.

Use skills ladders for assessment