

**Medium term planning - Who do you think you are? – Autumn 2016/2017**

**Curriculum area - Art**

National curriculum requirements.	As artists we are getting better at:	Success criteria (differentiated)	Activities to develop this learning	Cross curricular - including school values
<p><b>Foundation stage</b></p> <ul style="list-style-type: none"> <li>Expressive Arts &amp; Design - exploring and using media and materials &amp; Being imaginative.</li> <li>Physical development - moving and handling and health and self care</li> </ul>	<ul style="list-style-type: none"> <li>Drawing skills</li> </ul>	<p><b>22-36-</b>  <b>Moving and handling</b>                      -Imitates drawing simple shapes such as circles and lines.                      -May be beginning to show preference for dominant hand.</p> <p><b>30-50 -</b>  <b>Health and self care</b>                      -Understands that equipment and tools have to be used safely.</p> <p><b>Moving and handling</b>                      -Draws lines and circles using gross motor movements.                      -Holds pencil between thumb and two fingers, no longer using whole hand grasp.</p> <p><b>Exploring and using media and materials</b>                      -Explores colour and how colour can be changed. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.                      -Realises that tools can be used for a purpose.</p> <p><b>Being imaginative</b>                      -Developing preferences for forms of expression.                      -Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p> <p><b>40-60 -</b>  <b>Moving and handling</b></p>	<p>Daniels Doodles</p> <p>Line detectives</p> <p>Take your pencil for a walk</p> <p>Outdoor art - dark and light</p> <p>Self-portraits - link to Picasso</p> <p>Complete half of photograph with drawn portrait.</p>	

		<p>-Handles tools, objects, construction and malleable materials safely and with increasing control.          -Shows a preference for a dominant hand.          -Begins to use anticlockwise movement and retrace vertical lines.</p> <p><b>Exploring and using media and materials</b>          Explores what happens when they mix colours.          Experiments to create different textures.          -Understands that different media can be combined to create new effects.          -Manipulates materials to achieve a planned effect.          -Uses simple tools and techniques competently and appropriately.</p> <p><b>Being imaginative</b>          -Creates simple representations of events, people and objects.          -Chooses particular colours to use for a purpose.</p> <p><b>ELG -</b>  <b>Exploring and using media and materials</b>          They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b>Being imaginative</b>          Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>		
<p><b>Key stage 1</b></p> <p>Review what they and others have done and say what they think about it.</p>	<p>▪ Drawing skills</p>	<p><b>Year 1 and 2- age related expectations</b></p> <p>Lines and Marks          * Name, match and draw lines/marks from observations.          * Invent new lines.</p>	<p>Daniels Doodles</p> <p>Line detectives</p> <p>Take your pencil for a walk</p>	

<p>Identify what they may change in their current work or develop in future work.</p> <p>* Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk.</p> <p>* Control the types of marks made with the range of media.</p>		<p>* Draw on different surfaces with a range of media. Form and Shape</p> <p>* Observe and draw shapes from observations. * Draw shapes in between objects. * Invent new shapes.</p> <p>Tone</p> <p>* Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.</p> <p>Texture</p> <p>* Investigate textures by describing, naming, rubbing, copying.</p>	<p>Outdoor art - dark and light</p> <p>Self-portraits - link to Picasso</p> <p>Complete half of photograph with drawn portrait.</p>	
<p><b>Lower key stage 2</b></p> <p>Compare ideas, methods and approaches in their own and others' work and say what they feel and think about them. Adapt their work according to their views and describe how they may develop it further. Annotate work in journal.</p> <p>* Experiment with ways in which surface detail can be added to drawings.</p>	<p>*Drawing skills</p>	<p><i>Year 3 and 4- age related expectations</i></p> <p>Lines and Marks</p> <p>* Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</p> <p>* Experiment with different grades of pencil and other implements to create lines and marks.</p> <p>Form and Shape</p> <p>* Experiment with different grades of pencil and other implements to draw different forms and shapes.</p> <p>* Begin to show an awareness of objects having a third dimension.</p> <p>Tone</p> <p>* Experiment with different grades of pencil and other implements to achieve variations in tone.</p>	<p><a href="http://www.artyfactory.com/portraits/pencil-portraits/pencil-shading-techniques.html">http://www.artyfactory.com/portraits/pencil-portraits/pencil-shading-techniques.html</a></p> <p>Line proportions</p> <p>Self-portrait</p> <p>Portraits of leaders to link with topic - Winston Churchill</p>	

<ul style="list-style-type: none"> <li>* Use journals to collect and record visual information from different sources.</li> <li>* Draw for a sustained period of time at an appropriate level.</li> </ul>		<ul style="list-style-type: none"> <li>* Apply tone in a drawing in a simple way.</li> </ul> <p>Texture</p> <ul style="list-style-type: none"> <li>* Create textures with a wide range of drawing implements.</li> <li>* Apply a simple use of pattern and texture in a drawing.</li> </ul>		
<p><b>Upper key stage 2</b></p> <p>Compare ideas, methods and approaches in their own and others' work and say what they feel and think about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in a journal.</p> <ul style="list-style-type: none"> <li>* Work from a variety of sources including observation, photographs and digital images.</li> </ul>	<p>*Drawing skills</p>	<p>Year 5 and 6- age related expectations</p> <p>Lines, Marks, Tone, Form and Texture</p> <ul style="list-style-type: none"> <li>* Use dry media to make different marks, lines, patterns and shapes within a drawing.</li> <li>* Experiment with wet media to make different marks, lines, patterns, textures and shapes.</li> <li>* Explore colour mixing and blending techniques with coloured pencils.</li> <li>* Use different techniques for different purposes i.e. shading, hatching within their own work.</li> <li>* Start to develop their own style using tonal contrast and mixed media.</li> </ul>	<p><a href="http://www.artfactory.com/portraits/pencil-portraits/pencil-shading-techniques.html">http://www.artfactory.com/portraits/pencil-portraits/pencil-shading-techniques.html</a></p> <p>Pencil shading techniques</p> <ul style="list-style-type: none"> <li>Drawing the eye</li> <li>Drawing the nose</li> <li>Drawing the mouth</li> <li>Drawing the ear</li> <li>Proportions of the head</li> <li>Line</li> <li>Tone</li> </ul> <p>Wartime portraits - Lowry</p>	

<ul style="list-style-type: none"> <li>* Work in a sustained and independent way to create a detailed drawing.</li> <li>* Develop close observation skills using a variety of view finders.</li> <li>* Use a journal to collect and develop ideas.</li> <li>* Identify artists who have worked in a similar way to their own work.</li> </ul>				
Curriculum drivers	<u>Diversity</u> Artists from other cultures: Picasso Lowry	<u>Environment</u> Outdoor art - light and dark	<u>Enterprise</u>	

