



# St Mark's C of E Primary School: Medium Term Planning

## Art and Design: Cycle B Autumn Term

### KS1

**Unit Focus:** Sculpture ([Kapow Primary – Art – Y2 – Sculpture and 3D](#))

**NC Objectives:**

- 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
- Use a range of materials creatively to design and make products
- Taught 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.

	<b>Learning Objective</b> What is being learned rather than what is being done	<b>Resources</b> Any links to resources.	<b>End-point knowledge</b> What knowledge should children have gained by the end of the lesson? This will be the focus of retrieval activities and monitoring.
1	<b>LO: To use my hands as a tool to shape clay.</b>	<a href="https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-2/year-2-3d-and-sculpture-clay/lesson-1-exploring-clay/">https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-2/year-2-3d-and-sculpture-clay/lesson-1-exploring-clay/</a>  Presentation: Clay Play Coverings Boards for each pupil Clay Rolling pins A range of clay modelling tools Wire loop tools for cutting and shaping (optional) A range of interesting everyday items that can be pressed into the clay, e.g. building blocks, spoons, string.	<b>Vocabulary: cut, flatten, shape, roll, smooth, 3D, model</b>  - 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.

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2	<p><b>LO: To shape and join clay shapes</b></p>	<p><a href="https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-2/year-2-3d-and-sculpture-clay/lesson-2-pinch-pots/">https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-2/year-2-3d-and-sculpture-clay/lesson-2-pinch-pots/</a>  Presentation 3,2,1  Table coverings  Boards  Clay  A range of clay modelling tools  Cocktail/kebab sticks or similar for scoring clay.  Wire loop tools for cutting and shaping (optional)  Small pots for 'slip'  Old paintbrushes to be used with clay slip.</p>	<p><b>Vocabulary: ceramic, glaze, pinch pot, slip, score, thumb pot.</b></p> <ul style="list-style-type: none"> <li>- I can use the pinching technique to shape a pot.</li> <li>- I can use my fingers and thumbs to make the sides of the pot even.</li> <li>- I can join clay to help decorate my pot.</li> </ul>
3	<p><b>LO: To use impressing and joining techniques to decorate a clay tile.</b></p>	<p><a href="https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-2/year-2-3d-and-sculpture-clay/lesson-3-applying-skills-in-clay/">https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-2/year-2-3d-and-sculpture-clay/lesson-3-applying-skills-in-clay/</a>  Presentation: Rachel Whiteread.  Quiz: Applying skills in clay.  Table coverings.  Boards  Clay  A range of clay modelling tools  Cocktail/kebab sticks or similar for scoring clay.  Wire loop tools for cutting and shaping.  A range of interesting everyday objects to press into the clay.  Small pots for 'slip'.  Old paintbrushes to be used with clay slip.  Card templates cut to rectangular or square shapes of approximately 15 x 15 cm.  Link: Tate Kids - Who is Rachel Whiteread?</p>	<p><b>Vocabulary: 3D, in relief, plaster, casting, negative space, sculpture</b></p> <ul style="list-style-type: none"> <li>- I can describe my ideas about the work of artist Rachel Whiteread.</li> <li>- I can roll a smooth clay tile.</li> <li>- I can create a pattern by pressing into and joining pieces onto my tile.</li> </ul>

4	<p><b>LO: To use drawing to plan the features of a 3D model.</b></p>	<p><a href="https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-2/year-2-3d-and-sculpture-clay/lesson-4-designing-a-tile/">https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-2/year-2-3d-and-sculpture-clay/lesson-4-designing-a-tile/</a></p> <ul style="list-style-type: none"> <li>- Presentation: Recap and recall.</li> <li>- Presentation: Features of homes.</li> <li>- Sketchbooks, or paper if not using sketchbooks.</li> <li>- A range of drawing pencils (see Main event).</li> <li>- Pencil sharpeners.</li> <li>- Rubbers.</li> <li>- Images of houses, if not using the Activity: Features of homes</li> </ul>	<p><b>Vocabulary: casting, impressing, negative space, surface, detail, in relief, sculpture.</b></p> <ul style="list-style-type: none"> <li>- I can draw a house that will be made into a clay tile.</li> <li>- I can decide how to create features like a door, windows and the roof in clay.</li> <li>- I can label my drawing accurately.</li> </ul>
5	<p><b>LO: To make a 3D clay tile from a drawn design.</b></p>	<p><a href="https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-2/year-2-3d-and-sculpture-clay/lesson-5-house-tiles/">https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-2/year-2-3d-and-sculpture-clay/lesson-5-house-tiles/</a></p> <ul style="list-style-type: none"> <li>- The children's house designs from the previous lesson:</li> <li>- Table coverings</li> <li>- Boards</li> <li>- Clay, enough for each child to have a piece approximately the size of one and a half of their fists.</li> <li>- A range of clay modelling tools Cocktail/kebab sticks or similar for scoring clay.</li> <li>- Wire loop tools for cutting and shaping (optional).</li> <li>- A range of interesting everyday objects for pressing into the clay.</li> <li>- Small pots for 'slip'.</li> <li>- Old paintbrushes to be used with clay slip.</li> <li>- Card templates cut to rectangular or square shapes of approximately 15 x 15 cm.</li> <li>- A camera to photograph finished work (optional).</li> </ul>	<p><b>Vocabulary: impressing, score, surface, in relief, slip</b></p> <ul style="list-style-type: none"> <li>- I can use my design to guide my clay work.</li> <li>- I can use both pressing in and joining clay techniques on my tile.</li> <li>- I can evaluate my finished tile and say how it reflects my design.</li> </ul>

6	<b>LO: To evaluate a piece of art work</b>	Clay tile	<b>Vocabulary: evaluate, design</b> <ul style="list-style-type: none"><li>- I can say something that I found difficult.</li><li>- I can say something that I have learned.</li><li>- I can say something that I would do differently.</li><li>- I know that evaluations are important to improve my art skills.</li><li>- I can evaluate my finished tile and say how it reflects my design.</li></ul>
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## UKS2

### Unit Focus: Drawing ([Kapow Primary – Art – Y6 – Drawing](#))

- NC Objectives:**
- to create sketch books to record their observations and use them to review and revisit ideas
  - about great artists, architects and designers in history.'

	<b>Learning Objective</b> What is being learned rather than what is being done	<b>Resources</b> Any links to resources.	<b>End-point knowledge</b> What knowledge should children have gained by the end of the lesson? This will be the focus of retrieval activities and monitoring.
1	<b>LO: To explore expressive drawing techniques.</b>	<a href="https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-6/year-6-drawing/lesson-1-experimental-mark-making/">https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-6/year-6-drawing/lesson-1-experimental-mark-making/</a>  Presentation: Artist inspiration. Sketchbooks. Pencils. Charcoal. A selection of handmade tools for drawing. (See Teacher video: Experimental mark making) A range of materials to use with tools, such as ink and paint. Link: 'The Creation of the Earth' by Diego Rivera <a href="https://www.diego-rivera-foundation.org/The-Creation-Of-The-Earth-Page-From-Popol-Vuh.html">https://www.diego-rivera-foundation.org/The-Creation-Of-The-Earth-Page-From-Popol-Vuh.html</a>	<b>Vocabulary: ancient, civilisation, experimental, expressive, imagery, mark making, mural, Maya.</b>  - I can collect information to identify the key features of Maya art. - I can explore mark-making using a range of handmade tools - I can make comparisons between different artworks.
2	<b>LO: To consider how symbolism in art can convey meaning.</b>	<a href="https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-6/year-6-drawing/lesson-2-symbolic-imagery/">https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-6/year-6-drawing/lesson-2-symbolic-imagery/</a>  The birth dates of your class. (Optional, see: Teacher video: Symbolic art)	<b>Vocabulary: aesthetic, character traits, interpretations, Maya, modern art, reflective, represent, spirit companion, symbol, symbolic.</b>  - I can draw my Maya Spirit companion and consider its meaning.

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		<p>Presentation: Maya symbols.  Sketchbooks or loose paper.  Pencils.  Colouring pencils (Standard and/or watercolour pencils).  Rulers.  Rubbers.  Handmade drawing tools and materials from lesson 1.  (Optional, see: Main event).</p>	<ul style="list-style-type: none"> <li>- I can generate a range of symbols, patterns and colours that represent me.</li> <li>- I can take inspiration from an artist's style.</li> </ul>
3	<p><b>LO: To apply understanding of the drawing technique chiaroscuro.</b></p>	<p><a href="https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-6/year-6-drawing/lesson-3-chiaroscuro/">https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-6/year-6-drawing/lesson-3-chiaroscuro/</a>  Presentation: Chiaroscuro  An object (One colour objects are better as it is easier to see the light and dark changing its colour into different tones. (See Attention grabber).  A lamp to illuminate the object selected above.  Sketchbooks or loose plain paper. (See Main event.)  Masking tape (one roll per table.)  Sketching pencils in different grades. (Such as: 2H, HB, 2B, 4B)  Charcoal.  Rubbers.  Scissors.</p>	<p><b>Vocabulary: chiaroscuro, dark, effect, form, light, shading, technique, tone</b></p> <ul style="list-style-type: none"> <li>- I can discuss the effect of light and dark on an object and consider how to draw it.</li> <li>- I can explain the term Chiaroscuro and understand how it can be used for effect.</li> <li>- I can create form by applying chiaroscuro to a tonal drawing.</li> </ul>
4	<p><b>LO: To evaluate the context and intention of street art.</b></p>	<p><a href="https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-6/year-6-drawing/lesson-4-street-art/">https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-6/year-6-drawing/lesson-4-street-art/</a>  Presentation: Street art.  Sketchbooks.  A range of drawing materials including pencils.</p>	<p><b>Vocabulary: audience, commissioned, graffiti, guerrilla, imagery, impact, issue, mural, street art.</b></p> <ul style="list-style-type: none"> <li>- I can discuss the similarities and differences between art styles.</li> </ul>

		Scissors. Glue sticks.	<ul style="list-style-type: none"> <li>- I can discuss ideas about 'what art is' or 'should be' and justify choices.</li> <li>- I can identify something I feel strongly about and consider how to represent it through a drawing.</li> </ul>
5	<b>LO: To apply an understanding of impact and effect to create a powerful image.</b>	<a href="https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-6/year-6-drawing/lesson-5-powerful-imagery/">https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-6/year-6-drawing/lesson-5-powerful-imagery/</a> Presentation: Make my voice heard. Sketchbooks. Sheets of paper. Drawing pencils. Provide access to a range of drawing materials for children to select from, such as; charcoal, pastels, inks, and paints. This can also include the handmade tools used in lesson 1.	<b>Vocabulary: composition, convey, develop, drawing decisions, impact, symbols, technique.</b> <ul style="list-style-type: none"> <li>- I can analyse how an artist conveys a message.</li> <li>- I can use my creative work to develop an idea, applying drawing techniques for visual impact and effect.</li> <li>- I can work independently, revisiting and reviewing my work to develop it.</li> </ul>
6	<b>LO: To evaluate their drawing</b>	Drawing from lesson 5.	<b>Vocabulary: evaluate, design</b> <ul style="list-style-type: none"> <li>- I can say something that I found difficult</li> <li>- I can say something that I have learned</li> <li>- I can say something that I would do differently</li> <li>- I know that evaluations are important to improve my art skills</li> <li>- I can evaluate my finished drawing and say how it reflects my design.</li> </ul>