



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

Art and Design: Cycle B Summer Term

KS1

Unit Focus: Painting and mixed media – colour splash

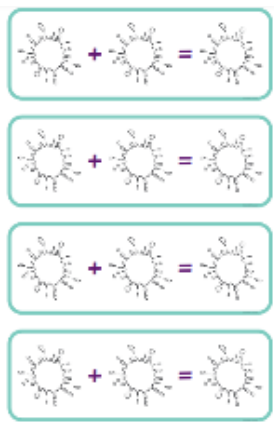
NC Objectives:

- 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.

	Learning Objective What is being learned rather than what is being done	Resources Any links to resources.	End-point knowledge What knowledge should children have gained by the end of the lesson? This will be the focus of retrieval activities and monitoring.
1	To investigate how to mix secondary colours	https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-1/year-1-painting/painting-and-mixed-media-lesson-1-making-colours/ https://video.link/w/9C40 <ul style="list-style-type: none"> - Plasticine or play dough in: red, yellow and blue – two balls of each per child - Crayons and coloured pencils - Coloured tissue or cellophane in primary colours - Paper or sketchbooks - paint palette - Red, yellow and blue ready-mixed paint - A piece of A3 paper 	Vocabulary: primary colours, secondary colours, mix, blend <ul style="list-style-type: none"> - 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 -

LOVING, GROWING and SUCCEEDING TOGETHER

2	To apply knowledge of colour mixing when painting	https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-1/year-1-painting/painting-and-mixed-media-lesson-2-painting-with-colour/ <ul style="list-style-type: none"> - Presentation: Numbers in Color, 1958-59 by Jasper Johns (see Attention grabber) - A selection of coloured bricks or other small classroom objects in red, yellow and blue - Ready-mixed primary paints in palettes/plates – one per pair of pupils - Palettes – one per pupil - Water pots - Brushes (a range of sizes) - Protective aprons/shirts - Paper or plastic on the tables - A3 off-white sugar paper / card (per child) - Pencils - Chalks or marker pens for outlining numbers 	Vocabulary: primary colours, secondary colours, mix <ul style="list-style-type: none"> - 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 -
3	To explore colour when printing	https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-1/year-1-painting/painting-and-mixed-media-lesson-3-printing-with-paint/ <ul style="list-style-type: none"> - Lots of Lego or Duplo blocks - Other objects suitable to print with eg cotton reels, corks, building blocks etc - Scrap paper or sketchbooks for experimenting - Loose paper for printmaking - Ready mixed paint 	Vocabulary: pattern, shape, texture, space, kaleidoscope <ul style="list-style-type: none"> - To explore colour when printing. - I can use a variety of colours in my printing - I can create colours by overlapping prints - I can work carefully and accurately when making my patterns
4	To experiment with paint mixing to make a range of secondary colours	https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-1/year-1-painting/painting-and-mixed-media-lesson-4-exploring-colour-mixing/ <ul style="list-style-type: none"> - A small collection of green objects, natural or man-made – leaves, fruit, vegetables, plastics, packaging etc. (See Attention grabber) - Sketchbooks or A4 paper 	Vocabulary: shade, hue, pattern, <ul style="list-style-type: none"> - I can mix two primary colours to make shades of a secondary colour.

		<ul style="list-style-type: none"> - Pencils – one per pupil - Paint brushes – a range of sizes - Ready-mixed paint in primary colours - Pots for water - Paper towels (to dry brushes between colours) Presentation: Green fingers (see Wrapping up) - Print Activity: Hand outline template – optional (See Main event) 	<ul style="list-style-type: none"> - I can mix at least five different shades of my chosen secondary colour. - I can use my five mixed colours to create patterns
5	To apply their painting skills when working in the style of an artist	<p>https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-1/year-1-painting/painting-and-mixed-media-lesson-5-clarice-cliff-plates/</p> <ul style="list-style-type: none"> - Presentation: Clarice Cliff's 'Circle Tree' ceramic plate design - Paper plates – 1 per child with some spare - Ready-mixed paint in primary colours and black - Paint brushes - Palettes - Pots for water - Drinking straws 	<p>Vocabulary: design, paint, silhouette, concentric circles</p> <ul style="list-style-type: none"> - I can mix secondary colours - I can choose to paint with colours that look good next to each other - I can describe my plate and compare it to others
6	To evaluate and explain colour and pattern	<p>Mixing colours sheet – can the chn recall what each colour makes when mixed together?</p> 	<p>Vocabulary: evaluate</p> <ul style="list-style-type: none"> - I can explain and name the primary colours - I can explain and name the secondary colours - I can say something that I have learned - I can say what colours are mixed together to make a new colour (for example – red and yellow make orange) - I know that evaluations are important to improve my art skills

UKS2

Unit Focus: Sculpture: Making Memories

- NC Objectives:**
- 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 sculpturing with a range of materials
 - about great artists, architects and designers in history.'

	Learning Objective What is being learned rather than what is being done	Resources Any links to resources.	End-point knowledge What knowledge should children have gained by the end of the lesson? This will be the focus of retrieval activities and monitoring.
1	To analyse how art can explore the concept of self	<p>https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-6/year-6-3d-and-sculpture/lesson-1-exploring-self/</p> <ul style="list-style-type: none"> - Sketchbooks - Pencils - Scissors - PVA glue or glue sticks - A selection of materials for joining such as yarn, string, thread, elastic bands <p>A selection of construction materials to choose from (see Main event). This could include:</p> <ul style="list-style-type: none"> - clay (or similar malleable material such as plasticine); - foil; - soft, thin wire that can be easily cut with scissors; - cardboard, paper and newspaper; - natural collected objects like sticks, pinecones, and leaves; - fabric scraps; - clean recyclables such as bottles, lids and boxes. <p>https://artsandculture.google.com/asset/nelson-s-ship-in-a-bottle-yinka-shonibare-cbe/9AGzYqf7x8Yycw</p> <p>https://www.artsy.net/artist/judith-scott</p>	<ul style="list-style-type: none"> - Vocabulary: symbolic, self, identity, literal, attributes - 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

		https://www.nicolaanthony.co.uk/gallery#/text-sculptures-text-art-word-sculpture-literary-sculpture/	
2	To explore sculptural techniques	<p>https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-6/year-6-3d-and-sculpture/lesson-2-relief-sculptures/</p> <ul style="list-style-type: none"> - <i>Presentation: Agree or disagree.</i> - <i>Presentation: Louise Nevelson.</i> - Sketchbooks or loose sheets of A4 paper (see Main event). - Pencils. - Rulers. - PVA glue and glue sticks. - Scissors. - Coloured card or paper in various colours (a few sheets per pupil – see Main event). - Cardboard sheets to use as a base for the sculpture (one each – see Main event). - Corrugated cardboard boxes – cut into different size pieces for children to choose from (see Main event). <p>https://www.tate.org.uk/art/artworks/nevelson-black-wall-t00514</p> <p>https://www.tate.org.uk/art/artworks/nevelson-an-american-tribute-to-the-british-people-t00796</p>	<p>Vocabulary: three-dimensional, assemblage, composition, juxtaposition, manipulate</p> <ul style="list-style-type: none"> - 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
3	To apply and develop ideas and plan a sculpture	<p>https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-6/year-6-3d-and-sculpture/lesson-3-memory-museum/</p> <ul style="list-style-type: none"> - Presentation: memory art - Sketchbooks - Pencils and colouring pencils 	<p>Vocabulary: memory, sculpture, embedded, objects, plan</p> <p>I can discuss the approach of different artists and consider how this may influence my own work.</p>

		https://www.tate.org.uk/art/artists/joseph-cornell-946	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
4	To apply an understanding of materials and techniques to work in 3D	https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-6/year-6-3d-and-sculpture/lesson-4-memory-sculpture/ <ul style="list-style-type: none"> - Sketchbooks with the children's sculpture plans from <i>Lesson 3: Memory museum</i>. - Small cardboard boxes – shoe box or similar (one each – see Main event). - Sticky notes (one each – see Wrapping up). - Drawing materials, including pencils, colouring pencils and marker pens. - Paint in a variety of colours. - Palettes and brushes. - Scissors. - PVA glue and glue sticks <p>Other materials will depend on the children's designs but may include:</p> <ul style="list-style-type: none"> - clay; - sheets of corrugated cardboard; - wire; - patterned and coloured paper; - string or wool; - paper clips or paper fasteners; - personal objects (from home or collected outside). 	Vocabulary: manipulate, pitfall, in-process, sculpture <ul style="list-style-type: none"> - 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 -
5	To problem solve and refine artwork to achieve a chosen outcome	https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-6/year-6-3d-and-sculpture/lesson-5-complete-and-reflect/ <ul style="list-style-type: none"> - Whiteboards and pens (see Attention grabber). - Sketchbooks with the children's sculpture plans from <i>Lesson 3: Memory museum</i>. 	Vocabulary: development, reflect, sculpture <ul style="list-style-type: none"> - I can identify areas of my work to refine. - I can select appropriate tools and materials to improve my work.

		<ul style="list-style-type: none"> - The children's sculptures from <i>Lesson 4: Memory sculpture</i>. - Drawing materials, including pencils, colouring pencils and marker pens. - Paint in a variety of colours. - Palettes and brushes. - Scissors. - PVA glue and glue sticks. <p>Other materials will depend on the children's designs but may include:</p> <ul style="list-style-type: none"> - clay; - sheets of corrugated cardboard; - wire; - patterned and coloured paper; - string or wool; - paper clips or paper fasteners; - personal objects (from home or collected outside). 	<ul style="list-style-type: none"> - I can reflect on my work and personal development as an artist -
6	<p>To evaluate their sculpture</p>	<p>https://www.kapowprimary.com/wp-content/uploads/2022/12/Activity_Sculpture-evaluation.pdf</p>	<p>Vocabulary: evaluate, design</p> <ul style="list-style-type: none"> - I can say something that I found difficult - I can say something that I have learned - I can say something that I would do differently - I can explain the memory and inspiration behind my sculpture - I know that evaluations are important to improve my art skills -