



## KS2 Cycle B Art Medium term plan

	Autumn 1	Spring 1	Summer 1
<b>Topic</b>	<b><i>Food Glorious food (Victorians)</i></b>	<b><i>Toga- Tastic (Romans)</i></b>	<b><i>Tropical Jungle Journey</i></b>
<b>Techniques</b>	Printing	Sculpture: 3D modelling	Collage
<b>Significant Person</b>	William Morris		Henri Rousseau/ David Hockney
<b>Vocabulary</b>	printing, layer, colour, complementary, contrasting, pale, pastel, bold, earthy, vibrant, subtle, patterns, repeated, criss-cross, symmetrical, spaced, busy, complex, share, review, reflect, evaluate influenced, studies, notable, artist artisan, designer, look, discuss, feel, work of artist, identify, mediums, techniques, used. share, review, reflect, evaluate	select, arrange, materials, clay, modelling, striking effect, sculpt, 3D, shape, form, coiled, symmetrical, twisted, rounded, proportioned, share, review, reflect, evaluate.	select, arrange, materials, paper, overlap, convey, feelings, expression, movement, texture, tactile, fine, uneven, raised, coarse, glossy, share, review, reflect, evaluate influenced, studies, notable, artist artisan, designer, look, discuss, feel, work of artist, identify, mediums, techniques, used. share, review, reflect, evaluate
<b>I will know....</b>	<p><u>Printing lower KS2</u> I can learn how to use polystyrene when designing and creating print. I can refine my mono-printing techniques by making controlled marks/patterns/motifs. I can replicate more detailed patterns from the world around me (e.g. patterned fabrics/wallpaper)</p> <p><u>Printing upper KS2</u> I can design and build more intricate/detailed</p>	<p><u>Sculpture lower KS2</u> I can select and arrange materials for a striking effect when creating sculpture. I can select and arrange 3D materials to convey feelings, expression and movement when creating sculpture. I can use clay to create a simple functional form such as a pinch pot.</p> <p><u>Sculpture upper KS2</u></p>	<p><u>Collage lower KS2</u> I can select and arrange materials for a striking effect when creating collage. I can select and arrange materials/textures/colours for a purpose. I can experiment with a range of techniques such as cutting, tearing, overlapping, folding, crumpling, tearing, fraying and layering to create images.</p> <p><u>Collage upper KS2</u> I can select and arrange materials/textures/colours for a purpose and justify my choices.</p>

	<p>repeated patterns. I can master printing techniques of using layers of colour and repeating patterns.</p> <p><b><u>Ideas, Experiences &amp; Imagination lower KS2</u></b></p> <p>I can identify artist's possible inspiration and begin to identify recurring themes across artists' work. I can plan, design and make art individually and collaboratively, sharing ideas for design, technique and use of materials. I am developing my ability and understanding of drawing from imagination, observation and memory to design things, record observations, tell stories and express thought and feelings to others.</p> <p><b><u>Range of Artists lower KS2</u></b></p> <p>I can look at and talk about a larger array of artist's work and can study a piece to make comments on the techniques used. I can replicate some of the techniques used by notable artists, artisans and designers. I can begin to use a wider range of artistic terms/vocabulary to describe when studying an artist's work.</p> <p><b><u>Range of Artists upper KS2</u></b></p> <p>I can look at and talk about the work of artists who use different mediums and identify what techniques may have been used. I can create original pieces that are influenced by the studies of notable artists, artisans and designers. I can recognise features of key artistic terms/vocabulary (harmony, contrast, abstract etc.) when studying an artist's work.</p>	<p>I am beginning experiment with changing the surface texture of a malleable material by impressing and carving. I can join clay using a slip. (e.g. handles) I can adapt work as and when necessary and justify my choices. I can use clay to create a simple functional form such as a coil pot.</p> <p><b><u>Range of Materials lower KS2</u></b></p> <p>I can compare and contrast different mediums and materials and describe their effects. I can confidently use a variety of mediums with an increasing level of skill. I know that I can use sketching as a precursor to other artwork.</p> <p><b><u>Range of Materials upper KS2</u></b></p> <p>I can make informed choices about the mediums or materials that I want to use and why, justifying my choices with explanations. I can begin to purposely mix mediums to create a chosen effect. I can use sketching to help me plot out my intended final piece of artwork.</p> <p><b><u>Ideas, Experiences &amp; Imagination lower KS2</u></b></p> <p>I can identify artist's possible inspiration and begin to identify recurring themes across artists' work. I can plan, design and make art individually and collaboratively, sharing ideas for design, technique and use of materials. I am developing my ability and understanding of drawing from imagination, observation and memory to design things, record observations, tell stories and express thought and feelings to others.</p> <p><b><u>Sketch books lower KS2</u></b></p> <p>I know that my sketchbook is a working document which develops throughout a unit of work and informs my artwork. I can use my sketchbook to explore and experiment with previously taught and new skills and techniques, using what I already know to inform my process.</p>	<p>I can confidently manipulate materials to create an intended texture or effect. I can experiment with creating mood, feeling, movement and areas of interest using different media. I can select and arrange materials to convey feelings, expression and movement when creating collage.</p> <p><b><u>Range of Materials lower KS2</u></b></p> <p>I can compare and contrast different mediums and materials and describe their effects. I can confidently use a variety of mediums with an increasing level of skill. I know that I can use sketching as a precursor to other artwork.</p> <p><b><u>Range of Materials upper KS2</u></b></p> <p>I can make informed choices about the mediums or materials that I want to use and why, justifying my choices with explanations. I can begin to purposely mix mediums to create a chosen effect. I can use sketching to help me plot out my intended final piece of artwork.</p> <p><b><u>Ideas, Experiences &amp; Imagination lower KS2</u></b></p> <p>I can identify artist's possible inspiration and begin to identify recurring themes across artists' work. I can plan, design and make art individually and collaboratively, sharing ideas for design, technique and use of materials. I am developing my ability and understanding of drawing from imagination, observation and memory to design things, record observations, tell stories and express thought and feelings to others.</p> <p><b><u>Range of Artists lower KS2</u></b></p> <p>I can look at and talk about a larger array of artist's work and can study a piece to make comments on the techniques used. I can replicate some of the techniques used by notable artists, artisans and designers. I can begin to use a wider range of artistic</p>
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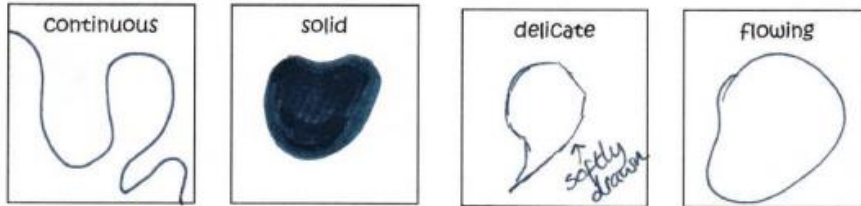
**Regular**  
Regular shapes have sides that are all equal and interior (inside) angles that are all equal.

**Lower Key Stage 2**

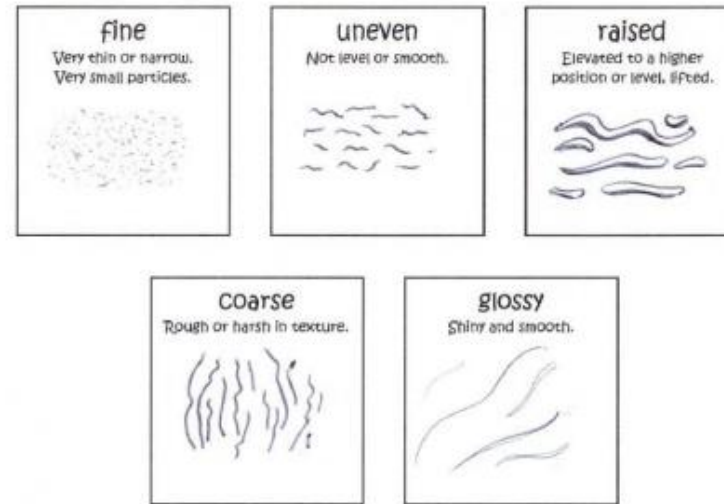
**Skill vocabulary:**

**Line**

Definition – A line is the path left by a moving point e.g. a pencil or a brush dipped in paint. A line can take many forms e.g. horizontal, diagonal or curved. A line can be used to show feelings and expressions.

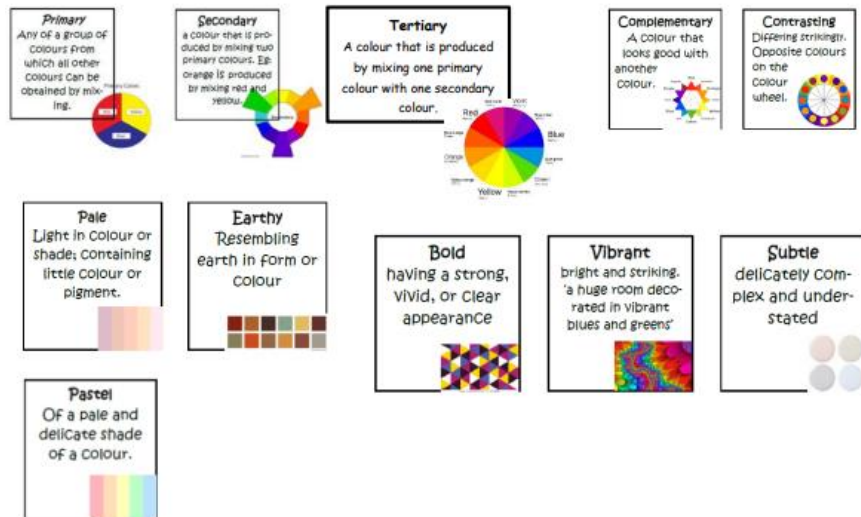


**Visual texture:**



**Colour**

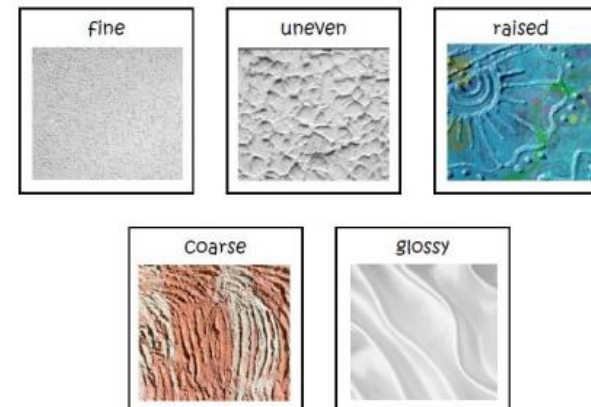
Definition – Colour is the element of Art that is produced when light is reflected by to the eye after hitting an object.



**Texture**

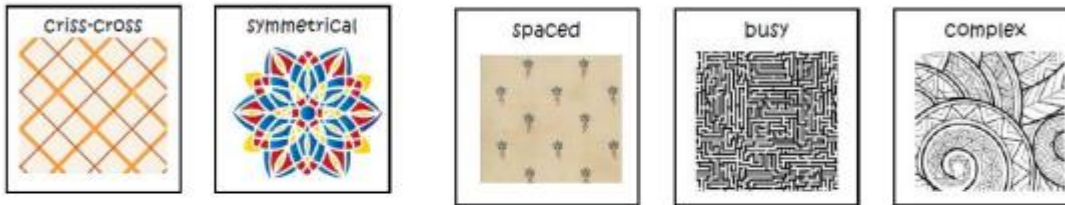
Definition – The way something looks and feels. This can be split into actual texture (what can be felt) and visual texture (what can be seen).

**Tactile Texture:**



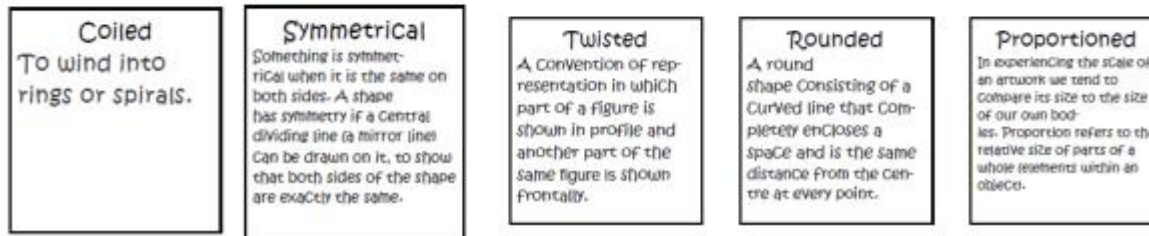
## Pattern

Definition – A pattern is a design that is created by repeating lines, shapes, tones or colours. Patterns can be manmade or natural.



## Shape and Form

Definition – A shape is an area enclosed by a line. It could be just an outline or it could be shaded in. Form is a three dimensional shape. Sculpture is about creating forms.



## Tone

Definition – Tone means the lightness or darkness of something. This could be how light or dark something appears. Tones are created by the way light falls on a 3D object.

