



St James & St John Church of England Primary School

Art Medium Term Plan

	Autumn Term 1st Half	Spring Term 1st Half	Summer Term 1st Half
FS	<p style="text-align: center;"><u>Drawing</u></p> <ul style="list-style-type: none"> • <i>To explore making marks with wax crayons. • To investigate the marks and patterns made by different textures. • Develops small motor skills so that they can use a range of tools competently, safely and confidently.</i> • <i>To explore making marks with felt tips. • To use a felt tip to make patterns. • • Develop the foundations of a handwriting style which is fast, accurate and efficient.</i> • <i>To explore making marks with chalk. • To make controlled large and small movements. • To compare different ways of making marks and drawing. • Develop overall body-strength, balance, co-ordination and agility.</i> • <i>To explore mark making using pencils. • To create a simple observational drawing.</i> 	<p style="text-align: center;"><u>Painting</u></p> <ul style="list-style-type: none"> • To explore paint through finger painting. • To describe the texture and colours as they paint. • To talk about their work and decide whether it is abstract or figurative. • To create natural paintbrushes using found objects. • To use natural paint brushes and mud paint to create artwork. • To respond to music through the medium of paint. • To use paint to express ideas and feelings. • To make child-led collages using mixed media. • To use loose parts to create a piece of transient art. • To create landscape collages inspired by the work of Megan Coyle. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • To create a large piece of group artwork based around fireworks. • To experiment with colour, design and painting techniques. 	<p style="text-align: center;"><u>Sculpture and 3D</u></p> <ul style="list-style-type: none"> • To explore clay and its properties. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • To explore playdough and its properties. • To use tools safely and with confidence. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Develop overall body-strength, balance, coordination and agility. • To create natural 3D landscape pictures using found objects. • To generate inspiration and conversation about sculpture art and artists. • To create a design for a 3D animal sculpture. • To begin making a 3D clay sculpture using the designs created last lesson. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Explore, use and refine a variety of artistic effects to express ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • To make a 3D clay sculpture using the designs created last lesson. • To share their creation, explaining the processes they have used. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Return to and build on their previous learning, refining ideas and developing their ability to represent them.



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Y1	<p style="text-align: center;"><u>Drawing</u></p> <p>NC: to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination *to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space *about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <ul style="list-style-type: none"> To explore control and pressure to create different types of lines. (I can talk about an artist and their work. I can draw different types of lines with a range of materials. I can press hard and light to create different types of lines. I can describe lines using the words I have learnt) To practise drawing different lines using music as a stimulus. (I can identify different types of lines in a drawing. I can draw lines reflecting what I hear in music, changing my pressure and control. I can select different materials to make lines.) To connect lines to create shapes. (I can identify organic shapes. I can connect lines to create a shape. I can use different types of lines to create a shape.) To explore lines and shapes in pictures for portrait drawing. (I can identify basic shapes in works of art and everyday objects. I can talk about what I like and dislike in a piece of art. I can use shapes to draw a face.) To use control and pressure skills to add colour to a drawing. (I can change how hard I press to make a colour lighter or darker. I can colour within lines. I can choose colours similar to Paul Klee's artwork.) To create an artist-inspired artwork using lines and shapes. (I can use drawing materials to fill a 	<p style="text-align: center;"><u>Sculpture and 3D</u></p> <p>NC: to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination *to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <ul style="list-style-type: none"> To roll paper to make 3D structures. • I can roll paper to make a cylinder • I can combine paper cylinders to make a sculpture • I can adapt my ideas as I work To shape paper to make a 3D drawing. • I can fold and roll paper to create 3D shapes • I can choose how to arrange the paper shapes to make a 3D drawing • I can overlap paper strips on my 3D drawing To apply paper-shaping skills to make an imaginative sculpture • I can plan a sculpture by drawing my ideas first • I can use at least three different techniques for shaping paper • I can add detail to my tree To work collaboratively to plan and create a sculpture. • I can work cooperatively • I can create different parts of a sculpture • I can secure parts of the sculpture together • I know that 3D sculpture can be created from a range of materials To apply painting skills when working in 3D. • I can use different tools to paint with • I can work as part of a collaborative project • I can paint onto 3D surfaces using appropriate methods 	<p style="text-align: center;"><u>Painting</u></p> <p>NC: to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination *to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <ul style="list-style-type: none"> Investigate how to mix secondary colours. I can name the primary colours: red, yellow and blue I can mix primary colours to make secondary colours I can say which two primary colours are needed to mix each of the secondary colours To apply knowledge of colour mixing when painting. I can use primary colours to paint I can mix primary colours to make secondary colours I can choose a suitable brush for the marks I want to make To explore colour when printing. I can use a variety of colours in my printing. I can create new colours by overlapping prints. I can work carefully and accurately when making my patterns. To experiment with paint mixing to make a range of secondary colours. • I can mix two primary colours to make shades of a secondary colour. • I can mix at least five different shades of my chosen secondary colour. • I can use my five mixed colours to create patterns. To apply their painting skills when working in the style of an artist. • I can mix secondary colours • I can choose to paint with colours that look good next



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	<p>shape with lines and shapes. I can notice and talk about how my art looks like Brianna McCarthy's and how it's different. I can describe lines, shapes and colours seen in Brianna McCarthy's work and my own)</p>		<p>to each other • I can describe my plate and compare it to others</p>
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	Autumn Term 1st Half	Spring Term 1st Half	Summer Term 1st Half
Y2	<p style="text-align: center;"><u>Drawing</u></p> <p>NC: to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination *to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <ul style="list-style-type: none"> To explore drawing techniques using a range of materials. (I can name different drawing materials. I can use different drawing materials to create marks and tones. I can change my marks by holding the material in different ways. I can record my exploring and learning in my sketchbook.) To explore and describe texture through touch and rubbings. (I can observe and feel different surfaces and record them by making texture rubbings. I can describe the surfaces I used and the textures I created. I can explain what texture is.) To develop tonal shading skills using control and pressure. (I can explain the meaning of the word 'tone' in art. I can describe how artists use tone in their drawings. I can vary the pressure to show tone.) To develop an initial sketch for an observational drawing. (I can identify the shapes in an object. I can sketch simple shapes lightly so changes are easy to make. I can refine my drawing to build up the outline of the object.) To use tone and texture to create an observational drawing. (I can use different tools to make light and dark tones. I can choose different materials to add texture and details. I can use a mixture of tools like pencils, charcoal and chalk.) 	<p style="text-align: center;"><u>Painting and Mixed Media</u></p> <p>NC: to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination *to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space *about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <ul style="list-style-type: none"> To develop knowledge of colour mixing. I can name the primary and secondary colours. I can describe what happens when I mix two secondary colours. I can make choices about how to make colours lighter or darker. To know how texture can be created with paint. I can describe colours and textures. I can choose painting tools to recreate a texture. I can mix a range of secondary colours. To use paint to explore texture and pattern. I can explain the word 'collage'. I can choose materials and tools to make textures with paint. I can mix colours to match something I see. To compose a collage, choosing and arranging materials for effect. I can choose collage materials based on colour and texture. I can describe how my choices match my ideas. I can try out different arrangements of materials, including overlapping. To evaluate and improve artwork. I can say what I like or don't like about artwork. I can talk about how I could improve my work. I can choose which materials and tools to use. 	<p style="text-align: center;"><u>Sculpture and 3D</u></p> <p>NC: to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination *to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space *about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <ul style="list-style-type: none"> To use my hands as a tool to shape clay • I can flatten clay to make a smooth surface. • I can shape clay using my hands. • I can make different marks in clay by pressing into it. • I can shape clay to make a model. To shape a pinch pot and join clay shapes as decoration • I can use the pinching technique to shape a pot • I can use my fingers and thumbs to make the sides of the pot even • I can join clay to help decorate my pot To use impressing and joining techniques to decorate a clay tile • I can describe my ideas about the work of artist Rachel Whiteread • I can roll a smooth clay tile • I can create a pattern by pressing into and joining pieces onto my tile To use drawing to plan the features of a 3D model • I can draw a house that will be made into a clay tile • I can decide how to create features like a door, windows and the roof in clay • I can label my drawing clearly To make a 3D clay tile from a drawn design • I can use my design to guide my clay work • I can use both pressing in and joining clay techniques on my tile • I can evaluate my finished tile and say how it



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			reflects my design
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Y3	<p>NC: to create sketch books to record their observations and use them to review and revisit ideas *to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p style="text-align: center;"><u>Painting</u></p> <ul style="list-style-type: none"> • To apply understanding of prehistoric man made art • I can identify features that prehistoric paintings have in common • I can describe why prehistoric people often painted animals • I can look for basic shapes within an animal drawing to help get the proportions of my drawing accurate • To understand scale to enlarge drawings in a different medium • I can identify key 2D shapes in an image • I can scale up a drawing by sketching the simple shapes first • I can successfully apply and blend charcoal to create form, tone and shape • To explore how natural products produce pigments to make different colours • I can identify & collect coloured natural items to paint with • I can describe which natural items made the most successful colours, giving reasons • I can create paints using natural ingredients as prehistoric artists did • To select and apply a range of painting techniques • I can mix paint to create a range of natural colours • I can experiment with techniques to create different textures • I can add fine detail using smaller brushes • To apply painting skills when creating a collaborative artwork • I can work in a group to create a large piece of artwork. • I can create designs using both positive and negative impressions of my hand. • I can create natural 	<p>NC: to create sketch books to record their observations and use them to review and revisit ideas *to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p style="text-align: center;"><u>Drawing</u></p> <ul style="list-style-type: none"> • To recognise how artists use shape in drawing. (I can recognise simple shapes in objects. I can use shapes to help me draw. I can sketch my drawing before adding details.) • To develop shading skills and use them to blend tones. (I can use the side of a pencil so that the lead is flat on the paper. I can blend between light and dark to create even tones. I can press evenly and shade in one direction.) • To use careful observation for adding detail to drawings. (I can observe objects carefully to notice all the details. I can use simple shapes to sketch the form of an organic object. I can use shading and mark making to show texture and tone.) • To use line, shape and tone in an imaginative drawing (I can use simple and organic shapes to sketch imaginative forms. I can use different lines and marks to show detail and texture. I can add tone using shading skills.) • To explore digital media techniques to develop drawings. (I can select appropriate tools to recreate elements of my drawing digitally. I can apply line, shape and tone with a range of digital tools. I can save and present my digital artwork.) 	<p>NC: to create sketch books to record their observations and use them to review and revisit ideas *to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] *about great artists, architects and designers in history.</p> <p style="text-align: center;"><u>Sculpture and 3D</u></p> <ul style="list-style-type: none"> • To join 2D shapes to make 3D structures. • I can define 'sculpture'. • I can try different ways to join card shapes. • I can build a 3D structure that stands up on its own • To join materials in different ways when working in 3D. • I can try out more than one way to join 3D shapes. • I can work with a partner to make larger structures. • I can problem solve if something I try doesn't work first time. • To develop ideas for 3D artwork. • I can identify 2D shapes in photos of 3D objects. • I can identify shapes in the background space between objects (negative space). • I can use drawings to plan a sculpture • To apply knowledge of sculpture when working in 3D. • I can follow my sketchbook plan. • I can make choices about how to join materials. • I can adapt my ideas if things don't go to plan. • To evaluate and improve an artwork. • I can compare two sculptor's work. • I can say what I like and what I could change about my sculpture. • I can choose how to add texture and colour to the surfaces of my sculpture.



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	colours using paint.		
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	Autumn Term 1st Half	Spring Term 1st Half	Summer Term 1st Half
Y4	<p style="text-align: center;"><u>Drawing</u></p> <p>NC: to create sketch books to record their observations and use them to review and revisit ideas *to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] *about great artists, architects and designers in history.</p> <ul style="list-style-type: none"> To draw using tone to create a 3D effect. (I can notice areas of light and dark on an object. I can experiment with shading to create different tones. I can explore using different pressures.) To explore how combining lines and mark making can show texture and tone in drawings. (I can combine lines and marks to represent different textures. I can use lines and marks in different ways to show darker and lighter colours (tone). I can observe and replicate the texture and tone of real objects in my drawings.) To understand proportion by observing how it is used in artwork. (I can explain what proportion is and identify how artists use it in their artwork. I can explain how proportion affects the balance and realism of an artwork. I can present my observations about proportion in artwork.) To understand what is an effective composition in art. (I can carefully select and arrange wrappers in an interesting way. I can demonstrate effective use of space in my collage by considering the proportion and placement of each element. I can add various elements to enhance the texture and overall appearance of my collage.) To apply an understanding of texture, tone and 	<p style="text-align: center;"><u>Painting and mixed media</u></p> <p>NC: to create sketch books to record their observations and use them to review and revisit ideas *to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] *about great artists, architects and designers in history.</p> <ul style="list-style-type: none"> To investigate different ways of applying paint • To mix tints and shades of a colour • I can describe the differences between paintings using art vocabulary • I can add different amounts of black paint to mix shades of a colour • I can add different amounts of white paint to mix tints of a colour To use tints and shades to give a three dimensional effect when painting • I can describe the way colours change in different lights • I can add black to make a colour darker and add white to make a colour lighter • I can use just one original colour in my painting and only change it by adding black, white or water To explore how paint can create very different effects • I can describe how I created a paint effect • I can use a painting tool in a new way • I can use tints and shades of colour to make my painted object appear 3D To consider proportion and composition when planning a still-life painting • I can explain what composition means • I can choose and arrange objects to create my own still-life composition • I can select important detail to include in my composition sketch To apply knowledge of colour mixing and painting techniques to create a finished piece • I can organise 	<p style="text-align: center;"><u>Craft and Design</u></p> <p>NC: to create sketch books to record their observations and use them to review and revisit ideas *to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] *about great artists, architects and designers in history.</p> <ul style="list-style-type: none"> I can describe images and objects using art vocabulary. • I can select images that interest me to draw. • I can gather images, shapes and colours together, identifying a mood/theme. I can discuss the inspiration for an artist's work. • I can choose interesting sections of one picture to draw. • I can use materials and tools to show colour and texture. I can discuss the work and patterns created by William Morris. • I can create a pattern using a drawing. • I can develop a pattern using inspiration taken from research. I can identify where a pattern repeats. • I can create a repeating pattern. • I can develop a pattern by adding extra detail. I can recognise and compare different methods of creating printed fabric. • I can evaluate my patterns to consider successes and improvements. • I can consider how my designs could be used for a product.



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	<p>proportion in a drawing. (I can sketch lightly and adjust my drawing to show proportion. I can use different lines and marks to show detail and texture. I can add tone using shading skills.)</p> <ul style="list-style-type: none">• To create a collaborative piece of art inspired by an artist. (I can use thick paint to make my own food-themed artwork like Maryam Arslan. I can talk about how Maryam Arslan creates her art and how it's different from other artists. I can explain how my food art is similar to or different from Maryam Arslan's art.)	<p>the equipment I will need to paint using my chosen technique • I can show light and dark by using tints and shades of colour • I can show what I have learned about techniques in the way I paint</p>	
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Y5	<p style="text-align: center;"><u>Craft and design</u></p> <p>NC: to create sketch books to record their observations and use them to review and revisit ideas *to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] *about great artists, architects and designers in history.</p> <ul style="list-style-type: none"> To apply observational drawing skills to interpret forms accurately.(I can sketch basic shapes lightly to plan the composition of my drawing. I can measure features roughly to help work out the right proportion. I can look closely to draw details accurately. I can evaluate my drawing as I work, making adjustments if needed.) To apply composition skills to develop a drawing into print. (I can select an interesting area from my house drawing using cropping methods.I can go over my drawing firmly (without pressing the paper) to create a clear print. I can evaluate my composition and print.) To apply an understanding of architecture to design a building. (I can describe the role of an architect. I can design a building, following a brief. I can draw my design with a front elevation view or a perspective plan. I can justify the design choices I made) To extend design ideas through research and sketchbook use.(I can recognise and describe Hundertwasser’s work.I can select information and present it in an interesting way.I can develop new ideas inspired by the style of an artist.) To explore and evaluate the intention of a design. (I can explain why people make monuments. I can design a monument to 	<p style="text-align: center;"><u>Painting and mixed media</u></p> <p>NC: to create sketch books to record their observations and use them to review and revisit ideas *to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] *about great artists, architects and designers in history.</p> <ul style="list-style-type: none"> To explore how a drawing can be developed. • I can draw a portrait using the continuous line method • I can vary the size, shape and position of the words for interest • I can explore the way a background can change the effect of a drawing To combine materials for effect. • I can explain what I want my photo composition to be • I can decide the best position for my line drawing when copying it onto the background To identify the features of self-portraits • I can use Art vocabulary to describe similarities and differences between portraits • I can justify my opinion when discussing the message behind a self-portrait To develop ideas towards an outcome by experimenting with materials and techniques. • I can justify my opinion when discussing the message behind a self-portrait • I can give a definition of ‘mixed media’ • I can try out at least three different ideas when adapting my photograph To apply knowledge and skills to create a mixed-media self-portrait. • I can describe the intention of my self portrait • I can explain why my choice of medium matches my idea • I can use my chosen medium to create a self-portrait that represents an aspect of my identity 	<p style="text-align: center;"><u>Drawing</u></p> <p>NC: to create sketch books to record their observations and use them to review and revisit ideas *to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] *about great artists, architects and designers in history.</p> <ul style="list-style-type: none"> To apply observational drawing skills to interpret forms accurately.(I can sketch basic shapes lightly to plan the composition of my drawing. I can measure features roughly to help work out the right proportion. I can look closely to draw details accurately. I can evaluate my drawing as I work, making adjustments if needed.) To apply composition skills to develop a drawing into print. (I can select an interesting area from my house drawing using cropping methods.I can go over my drawing firmly (without pressing the paper) to create a clear print. I can evaluate my composition and print.) To apply an understanding of architecture to design a building. (I can describe the role of an architect. I can design a building, following a brief. I can draw my design with a front elevation view or a perspective plan. I can justify the design choices I made) To extend design ideas through research and sketchbook use.(I can recognise and describe Hundertwasser’s work.I can select information and present it in an interesting way.I can develop new ideas inspired by the style of an artist.) To explore and evaluate the intention of a design. (I can explain why people make monuments. I can design a monument to



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	symbolise a person or event. I can describe my interpretation of a monument)		symbolise a person or event. I can describe my interpretation of a monument)
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Y6	<p style="text-align: center;"><u>Craft and Design</u></p> <p>NC: to create sketch books to record their observations and use them to review and revisit ideas *to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] *about great artists, architects and designers in history.</p> <ul style="list-style-type: none"> To explore how street artists use art to convey messages and provoke thought. (I can identify key features and messages of street art and murals. I can discuss the intention and impact of street art examples. I can sketch ideas inspired by street art.) To understand and apply one point perspective in a drawing inspired by street art. (I understand how perspective creates an illusion of depth. I can apply one point perspective in my work. I can use different shading techniques to develop texture, tone and form. I can add details to make my drawing realistic.) To understand and use scale and proportion effectively in drawings. (I can accurately enlarge a drawing by scaling up precisely. I can ensure proportions remain consistent to draw objects realistically. I can reflect on how scale affects the impact of art.) To design a street-art-inspired piece using a brief. (I can design a street-art-inspired piece that reflects my chosen message. I can apply perspective, scale and proportion in my work. I can articulate my artistic intentions and purposefully choose materials and techniques.) To create a street-art-inspired piece that conveys a message using perspective, scale and proportion. (I can scale up a design into a final piece. I can use materials purposefully and 	<p style="text-align: center;"><u>Drawing</u></p> <p>NC: to create sketch books to record their observations and use them to review and revisit ideas *to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] *about great artists, architects and designers in history.</p> <ul style="list-style-type: none"> To explore how street artists use art to convey messages and provoke thought. (I can identify key features and messages of street art and murals. I can discuss the intention and impact of street art examples. I can sketch ideas inspired by street art.) To understand and apply one point perspective in a drawing inspired by street art. (I understand how perspective creates an illusion of depth. I can apply one point perspective in my work. I can use different shading techniques to develop texture, tone and form. I can add details to make my drawing realistic.) To understand and use scale and proportion effectively in drawings. (I can accurately enlarge a drawing by scaling up precisely. I can ensure proportions remain consistent to draw objects realistically. I can reflect on how scale affects the impact of art.) To design a street-art-inspired piece using a brief. (I can design a street-art-inspired piece that reflects my chosen message. I can apply perspective, scale and proportion in my work. I can articulate my artistic intentions and purposefully choose materials and techniques.) To create a street-art-inspired piece that conveys a message using perspective, scale and proportion. (I can scale up a design into a final piece. I can use materials purposefully and 	<p style="text-align: center;"><u>Sculpture and 3D</u></p> <p>NC: to create sketch books to record their observations and use them to review and revisit ideas *to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] *about great artists, architects and designers in history.</p> <ul style="list-style-type: none"> I can identify common themes within different artworks. • I can consider how I can use art to express myself. • I can reflect on my work and choices. To explore sculptural techniques. • I can generate a selection of memories from primary school. • I can represent ideas within a composition of shapes. • I can create a cardboard relief sculpture. To use creative experience to develop ideas and plan sculpture. • I can discuss the approach of different artists and consider how this may influence my own work. • I can use my sketchbook to test and develop ideas into a plan. • I can explain what I need and how I will make my sculpture. I can use my plans to construct 3D forms. • I can combine materials and techniques to fit my ideas. • I can work independently, experimenting with tools and materials. To problem solve, evaluate and refine artwork to achieve a chosen outcome. • I can identify areas of my work to refine. • I can select appropriate tools and materials to improve my work. • I can reflect on my work and personal development as an artist.



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	articulate my artistic intentions for my piece. I can suggest improvements to refine my work.)	articulate my artistic intentions for my piece. I can suggest improvements to refine my work.	
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