



Art – Year 3 – Medium Term Plan
Autumn 1, Unit 1: Drawing: Developing drawing skills



Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: See like an artist	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 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.	- Artist - Geometric - Line - Refine - Shape - Sketch - Organic	Watch Teacher video: Observation skills Teacher video: Drawing materials Pupil video: See like an artist Have ready Presentation: See like an artist. Presentation: Discussion. A selection of cut flowers, plants or leaves for each table group. Sketchbooks (one each). Drawing pencils to include HB, 2B, 4B, 6B. Print Activity: Shape hunt (one between two). Activity: Plant images (optional - see Adaptive teaching). Activity: Sketching (support - see Adaptive teaching). Resource: Knowledge

					organiser: Art and design - Growing artists (optional - see Teacher knowledge). Resource: Unit vocabulary (optional - one class set for display).
Two: Shading	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 improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. - About great artists, architects and designers in history.	- Blend - Even tones - Grip - Pressure - Shade - Tone	Watch Teacher video: Tone Teacher video: Shading Pupil video: Four rules of shading Have ready Presentation: How would you...? Presentation: Four rules of shading. Presentation: Edgar Degas. HB pencils. Sketching pencils (ideally 2B, 4B, 6B). White drawing paper (optional – see Adaptive teaching). Link: Edgar Degas Print Activity: Shading skills (one each). Activity: Shading skills: support version (see Adaptive teaching).

					Activity: Tonal picture templates (one template each).
Three: Take a closer look	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 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. - About great artists, architects and designers in history.	- mark making - observation - observational drawing - pattern - texture	Watch Teacher video: Mark making Pupil video: Take a closer look Have ready Presentation: What do you remember? Presentation: Observation. Sketchbooks (one each). Loose sheets of paper (see Attention grabber and Main event). Sharp pencils. Simple objects (see Teacher knowledge). Magnifying glasses (optional – see Teacher knowledge). A selection of bulbs and seeds (see Teacher knowledge and Cautions). Link: Katie Daisy. Link: Sara Boccaccini Meadows. Link: Dianne Sutherland. Print Resource: Seeds and bulbs (support - see

					Adaptive teaching).
Four: Imagination in bloom	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 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. - About great artists, architects and designers in history.	- Inspiration - Line - Materials - Shape	Watch Teacher video: The importance of imagination Have ready Presentation: Keyword. Whiteboards and pens (one each). Large sheet of paper with a pre-drawn bulb or seed at the bottom (see Attention grabber). Sketching pencils. A selection of drawing materials could include colouring pencils, watercolour pencils, markers, oil pastels, and fine liner pens. Drawings or photocopies of drawings from Lesson 3 (See Teacher knowledge). Sketchbooks or loose sheets of paper (one to two per child). Link: Yellena James.

					Link: Sketchpad.io Print Resource: Plant poem (one teacher copy). Activity: Yellena inspiration (support - see Adaptive teaching). Activity: Sketchpad tool hunt (one each). Activity: Blank tool hunt (one each).
Five: Paper to pixels	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.	- 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. - About great artists, architects and designers in history.	- Digital art - Illustrator - Product - Purpose - Style	Watch Teacher video: An introduction to Sketchpad Have ready Presentation: Quizmaster. Presentation: Digital drawing warm-ups. Whiteboards and pens (one each). Children's artwork from Lesson 4: Imagination in bloom. Digital device with access to the internet, e.g. tablet, laptop, desktop computer (one each or one between two). Children's sketchbooks (see

					During the week). Link: Assessment – Art and design Y3: Drawing (optional – see Wrapping up). Link: Katie Daisy. Link: Sara Boccaccini Meadows. Link: Yellena James. Print Activity: Evaluation (one each). Resource: Using sketchpad (support - see Adaptive teaching).
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Art – Year 4 – Medium Term Plan
Spring 1, Unit 2: Painting and mixed media: Light and dark



Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: Tints and shades	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.	- Evaluate and analyse creative works using the language of art, craft and design. - Become proficient in drawing, painting, sculpture and other art, craft and design techniques.	- Portrait - Shadow - Shade - Contrasting - Muted - Patterned - Abstract - Landscape - Tint - texture - vivid - formal - detailed - figurative	Watch: Teacher video: Tints and shades Pupil video: Tints and shades Have ready: Presentation: Odd painting out Table coverings Red, yellow, blue, black and white paint Palettes for mixing Medium paintbrushes Pots of water Sketchbooks or paper to paint on
Two: Three dimensions	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 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].	- Shadow - Tint - shade	Watch: Teacher video: Three dimensions Pupil video: Three dimensions Have ready: Presentation: Three dimensions A selection of simple 3D objects to paint: fruit, cups and bowls work well Table coverings Red, yellow, blue, black and white paint

					Palettes for mixing Medium/fine paintbrushes Pots of water HB pencils Sketchbooks or paper Print Activity: Grid template
Three: Painting techniques	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 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].	- dabbing paint - paint wash - pointillism - shade - stippling paint - three-dimensional - tint	Watch: Teacher video: Painting techniques Pupil video: Painting techniques Pupil video: Painting techniques in practice Have ready: Table coverings Sketchbooks Ready-mix paint in red, yellow, blue, black and white Watercolour paint if needed Palettes Pots for water A range of paintbrushes Other tools for painting such as sponges, glue spatulas and cotton buds Things to mix into the paint to add texture such as sand,

					salt, glitter or dried oats PVA glue
Four: Composition	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 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]. - Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.	- still life - proportion - composition - photo-realism	Watch: Teacher video: Composition Pupil video: Composition Have ready: Presentation: Still-life composition Link: 'Still Life with Flowers and Gold Cups of Honour' by Clara Peeters, 1612 Link: 'Queen' by Audrey Flack on WikiArt A collection of objects to arrange as a still life Cameras/tablets to take photographs Black, white or colourful paper to draw on Drawing pencils
Five: Still life	To apply knowledge of colour mixing and painting techniques to create a finished piece	- I can organise 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.	- 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]. - Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.	- Tint - Still life - Three-dimensional - Shade - Composition	Watch: Pupil video: Still life Have ready: Presentation: Still life Table coverings The children's sketches on paper from

					<i>lesson 4</i> <i>Photographs of compositions from lesson 4, or the same objects ready to be painted</i> <i>Paint in red, yellow, blue, black and white (a range of paint types would be ideal e.g. watercolour)</i> <i>Palettes</i> <i>Pots for water</i> <i>A range of brushes</i> <i>Other tools for painting such as sponges, glue spatulas and cotton buds</i> <i>Things to mix into paint to add texture such as sand, salt, glitter or dried oats</i> <i>PVA glue •</i> <i>Rulers (for trimming and mounting finished work)</i> <i>Contrasting paper (to mount work)</i>
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Art – Year 4– Medium Term Plan
Summer 1, Unit 3: Sculpture and 3D: Mega materials



Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: From 2D to 3D	To develop ideas for 3D work through drawing and visualisation in 2D.	- I can use my whole arm to draw big shapes. - I can use curved lines to suggest three dimensional shapes. - I can name key features of Magdalene Odundo's artwork.	- develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. - 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.	- ceramics - form - organic shape - sculpture - sketching - three dimensional - tone - two dimensional - visualisation	Watch: Teacher video: Magdalene Odundo Have ready: Presentation: Magdalene Odundo. Presentation: Is it sculpture? A sheet of paper or thin card per child Pavement chalk in various colours Outside space for drawing, ensuring you have permission and make arrangements with ground staff for cleaning Dark sugar paper Cameras/tablets with cameras A whistle A selection of 3D containers with curved sides e.g. buckets, vases, jugs, mugs Link: Celebrated ceramicist

					Magdalene Odundo on VideoLink. Link: Tate - Sculpture Print in advance: Activity: From 2D to 3D
Two: Soap sculptures	To use more complex techniques to shape materials.	- I can draw a simple design for a three dimensional piece. - I can use tools and my hands to carve, model and refine my sculpture. - I can work safely with the carving tools. -	- develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. - 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.	- Abstract - Carving - Detail - Figurative - Hollow - organic shape - quarry - sculpture - surface - texture	Watch: Teacher video: Soap sculptures Pupil video: Soap sculptures Have ready: Presentation: Brain dump. Presentation: Barbara Hepworth sculptures. Images or objects to work from to create soap sculptures, either natural objects such as eggs, pebbles, sea shells, etc. or other objects related to a theme of your choice Sketchbooks. Pencils. Bars of soap (not too hard or too soft) Carving tools, e.g. cocktail sticks, old teaspoons, clay modelling tools, large

					paper clips, lollipop sticks Containers for water. Newspaper to cover the desks Link: Visit Dorset - Tout Quarry Sculpture Park in Portland, Dorset
Three: Working with wire	To explore how shapes can be formed and joined in wire.	- I can bend the wire to make shapes. - I can join wire by twisting and looping it. - I can add details using smaller pieces of wire. - I can work safely with the tools and equipment I am using.	- develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. - 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.	- Bending - Joining - Mesh - Pliers - Sculpture - Secure - Template - Twisting - wire	Watch: Pupil video: Working with wire Have ready: Presentation: 3, 2, 1. Charcoal, soft pastels or B- grade pencils for each child Lengths of plastic-coated wire (1 mm thick) It is easy to bend and can be cut with round-ended scissors. Prepare: two lengths of approximately 15 cm per child for practice two lengths of 50 cm per child for children using the car or dragonfly template only two lengths of

					40 cm per child for children using any template other than the car or dragonfly Pipe cleaners as an alternative to wire, if needed Masking tape (one or two rolls per table). Scissors A few pairs of small pliers if possible Tissue paper PVA glue Print in advance: Resource: Wire templates Activity: Wire techniques
Four: Shadow sculpture	To consider the effect of how sculpture is displayed.	- I can make decisions about how to display my sculpture. - I can compose photographs that present my shadow sculpture as a finished piece.	- develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. - 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.	- found objects - recycled - reused - sculpture - typography - welding	Watch: Pupil video: Shadow sculpture Have ready: Presentation: Explain the answer. The children's sketchbooks. Cardboard packaging (e.g. cereal box packaging) cut into rectangles approximately 25 cm x 15 cm Scissors.

					Ribbon, ideally in black and enough to run twice the length of each child's word OR thin strips of sugar paper/card Black paint. PVA glue or staplers. Devices for taking photos Link: 1-54 New York Studio Visit Series - Sokari Douglas Camp on Videolink, used with permission from '1-54', an international art fair dedicated to contemporary art from the African continent Print in advance: Resource: Typography
Five: Recycle and recreate	To choose and join a variety of materials to make sculpture.	- I can try different ways of joining materials to make something three dimensional. - I can explore combinations of colour and texture. - I can decide how to display my sculpture.	- develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. - 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].	- recycle - sculpture - three dimensional - weaving	Watch: Pupil video: Recycle and recreate Have ready: Presentation: Can you recall? Presentation: El Anatsui. A variety of clean used packaging

			- about great artists, architects and designers in history.		destined for the recycling bin e.g. food boxes, magazines and newspapers, plastic wrappers and bags, parcel paper, foil PVA glue. Glue spreaders or old brushes if using glue Scissors. String. Staplers. Hole punch. Cereal box, cardboard or similar if pupils choose to attach their 3D creations to a background
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