St Paul's Art and Design Curriculum

Intent

Our Art and Design curriculum is designed to meet the context of our school. It equips our children with the knowledge, skills and attitude to master their learning in Art and be confident learners now and for life.

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

At St. Paul's we aim for our children to develop and extend their own learning in Art and Design and an opportunity to express their individual interests, thoughts and ideas. In order to do this, the aims at our school are to ensure that all pupils:

- Produce creative work, exploring their ideas and recording their experiences.
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using the language of art, craft and design.
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Rights Respecting articles

Article 12 – The right to be heard
Article 13 – The right to freedom of expression
Article 17 – The right to reliable information
Article 28 – The right to an education
Article 31 – The right to relax, play, and engage in cultural and artistic activities

How teaching and planning is supported

The medium term plans below are the cover pages for each unit and teachers/teams use these to write short term plans – ensure coverage and progression
Progression document – support misconceptions and memory
Curriculum statements – support the implementation of the coverage
Resources on network
Subject leader/SENDCO – available to support planning/adaptations and CPD
Monitoring – feedback from Subject leader and SLT -to support developments
Memory mates - used at the end of each lesson and refer to the learning that has taken place – EYFS&KS1 this will be whole class

St. Paul's Art and Design Long term Plan

	Autumn	Spring	Summer
Nursery Reception	EYFS lays the foundations for learning in the specific subject of Art and Design through the specific area of learning: Expressive Art and Design. Please see EYFS Curriculum and Progression/Long Term Plan documents that set out teaching and learning across the year in Nursery and Reception		
	KS1		
Cycle 1	**Buildings from 1666 - Artist: JMW Turner** Sketching/Perspective/Pastels/Charcoal	**Polar and Desert Landscapes** Watercolours/Colour Mixing/Pastels	**Manchester - Artist: L.S. Lowry** Sketching/Painting/Colour Mixing
Cycle 2	**Self Portraits - Artist: Frida Kalo** Sketching/Painting/Collage	**Sculpture - Artist: Andy Goldsworthy** Sketching/Relief Form/Clay/Plaster or Paris/Collage	**Graffiti - Artist: Jean-Michel Basquiat** Sketching/Painting/Pastels
	LKS2		
Cycle 1	**Rock Art** Finger Painting and Petroglyphs: Sketching/Painting/Printing	**Mountain Art - Artist: Alfed Wainwright** Sketching/Painting/Collage	**Roman Art - Artist: Elaine Goodwin & Antoni Gaudi** Tiles and Mosaics: Sketching/Clay/Painting
Cycle 2	**Anglo Saxon Brooch Art** Sketching/Clay/Printing	**Buildings of Manchester - Artist: Pierre Adolphe Valette** Sketching/Painting/Pastels	**Greek Pottery - Artist: Goya, Sargent & Holbein** Sketching/Clay/Painting
	UKS2		
Cycle 1	**Representations of BOB - Artist: Henry Moore & other artists** Sketching/Painting/Animation	**Natural Disasters - Artist: Mia Perlma & Hollis Hammonds** Sketching/3D Art	**Mayan Inspired Art** Sketching/3D Art/Clay
Cycle 2	**Book of the Dead** Sketching/Sewing/Collage	**People in Action - Artist: Henri Matisse & other artists** Sketching/Montage	**Kingdom of England** Sketching/Colour Mixing/Clay/Digital Technology

The following pages are the medium term unit plans for year 1-6 – see website for EYFS progression and long term plan

St. Paul's Medium Term Plan – KS1

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	Cycle 1	Unit / Artist: Drawing and painting landscapes	Theme: Events From The Past
	Linked texts used in English where appropriate	Narrative: Toby and The Great Fire of London	
	Components of unit Knowing more (essential knowledge and skills)		
		St Paul's CE	NC
	Artist/s covered	J.M.W Turner	Pupils should: • learn 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.
	Developing ideas	Can you use a range of sketching techniques to sketch buildings from before the GFOL?	Pupils should: • use a range of materials creatively to design and make products. • use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
	Drawing	Can you use chalks and pastels to create fire pictures?	Pupils should: • use a range of materials creatively to design and make products. • use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
	Painting		
	3D	Can you create a collage to represent the GFOL?	Pupils should: • use a range of materials creatively to design and make products. • use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
	Printmaking		

	Texture, pattern, colour, line and tone	Can you blend colours?	Pupils should: • use a range of materials creatively to design and make products. • use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
	Art through technology		
	Responding to art	Can you identify and discuss the architectural features of buildings from before the Great Fire of a London? Can you evaluate your work and your peers?	Pupils should: • learn 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.
	Vocabulary (unit specific)		
	art, artist, architect, architecture, texture, line, shape, view finder, features, tone, shade, smudge, sketch, colour, materials, adjectives, charcoal, chalk, pastel, blend, collage, equipment, technique, landscape, inspiration		
	Revisited components *Remembering more and building on knowledge*		
	Children should remember: • what an artist is • other artists they have learnt about, e.g.Frida Kahlo, Jean-Michel Basquiat, Antony Gormley, Henry Moore Elizabeth Frink, Andy Goldsworthy • what is sketching • what is a technique • what are tools • what a collage is • what does landscape mean • what are adjectives.		

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	Cycle 1	Unit / Artist: Drawing and painting landscapes	Theme: All Around the World
	Linked texts used in English where appropriate	Narrative: Lost and Found Narrative: Lila and the Secret of the Rain/Handa's Surprise Non-chronological Report: The Great Explorer	
	Components of unit Knowing more (essential knowledge and skills)		
		St Paul's CE	NC
	Artist/s covered	Paul Klee and Georgia O'Keeffe – watercolour landscapes Pablo Picasso and Vincent Van Gogh – pastel landscapes	Pupils should: • learn 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.
	Developing ideas	Can you identify and use different pastel techniques? Can you identify and use different watercolour techniques?	Pupils should: • use a range of materials creatively to design and make products. • use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
	Drawing	Can you identify and use different pastel techniques? Can you identify and use different watercolour techniques? Can you recreate your own landscape picture of a hot place? Can you recreate your own landscape picture of a cold place?	Pupils should: • use a range of materials creatively to design and make products. • use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
	Painting	Can you identify and use different watercolour techniques? Can you recreate your own landscape picture of a hot place?	Pupils should: • use a range of materials creatively to design and make products. • use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
	3D		
	Printmaking		

	Texture, pattern, colour, line and tone	Can you identify and use different pastel techniques? Can you identify and use different watercolour techniques? Can you recreate your own landscape picture of a hot place? Can you recreate your own landscape picture of a cold place?	Pupils should: • use a range of materials creatively to design and make products. • use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
	Art through technology		
	Responding to art	Can you explain what a landscape picture is? Can you evaluate your work and your peers?	Pupils should: • learn 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.
	Vocabulary (unit specific)		
	art, artist, landscape, technique, pastel, chalk, rubbing, layering, smudging, blending, cross hatching, stippling, diagonal, strokes, polar scenes, desert scenes, watercolour, primary colours, bleeding, wax resist, salt texture, lifting, dry brush, wet brush, gradation, foreground, background, inspiration		
	Revisited components *Remembering more and building on knowledge*		
	Children should remember: • what an artist is • other artists they have learnt about, e.g. Frida Kahlo, Jean-Michel Basquiat, Antony Gormley, Henry Moore Elizabeth Frink, Andy Goldsworthy, J.M.W Turner • what are pastels • what are watercolours • what are the primary colours • what is a technique • what are tools • what does landscape mean • what is a desert scene • what is a polar scene.		

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Cycle 1	Unit / Artist: L.S. Lowry	Theme: Magnificent Manchester
Linked texts used in English where appropriate		
Components of unit Knowing more (essential knowledge and skills)		
	St Paul's CE	NC
Artist/s covered	L.S. Lowry What is an artist? Who is L.S. Lowry?	Pupils should: • learn 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.
Developing ideas	Can you identify common themes in Lowry's work?	Pupils should: • use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
Drawing	Can you draw stick figures in the style of Lowry? Can you draw a street view using the perspective method? Can I recreate one of Lowry's pictures?	Pupils should: • use a range of materials creatively to design and make products. • use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
Painting	Can you use primary colours to create secondary and tertiary colours?	Pupils should: • use a range of materials creatively to design and make products. • use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
3D		
Printmaking		
Texture, pattern, colour, line and tone	Can you use primary colours to create secondary and tertiary colours?	Pupils should: • use a range of materials creatively to design and make products. • use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

		• develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
Art through technology		
Responding to art	Can you identify common themes in Lowry's work? Can you evaluate your work and your peers?	Pupils should: • learn 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.
Vocabulary (unit specific)		
art, artist, famous, themes, colour, line, shape, space, stick figures, style, primary, secondary, tertiary, mixing, street view, perspective, method, recreate, inspiration		
Revisited components *Remembering more and building on knowledge*		
Children should remember: • what an artist is • other artists they have learnt about, e.g. Frida Kahlo, Jean-Michel Basquiat, Antony Gormley, Henry Moore Elizabeth Frink, Andy Goldsworthy, J.M.W Turner, Paul Klee, Georgia O'Keeffe, Pablo Picasso, Vincent Van Gogh • what does famous mean • what is sketching • what are the primary colours • what are secondary colours • what are tertiary colours.		

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	Cycle 1	Unit / Artist: Frida Kahlo – Self Portraits	Theme: Ourselves
	Linked texts used in English where appropriate		
	Components of unit Knowing more (essential knowledge and skills)		
		St Paul's CE	NC
	Artist/s covered	Frida Kahlo	Pupils should: • learn 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.
	Developing ideas		
	Drawing	Can you draw a picture of Frida Kahlo? Can you draw a self portrait in the style of Frida Kahlo?	Pupils should: • use a range of materials creatively to design and make products. • use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
	Painting		
	3D	Can you create a collage inspired by Frida Kahlo?	Pupils should: • use a range of materials creatively to design and make products. • use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
	Printmaking		
	Texture, pattern, colour, line and tone	Can you create colourful patterns to add to a whole class mural?	Pupils should: • use a range of materials creatively to design and make products. • use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

	Art through technology		
	Responding to art	Can you discuss what an artist is? Can you identify Frida Kahlo and talk about who she is and what she is well known for? Can you identify common themes in Frida Kahlo's work? Can you evaluate your work and your peers?	Pupils should: • learn 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.
	Vocabulary (unit specific)		
	art, artist, self-portrait, exhibition, paintings, skin tone pencils, oil pastels, sharpie pens, brusho, pattern, collage mural, inspired		
	Revisited components *Remembering more and building on knowledge*		
	Children should remember: • what an artist is • other artists they have learnt about, e.g. J.M.W Turner, Paul Klee, Georgia O'Keffe, Pablo Picasso, Vincent Van Gogh, L.S Lowry • what is sketching • what is a technique • what are tools • what is a portrait and self-portrait • what a collage is • how to use brusho.		

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	Cycle 1	Unit / Artist: Andy Goldsworthy – Sculpture	Theme: Inventors and Explorers
	Linked texts used in English where appropriate		
	Components of unit Knowing more (essential knowledge and skills)		
		St Paul's CE	NC
	Artist/s covered	Antony Gormley, Henry Moore Elizabeth Frink and Andy Goldsworthy.	Pupils should: • learn 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.
	Developing ideas		
	Drawing	Can I talk about the differences between drawings and sculptures?	Pupils should: • use a range of materials creatively to design and make products. • use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
	Painting		
	3D	Can I create a sculpture using natural and man-made materials? Can I use natural materials to make a relief form sculpture? Can I recognise materials used to make sculptures? Can I make an animal sculpture using clay and the joining techniques taught from the previous lesson? Can I use plaster to make a tree sculpture?	Pupils should: • use a range of materials creatively to design and make products. • use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
	Printmaking		
	Texture, pattern, colour, line and tone		
	Art through technology		

	Responding to art	Can I use artistic language? Can you evaluate your work and your peers?	Pupils should: • learn 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.
	Vocabulary (unit specific)		
	art, artist, artistic, sculpture, sculptor, inspiration, natural materials, man-made materials, statue, carving, chiselling, clay, modelling, casting, relief form, technique, tools, scratch, mould, roll, twist, push, tear, pinch, pull, score, squeeze, shape, form, texture, plaster of Paris		
	Revisited components *Remembering more and building on knowledge*		
	Children should remember: • what an artist is • other artists they have learnt about, e.g. J.M.W Turner, Paul Klee, Georgia O'Keffe, Pablo Picasso, Vincent Van Gogh, L.S Lowry, Frida Kahlo • what is drawing • what are natural materials • what are man-made materials • what is a technique • what are tools • what a collage is.		

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	Cycle 1	Unit / Artist: Jean – Michel Basquiat - Graffiti	Theme: Real Life Superheroes
	Linked texts used in English where appropriate	Famous Mancunians: Marcus Rashford	
	Components of unit Knowing more (essential knowledge and skills)		
		St Paul's CE	NC
	Artist/s covered	Jean-Michel Basquiat	Pupils should: • learn 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.
	Developing ideas	What is graffiti? Can you discuss what you see in Basquiat's artwork?	Pupils should: • use a range of materials creatively to design and make products. • use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
	Drawing	Can you draw a self-portrait inspired by Jean-Michel Basquiat with pastels? Can you draw a self-portrait wearing a crown with pastels? Can you identify and use different pastel techniques? Can you draw your own piece of graffiti?	Pupils should: • use a range of materials creatively to design and make products. • use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
	Painting		
	3D	Can you make a crown inspired by Jean-Michel Basquiat?	Pupils should: • use a range of materials creatively to design and make products. • use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
	Printmaking		

	Texture, pattern, colour, line and tone	Can you draw a self-portrait inspired by Jean-Michel Basquiat with pastels? Can you draw a self-portrait wearing a crown with pastels? Can you identify and use different pastel techniques? Can you draw your own piece of graffiti?	Pupils should: • use a range of materials creatively to design and make products. • use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
	Art through technology		
	Responding to art	What is an artist? Who is Jean-Michel Basquiat? What is graffiti? Can you discuss what you see in Basquiat's artwork? Can you evaluate your work and your peers?	Pupils should: • learn 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.
	Vocabulary (unit specific)		
	art, artist, graffiti, technique, pastel, chalk, rubbing, layering, smudging, blending, cross hatching, stippling, diagonal, strokes, inspiration		
	Revisited components *Remembering more and building on knowledge*		
	Children should remember: • what an artist is • other artists they have learnt about, e.g. J.M.W Turner, Paul Klee, Georgia O'Keffe, Pablo Picasso, Vincent Van Gogh, L.S Lowry, Frida Kahlo, Antony Gormley, Henry Moore Elizabeth Frink, Andy Goldsworthy • what is graffiti • what is a self portrait • what are pastels • what is a technique • what are tools.		

St. Paul's Medium Term Plan – LKS2

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Year 3/4			
	Cycle 1	Unit: **Cave painting/Rock art**	Theme: **Stone age to iron age**
	Linked texts used in English where appropriate	Stone age boy	
	Components of unit Knowing more (essential knowledge and skills)		
		St Paul's CE	**NC**
	Artist/s covered		
	Developing ideas	Can I use a sketchbook to record ideas	Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas,
	Drawing	Can I identify the techniques used for sketching? Can I draw representative rock art?	Develop intricate patterns/ marks with a variety of media. Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. Begin to show consideration in the choice of pencil grade they use
	Painting		
	3D	Can I make a petroglyth to represent cave paintings from the stone age?	Use equipment and media with confidence. Begin to show an awareness of objects having a third dimension and perspective. Produce more intricate surface
	Printmaking	Can I use my fingers to print? Can I use natural materials to print?	Print simple pictures using different printing techniques.
	Texture, pattern, colour, line and tone	Can I choose which colours are appropriate to my task?	Create art works from natural materials to show an awareness of different viewpoints of the same object.
	Art through technology		
	Responding to art	Can I discuss what I like and dislike about my work?	Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further
	Vocabulary (unit specific)		
	Line form tone sketch smudge natural petroglyth print intricate pattern abstract representative		
	Revisited components *Remembering more and building on knowledge*		

	Continue to investigate tone by drawing light/dark lines,light/dark patterns, light/dark shapes usinga pencil. Draw lines/marks from observations. Demonstrate control over the types of marks made with a range ofmedia such as crayons, pastels, felttips,charcoal,pen,chalk. Understand tone through the use ofdifferent grades ofpencils (HB, 2B, 4B) Use clay, modroc or other malleable material to create an imaginary or realistic form – e.g. clay pot, figure, structure etc… Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.

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Year 3/4

Cycle 1	Unit: **Mountain Art**	Theme: **Mountains**
Linked texts used in English where appropriate		

Components of unit
Knowing more (essential knowledge and skills)

	St Paul's	National Curriculum
Artist/s covered	Alfred Wainwright	
Developing ideas	Can I use a sketchbook to record ideas	Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas,
Drawing	Can I explore sketching, shading and tone? Can I use line, tone and shading to produce my own drawing of a mountain?	• Draw for a sustained period of time at an appropriate level. • Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media. • Further develop drawing a range of tones, lines using a pencil. • Begin to show awareness of representing texture through the choice of marks and lines made
Painting	Can I use paint to show tone? Can I create a painting without a paintbrush?	• Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence. • Become increasingly confident in creating different effects and textures with paint according to what they need for the task. • Start to develop a painting from a drawing. • Mix colour, shades and tones with increasing confidence.
3D		
Printmaking		
Texture, pattern, colour, line and tone	Can I create a layered mountain collage? Can I use Brusho to explore texture, colour and tone?	• Create textures and patterns with a wide range of drawing implements. • Use complimentary and contrasting colours for effect
Art through technology		
Responding to art	Can I discuss what I like and dislike about my work?	• Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques

Vocabulary (unit specific)

line, tone, shading, sketching, collage, texture

Revisited components
Remembering more and building on knowledge

- Demonstrate experience in surface patterns/ textures and use them when appropriate.
- Investigate textures and produce an expanding range of patterns.

	• Use line and tone in different media to consider shape, shade, pattern and texture • Understand how to make tints using white and tones by adding black to make darker and lighter shades. • Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. • Draw lines/marks from observations. • Demonstrate control over the types of marks made with a range of materials. • Express thoughts and feelings about a piece of art. • Reflect and explain the successes and challenges in a piece of art created. • Explain how a piece of art makes them feel – link to emotions. • Identify changes they might make or how their work could be developed further

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Year 3/4			
	Cycle 1	Unit: **Roman Art - Mosaics**	Theme: **The Roman Empire**
	Linked texts used in English where appropriate	Gladiator Boy	
	Components of unit Knowing more (essential knowledge and skills)		
		St Paul's	**National Curriculum**
	Artist/s covered	**Elaine Goodwin, Antoni Gaudi**	
	Developing ideas	Can I express my feelings about the work of famous mosaic artists? Can I use the work of other artists to inspire my artwork?	Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Use a sketch book to express feelings about a subject Make notes in a sketch book about techniques used by artists Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. Use a sketch book to adapt and improve original ideas
	Drawing	Can I sketch my own mosaic?	Draw for a sustained period of time at an appropriate level. Begin to show awareness of representing texture through the choice of marks and lines made
	Painting	Can I choose and mix complimentary colours?	Use light and dark within painting and show understanding of complimentary colours. Work in the style of a selected artist (not copying).
	3D	Can I create my own mosaic tiles?	Use equipment and media with confidence. Begin to show an awareness of objects having a third dimension and perspective.
	Printmaking		
	Texture, pattern, colour, line and tone		
	Art through technology		
	Responding to art	Can I evaluate my own work and that of others?	Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Begin to explore a range of great artists, architects and designers in history.
	Vocabulary (unit specific)		
	tone, complimentary, constrasting, mosaic, tiles, decoration, ornate, clay, motif		
	Revisited components *Remembering more and building on knowledge*		
	Use a sketchbook to plan and develop simple ideas.		

	Build information on colour mixing, the colour wheel and colour spectrums. Draw lines/marks from observations. Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk. Understand how to make tints using white and tones by adding black to make darker and lighter shades. Build confidence in mixing colour shades and tones. Understand the colour wheel and colour spectrums. Experiment in a variety of malleable media such as clay, papier-mache, salt dough, modroc. Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading. Impress and apply simple decoration techniques, including painting. Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work. Express thoughts and feelings about a piece of art. Reflect and explain the successes and challenges in a piece of art created. Explain how a piece of art makes them feel – link to emotions. Identify changes they might make or how their work could be developed further.

St. Paul's Medium Term Plan – LKS2

Rights Respecting articles:
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Year 3/4

Cycle 2	Unit: **Anglo Saxon Brooch Art**	Theme: **Anglo Saxon**
Linked texts used in English where appropriate		

Components of unit
Knowing more (essential knowledge and skills)

	St Paul's	NC
Artist/s covered		
Developing ideas	Can I use sketch books to record ideas?	Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.
Drawing	Can I draw an Anglo Saxon brooch? Can I create symmetrical patterns? Can I sketch circles?	Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes; Further develop drawing a range of tones, lines using a pencil; Include in their drawing a range of technique and begin to understand why they best suit.
Painting		
3D	Can I use clay to create a brooch in an Anglo Saxon style?	Begin to show an awareness of objects having a third dimension and perspective; Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas; Construct a simple base for extending and modelling other shapes; Produce more intricate surface.
Printmaking	Can I make an imprint of an Anglo Saxon design on foil?	Demonstrate experience in combining prints taken from different objects to produce an end piece.
Texture, pattern, colour, line and tone		
Art through technology		
Responding to art	Can I discuss what I like and dislike about my work?	Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further

Vocabulary (unit specific)

Craft , intricate, brooch, work of art, symmetrical, sketching, imprint

Revisited components
Remembering more and building on knowledge

	Use a sketchbook to plan and develop simple ideas. Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. Draw lines/marks from observations. Use equipment and media with increasing confidence. Use clay, modroc or other malleable material to create an imaginary or realistic form – e.g. clay pot, figure, structure etc… Explore carving as a form of 3D art. Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. Demonstrate experience at impressed printing: drawing into ink, printing from objects. Use equipment and media correctly and be able to produce a clean printed image. Take simple prints i.e. mono - printing. Experiment with overprinting motifs and colour.

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Year 3/4			
	Cycle 1	Unit: **Buildings of Manchester**	Theme: **What is great about Manchester**
	Linked texts used in English where appropriate		
	Components of unit Knowing more (essential knowledge and skills)		
		St Paul's	**NC**
	Artist/s covered	**Adolphe Valette**	
	Developing ideas	Can I use first-hand observations to inform work of my own? Can I use a sketchbook to record ideas?	Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas,
	Drawing	Can I identify the features of buildings? Can I draw features of a building using line drawings? Can I use sketching techniques when drawing buildings?	Begin to show awareness of representing texture through the choice of marks and lines made Attempt to show reflections in a drawing Draw for a sustained period of time at an appropriate level.
	Painting	Can I change the tone of paint colour? (making it lighter and darker)	Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence. Work in the style of a selected artist (not copying).
	3D		
	Printmaking		
	Texture, pattern, colour, line and tone	Can I choose which colours are appropriate to my task? Can I use pastels to create a softer image?	Use complimentary and contrasting colours for effect Create textures and patterns with a wide range of drawing implements.
	Art through technology		
	Responding to art	Can I use famous artists as inspiration for my own work? Can I discuss what I like and dislike about my work?	Continue to explore 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 Begin to explore a range of great artists, architects and designers in history.
	Vocabulary (unit specific)		
	Charcoal pastel inspiration artist texture line tone architecture features		
	Revisited components *Remembering more and building on knowledge*		
	Use a sketchbook to plan and develop simple ideas		

	Build information on colour mixing, the colour wheel and colour spectrums Draw lines/marks from observations Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk. Understand tone through the use of different grades of pencils (HB, 2B, 4B) Understand how to make tints using white and tones by adding black to make darker and lighter shades. Build confidence in mixing colour shades and tones. Use line and tone in different media to consider shape, shade, pattern and texture Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work. Express thoughts and feelings about a piece of art. Reflect and explain the successes and challenges in a piece of art created.

St. Paul's Medium Term Plan – LKS2

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Year 3/4

Cycle 2	Unit: Greek Pottery	Theme: **Ancient Greeks**
Linked texts used in English where appropriate		

Components of unit
Knowing more (essential knowledge and skills)

	St Paul's	National curriculum
Artist/s covered	Goya, Sargent, Holbein	
Developing ideas	Identify interesting aspects of objects as a starting point for work.	Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.
Drawing	Develop intricate patterns/ marks with a variety of media. Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.	Develop intricate patterns using different grades of pencil and other implements to create lines and marks. Draw for a sustained period of time at an appropriate level. Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media. Begin to show awareness of representing texture through the choice of marks and lines made
Painting	Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence. Become increasingly confident in creating different effects and textures with paint according to what they need for the task	Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. Start to develop a painting from a drawing. Mix colour, shades and tones with increasing confidence.
3D	Use equipment and media with confidence. Begin to show an awareness of objects having a third dimension and perspective. Learn to secure work to continue at a later date.	Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Use recycled, natural and man- made materials to create sculptures. Adapt work as and when necessary and explain why.
Printmaking		
Texture, pattern, colour, line and tone		
Art through technology		
Responding to art	Continue to explore 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 Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. Respond to art from other cultures and other periods of time.	Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Begin to explore a range of great artists, architects and designers in history.

Vocabulary (unit specific)

Clay, pottery, geometric, Corinthian, Athenian black-figure, Athenian red-figure, pattern, earthenware clay, stoneware clay, ball clay, porcelain, porous, sculpt

Revisited components *Remembering more and building on knowledge*

Use a sketchbook to plan and develop simple ideas.
Build information on colour mixing, the colour wheel and colour spectrums.
Collect textures and patterns to inform other work.
Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.
Draw lines/marks from observations.
Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.

	Understand tone through the use of different grades of pencils (HB, 2B, 4B) Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture. Understand how to make tints using white and tones by adding black to make darker and lighter shades. Build confidence in mixing colour shades and tones. Understand the colour wheel and colour spectrums. Be able to mix all the secondary colours using primary colours confidently. Continue to control the types of marks made with the range of media. Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks. Use equipment and media with increasing confidence. Use clay, modroc or other malleable material to create an imaginary or realistic form – e.g. clay pot, figure, structure etc… Explore carving as a form of 3D art. Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work. Express thoughts and feelings about a piece of art. Reflect and explain the successes and challenges in a piece of art created. Explain how a piece of art makes them feel – link to emotions. Identify changes they might make or how their work could be developed further.

St. Paul's Medium Term Plan – UKS2

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	Cycle 1 Autumn Term	Unit: Henry Moore and other artists – representations of Battle of Britain	Theme: **Battle of Britain**
	Linked texts used in English where appropriate	City Jungle by Pie Corbett Propaganda Posters Letters from the Lighthouse by Emma Carroll	
	Components of unit Knowing more (essential knowledge and skills)		
		Year	**Year**
	Artist/s covered		
	Developing ideas		
	Drawing	Can I use mark making to recreate drawings in the style of Henry Moore? (Lesson 2) Can I apply mark making skills to create effect?	Use different techniques for different purposes i.e. shading, hatching within their own work. Use drawing techniques to work from a variety of sources including observation. Use drawing techniques to work from a variety of sources including photographs. Use different techniques for different purposes i.e. shading, hatching within their own work, which works well in their work and why.
	Painting	Can I create a painting based on a photograph in the style of John Christmas Piper? (Lesson 3)	Mix and match colours to create atmosphere and light effects
	3D		
	Printmaking		
	Texture, pattern, colour, line and tone	Can I create a range of marks on a page to show tone and texture? (Lesson 1) Can I experiment with different techniques/ pressure to show light and shade? (Lesson 1)	Light and shade becoming increasingly subtle as understanding and skill in using the techniques develops

	Art through technology	Can I create a short animation in the style of William Kentridge? (Lesson 5)	Scan an image and use software to alter them, adapt them and create work with meaning.
	Responding to art	Can I explain why Henry Moore kept a sketch book during the Blitz? (Lesson 2) Can I create a piece of artwork in response to a poem? (Lesson 6)	To be taught about great artists in History. Discuss and review their own work expressing thoughts and feelings.
	Vocabulary (unit specific)		
	Mark making, tone, hatching, cross hatching, stippling, contours, light, heavy, Henry Moore, John Christmas Piper, William Kentridge, animation, canary.		
	Revisited components *Remembering more and building on knowledge*		
	To complement and contrast colours. Develop intricate patterns using different grades of pencil to create lines and marks. Start to develop a painting from a drawing. Create a piece of art which includes a digital image they have taken. To be taught about great artists in History.		

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	Cycle 1: Spring Term	Unit: **Representations of natural disasters in art**	Theme: **Natural Disasters**
	Linked texts used in English where appropriate		
	Components of unit Knowing more (essential knowledge and skills)		
		St Paul's Curriculum	**NC**
	Artist/s covered	Mia Pearlman Hollis Hammonds	Explore a range of great artists, architects and designers in history
	Developing ideas	Can I make a tunnel book based on an artist's work? (Lesson 3)	Use sketchbooks to collect and record visual information from different sources as well as planning and colleting source material. Annotate work in sketch book
	Drawing	Can I create a cloudscape in the style of Mia Pearlman? (Lesson 1) Can I create a natural disaster based on another artist's work? (L2) Can I make a tunnel book based on an artist's work? (Lesson 3) Can I sketch items based on Hollis Hammonds? (L4) Can I sketch items in the style of Hollis Hammonds? (L5)	Use drawing techniques to work from a variety of sources including observation (L1/2/4) Use different techniques for different purposes i.e. shading, hatching within their work Have opportunities to develop further simple perspective in their work using a single focal point and horizon (L2) Work in a sustained and independent way to create a detailed drawing. (all) Begin to develop an awareness of composition, scale and proportion in their paintings (L3/4/5) Develop an awareness of composition, scale and proportion in their paintings. (L3)
	Painting		
	3D		

	Printmaking		
	Texture, pattern, colour, line and tone		
	Art through technology		
	Responding to art		
	Vocabulary (unit specific)		
	Swirls, circles, contour lines, background, middle ground, foreground, sentimental, survival, Horizon Composition, Scale		
	Revisited components *Remembering more and building on knowledge*		
	Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. • Express likes and dislikes through annotations • Use a sketch book to adapt and improve original ideas Start to develop a painting from a drawing. To be taught about great artists in History. Draw for a sustained period of time as an appropriate level		

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	Cycle 1: Summer Term	Unit: Henry Moore and other artists – representations of Battle of Britain	Theme: **Battle of Britain**
	Linked texts used in English where appropriate		
	Components of unit Knowing more (essential knowledge and skills)		
		Year	**Year**
	Artist/s covered		
	Developing ideas		
	Drawing	Can I use mark marking to make a detailed drawing of a feather and a bird? (Lesson 1 +2)	Use different techniques for different purposes i.e. shading, hatching within their own work. Use drawing techniques to work from a variety of sources including observation. Use different techniques for different purposes i.e. shading, hatching within their own work, which works well in their work and why.
	Painting		
	3D	Can I make a 3D model of a quetzal using newspaper? (lesson 4 and 5) Can I use clay tools to create a bird clay tile? (Lesson 3)	Gain experience in model ling over an armature: newspaper frame for Modroc. • Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. • Confidently carve a simple form using clay

	Printmaking		
	Texture, pattern, colour, line and tone		
	Art through technology		
	Responding to art		
	Vocabulary (unit specific)		
	Birds, quetzal, feather, hatch, mark-making, 3D, clay, different names of birds (see notepad lesson 2)		
	Revisited components *Remembering more and building on knowledge*		
	To Develop intricate patterns using different grades of pencil to create lines and marks. Make a slip to join to pieces of clay. Gain more confidence in carving clay Draw for a sustained period of time at an appropriate level.		

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	Cycle 2: Autumn Term	Unit: Book of the dead – sketching and tapestry	Theme: **Ancient Egyptians**
	Linked texts used in English where appropriate	Secrets of a Sun King by Emma Carroll	
	Components of unit Knowing more (essential knowledge and skills)		
		Year	Year
	Artist/s covered		
	Developing ideas	Can I recreate a section of Book of the Dead? Can I try out a range of sewing and collage techniques and decide on the best ones to use for my own work? (Lesson 2) Can I plan which tools and techniques I will use in my work? (Lesson 3)	Use sketchbooks to plan a sculpture through drawing and other preparatory work. Use the sketch book to plan how to join parts of the artwork. Use sketch books to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.
	Drawing	Can I plan which tools and techniques I will use in my work? (Lesson 3)	Have opportunities to develop further simple perspective in their work using a single focal point and horizon.
	Painting		
	3D		
	Printmaking	Can I try out a range of sewing and collage techniques and decide on the best ones to use for my own work? (Lesson 2) Can I use a range of sewing techniques to create an Ancient Egyptian wall-hanging based on a section of The Book of the Dead? (Lesson 4) Can I evaluate my own work in order to improve it? (Lesson 5)	Develop their own style using tonal contrast and mixed media. Use print as a starting point to embroidery. Adapt their work according to their views and describe how they might develop.

Texture, pattern, colour, line and tone		
Art through technology		
Responding to art	Can I make thoughtful observations to describe what is happening in a picture? (Lesson 1)	Explore a range of great Artists, architects and designers in history. Compare the style of different styles and approaches.
Vocabulary (unit specific)		
Revisited components *Remembering more and building on knowledge*		
Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. • Express likes and dislikes through annotations • Use a sketchbook to adapt and improve original ideas • Keep notes to indicate their intentions/purpose of a piece of work Have opportunities to develop further drawings featuring the third dimension and perspective. Demonstrate experience in fabric printing. Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Begin to explore a range of great artists, architects and designers in history.		

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	Cycle 2: Spring Term	Unit: People in Action	Theme: **Tropical Rainforest**
	Linked texts used in English where appropriate	The Vanishing Rainforest by Rupert Platt	
	Components of unit Knowing more (essential knowledge and skills)		
		Year 5	Year 6
	Artist/s covered	Matisse – The Dance, Bilibin – Red Horseman, Litchenstein – Sweet Dreams Baby, Manet – Races at Longchamps	
	Developing ideas	Can I use different techniques to represent action in my drawing? (lesson 3)	
	Drawing	Can I recreate a technique used by others to represent action? (lesson 2)	Work in a sustained and independent way to develop their own style of drawing. • This style may be through the development of: line, tone, pattern, texture. • Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why
	Painting		
	3D		
	Printmaking	Can I create an action montage? (lesson 4) Can I choose appropriate materials to represent my montage? (lesson 5) Can I use printing as an effective method of action? (lesson 6)	• Discuss and review own and others work, expressing thoughts and feelings explaining their views. • Identify artists who have worked in a similar way to their own work. • Explore a range of great Artists, architects and designers in history.
	Texture, pattern, colour, line and tone		
	Art through technology		
	Responding to art	Can I observe the different techniques artists use? (lesson 1) Can I evaluate which of my pictures represents action most effectively and explain why? (lesson 3)	• Discuss and review own and others work, expressing thoughts and feelings explaining their views. • Identify artists who have worked in a similar way to their own work. • Explore a range of great Artists, architects and designers in history.

		Can I evaluate which picture represents action most effectively and why? (lesson 7)	
	Vocabulary (unit specific)		
	Action, movement, impact, perspective, overlay, continuous, media, blocks, function, outcome,		
	Revisited components *Remembering more and building on knowledge* • Increase awareness of mono and relief printing. • Demonstrate experience in fabric printing. • Expand experience in 3 colour printing. • Continue to experience in combining prints taken from different objects to produce an end piece. • Create repeating patterns Begin to show awareness of representing texture through the choice of marks and lines made • Attempt to show reflections in a drawing • Begin to use media and techniques (line, tone, colour) to show representation of movement in figures and forms.		

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	Cycle 2: Summer Term	Unit: Kingdom of England – Thor's Hammer	Theme: **Kingdom of England**
	Linked texts used in English where appropriate	Beowulf	
	Components of unit Knowing more (essential knowledge and skills)		
		Year	**Year**
	Artist/s covered		
	Developing ideas		
	Drawing	Can I use shading to represent the angle and direction of light? (lesson 3) Can I produce a detailed drawing from a photograph? (lesson 5)	• Work in a sustained and independent way to develop their own style of drawing. • This style may be through the development of: line, tone, pattern, texture. • Draw for a sustained period of time over a number of sessions working on one piece. • Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why
	Painting	Can I mix colours to create different shades? (lesson 5) Can I select colours to create the effect of light? (lesson 6)	Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade. • Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. • Mix colour, shades and tones with confidence building on previous knowledge.
	3D		
	Printmaking		
	Texture, pattern, colour, line and tone	Can I create tone by using different pencils? (lesson 1) Can I compare lines made with different media? (lesson 2)	Consider the use of colour for mood and atmosphere Included tones and tints, light and shade becoming increasingly subtle as understanding and skill in using the techniques develops.

	Art through technology	Can I use software to manipulate a drawing? (lesson 7)	Have opportunity to explore modern and traditional artists using ICT and other resources. • Combine a selection of images using digital technology considering colour, size and rotation.
	Responding to art		
	Vocabulary (unit specific)		
	Analysis Observation Lines Atmosphere Light effects Patterns Shading Hatching Blending Sketchbooks Record Observation		
	Revisited components *Remembering more and building on knowledge*		
	Develop intricate patterns using different grades of pencil and other implements to create lines and marks. • Draw for a sustained period of time at an appropriate level. • Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media. confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. • Start to develop a painting from a drawing. • Begin to choose appropriate media to work with. • Use light and dark within painting and show understanding of complimentary colours. • Mix colour, shades and tones with increasing confidence		