

# Haslingfield Endowed Primary School - Medium term plan



## Subject - Art and Design

<u>Cycle 1 - Overview</u>			
<u>Class</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<b>EYFS</b>	Develop a knowledge of art tools and techniques and learn the skills to use them effectively.	Learn to use and combine different techniques including 2d and 3d and materials to create imaginative artworks.	Represent their own ideas, thoughts and feelings through Art and Design.
<b><u>Year 1</u></b>	<p><b>Alien Adventure</b>                      Inspiration: Eric Carle/Sara Fanelli/Silke Leggler                      Key Elements:                      Shape/line/pattern/colour/texture                      Materials: Drawing materials/printing inks/papers and materials.                      Technique focus: Drawing/intaglio printing/collage                      Outcome: Collage (to include drawings and printmaking)</p>	<p><b>Let's go Exploring</b>                      Inspiration: Landscapes in UK; David Hockney                      Key Elements:                      Tone/Line/Shape/pattern/texture                      Materials: ipads/watercolour paint                      Technique focus: Drawing/Digital art/Painting                      Outcome: Digital painting and watercolour painting inspired by landscapes in UK</p>	<p><b>Seaside</b>                      Inspiration: Andy Goldsworthy;Mandala Art                      Key Elements:                      Shape/form/pattern/colour                      Materials: Natural forms/paint/pebbles                      Technique: Temporary Land based art/painting                      Outcome: Natural Form Sculpture/Patterned pebble</p>
<b><u>Year 2</u></b>	<p><b>Alien Adventure</b>                      Inspiration: Eric Carle/Sara Fanelli/Silke Leggler                      Key Elements:                      Shape/line/pattern/colour/texture                      Materials: Drawing materials/printing inks/papers and materials.</p>	<p><b>Let's go Exploring</b>                      Inspiration: Landscapes in UK; David Hockney                      Key Elements:                      Tone/Line/Shape/pattern/texture                      Materials: ipads/gouache paint                      Technique focus: Drawing/Digital art/Painting</p>	<p><b>Seaside</b>                      . Inspiration: Andy Goldsworthy; Mandala Art                      Key Elements:                      Shape/form/pattern/colour                      Materials: Natural forms/paint/pebbles                      Technique: Temporary Land based art/painting</p>

## Haslingfield Endowed Primary School - Medium term plan



### Subject - Art and Design

	<p>Technique focus: Drawing/intaglio printing/collage                  Outcome: Collage (to include drawings and printmaking)</p>	<p>Outcome: Digital painting and gouache painting inspired by landscapes in UK</p>	<p>Outcome: Natural Form Sculpture/Patterned pebble</p>
<u>Year 3</u>	<p><b>Stone Age to Iron Age</b>                  Inspiration: Stone age pots                  Key Elements: Shape/form/pattern                  Materials: Pencils/biros/clay                  Outcome: Coil and Pinch Pot</p>	<p><b>Romans</b>                  Inspiration: Roman Mosaics/Fish                  Key Elements: Shape/Texture/Colour/Tone                  Materials: Pencils/biros/ceramic shapes for mosaic/mdf wood                  Outcome: Mosaic</p>	<p><b>Extreme Earth</b>                  Inspiration: Aboriginal Art                  Key Elements: Shape/Texture/Colour/Pattern                  Materials: Pencils/acrylic paint/canvas                  Outcome: Painted canvas</p>
<u>Year 4</u>	<p><b>Fashion through the Ages</b>                  Inspiration: Fashion Designs who use recycled materials                  Key Elements: Shape/Texture/Form/Pattern                  Materials: Junk                  Technique: Making/Sculpture/Craft                  Outcome: A fashion accessory or outfit</p>	<p><b>The Race for Space</b>                  Inspiration: Photos from Hubble Telescope/Photos from space photographer                  Key Elements: Tone/Colour/Form                  Materials: Pencils (2d)/charcoal/chalk/oil pastel                  Technique: Drawing                  Outcome: Space composition in chalk</p>	<p><b>Haslingfield Explorers</b>                  Inspiration: Buildings in Haslingfield                  Key Elements: Tone/Shape/Texture/line                  Materials: Watercolours/dipping pens/biros                  Technique: Watercolour wash painting and drawing                  Outcome: Painting composition of building or buildings in Haslingfield.</p>
<u>Year 5</u>	<p><b>Crime and Punishment through History</b>                  Inspiration: Heath Robinson and Victorian illustrators.                  Key Elements: Line; composition</p>	<p><b>Shang Dynasty</b>                  Inspiration: Shang Vessels and models of animals                  Key Elements: Form/pattern/texture                  Materials: Pencils/paper mâché and paper clay.                  Technique: Sculpture and Craft</p>	<p><b>Europe</b>                  Inspiration: Pointillism/Seurat                  Key Elements: Shape//Colour/Pattern                  Materials: Pencils/acrylic paint/canvas                  Technique: Drawing and painting                  Outcome: Acrylic painting</p>

# Haslingfield Endowed Primary School - Medium term plan



## Subject - Art and Design

	<p>Materials: Drawing tools including dipping pens. Printing materials to make an intaglio print.</p> <p>Technique: Drawing and Printing</p> <p>Outcome: Drawing illustration/Print illustration</p>	<p>Outcome: Animal Vessel</p>	
<u>Year 6</u>	<p><b>World War 2</b></p> <p>Inspiration: Henry Moore and Artists/photographers responding to the Blitz</p> <p>Key Elements: Tone/Composition/Depth</p> <p>Materials: Chalk; Charcoal; inks</p> <p>Technique: Drawing</p> <p>Outcome: Drawing composition based on the Blitz</p>	<p><b>Victorians</b></p> <p>Inspiration: Golden Age of Illustration; Topical event</p> <p>Key Elements: Line/Pattern/Composition/Depth</p> <p>Materials: Pencils; inks</p> <p>Technique: Drawing</p> <p>Outcome: Illustration</p>	<p><b>North America Road Trip</b></p> <p>Inspiration: Edward Hopper/North American Artists who have responded to travelling through the USA. Photographs.</p> <p>Key Elements: Colour/Composition/Depth</p> <p>Materials: Pencils; Acrylic paint</p> <p>Technique: Drawing and Painting</p> <p>Outcome: Painting</p>

# Haslingfield Endowed Primary School - Medium term plan



## Subject - Art and Design

### Cycle 2 - Overview

<u>Class</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<b>EYFS</b>	Develop a knowledge of art materials/tools and techniques and learn the skills to use them effectively.	Learn to use and combine different techniques including 2d and 3d and materials to create imaginative artworks.	Represent their own ideas, thoughts and feelings through Art and Design.
<b><u>Year 1</u></b>	<p><b>Great Fire of London</b>                      Inspiration: Artists responses to the Great Fire of London ie Jan Grippier/Edward Matthew Ward.                      Architecture from that time.                      Key Elements: Shape and Colour                      Materials: Papers/chalk (or/and paint)                      Technique: Drawing/Collage                      Outcome: Mixed media composition based on the Great Fire of London</p>	<p><b>Grab your passport (Transport)</b>                      Inspiration: Alexander Calder                      Key Elements: Form/Shape/Texture                      Materials: Wire/Junk/tissue paper                      Technique: Drawing/Kinetic Sculpture                      Outcome: Transport themed Sculpture</p>	<p><b>Castles</b>                      Inspiration: Paul Klee                      Key Elements: Shape/Colour/line                      Materials: Gouache paint                      Technique: Drawing and Painting                      Outcome: Abstracted Castle composition</p>
<b><u>Year 2</u></b>	<p><b>Great Fire of London</b>                      Inspiration: Artists responses to the Great Fire of London ie Jan Grippier/Edward Matthew Ward.                      Architecture from that time.                      Key Elements: Shape and Colour                      Materials: Papers/chalk (or/and paint)                      Technique: Drawing/Collage                      Outcome: Mixed media composition based on the Great Fire of London</p>	<p><b>Grab your passport (Transport)</b>                      Inspiration: Alexander Calder                      Key Elements: Form/Shape/Texture                      Materials: Wire/Junk/tissue paper                      Technique: Drawing/Kinetic Sculpture                      Outcome: Transport themed Sculpture</p>	<p><b>Castles</b>                      Inspiration: Paul Klee                      Key Elements: Shape/Colour/lin                      Materials: Acrylic Paint                      Technique: Drawing and Painting                      Outcome: Abstracted Castle composition</p>

# Haslingfield Endowed Primary School - Medium term plan



## Subject - Art and Design

<u>Year 3</u>	<p><b>Anglo Saxons</b>                      Inspiration: Henry Moore and Artists/photographers responding to the Blitz                      Key Elements: Tone/Composition/Depth                      Materials: Chalk; Charcoal; inks                      Technique: Drawing                      Outcome: Drawing composition based on the Blitz</p>	<p><b>Ancient Egyptians</b>                      Inspiration: Henry Moore and Artists/photographers responding to the Blitz                      Key Elements: Tone/Composition/Depth                      Materials: Chalk; Charcoal; inks                      Technique: Drawing                      Outcome: Drawing composition based on the Blitz</p>	<p><b>The British Isles</b>                      Inspiration: Henry Moore and Artists/photographers responding to the Blitz                      Key Elements: Tone/Composition/Depth                      Materials: Chalk; Charcoal; inks                      Technique: Drawing                      Outcome: Drawing composition based on the Blitz</p>
<u>Year 4</u>	<p><b>Life in Tudor Times</b>                      Inspiration: Henry Moore and Artists/photographers responding to the Blitz                      Key Elements: Tone/Composition/Depth                      Materials: Chalk; Charcoal; inks                      Technique: Drawing                      Outcome: Drawing composition based on the Blitz</p>	<p><b>Anglo Saxons</b>                      Inspiration: Henry Moore and Artists/photographers responding to the Blitz                      Key Elements: Tone/Composition/Depth                      Materials: Chalk; Charcoal; inks                      Technique: Drawing                      Outcome: Drawing composition based on the Blitz</p>	<p><b>Our Blue Planet - World of Water</b>                      Inspiration: Henry Moore and Artists/photographers responding to the Blitz                      Key Elements: Tone/Composition/Depth                      Materials: Chalk; Charcoal; inks                      Technique: Drawing                      Outcome: Drawing composition based on the Blitz</p>
<u>Year 5</u>	<p><b>Shang Dynasty</b>                      Inspiration: Henry Moore and Artists/photographers responding to the Blitz                      Key Elements: Tone/Composition/Depth                      Materials: Chalk; Charcoal; inks</p>	<p><b>Crime and Punishment through History</b>                      Inspiration: Henry Moore and Artists/photographers responding to the Blitz                      Key Elements: Tone/Composition/Depth                      Materials: Chalk; Charcoal; inks</p>	<p><b>Europe</b>                      Inspiration: Henry Moore and Artists/photographers responding to the Blitz                      Key Elements: Tone/Composition/Depth                      Materials: Chalk; Charcoal; inks</p>

Haslingfield Endowed Primary School - Medium term plan



Subject - Art and Design

	<p>Technique: Drawing                  Outcome: Drawing composition based on the Blitz</p>	<p>Technique: Drawing                  Outcome: Drawing composition based on the Blitz</p>	<p>Technique: Drawing                  Outcome: Drawing composition based on the Blitz</p>
<p><u>Year 6</u></p>	<p><b>World War I</b>                  Inspiration: Henry Moore and Artists/photographers responding to the Blitz                  Key Elements: Tone/Composition/Depth                  Materials: Chalk; Charcoal; inks                  Technique: Drawing                  Outcome: Drawing composition based on the Blitz</p>	<p><b>Invaders and Settlers</b>                  . Inspiration: Henry Moore and Artists/photographers responding to the Blitz                  Key Elements: Tone/Composition/Depth                  Materials: Chalk; Charcoal; inks                  Technique: Drawing                  Outcome: Drawing composition based on the Blitz</p>	<p><b>South America and Rainforests</b>                  Inspiration: Henry Moore and Artists/photographers responding to the Blitz                  Key Elements: Tone/Composition/Depth                  Materials: Chalk; Charcoal; inks                  Technique: Drawing                  Outcome: Drawing composition based on the Blitz</p>

# Haslingfield Endowed Primary School - Medium term plan



## Subject - Art and Design

<p><u>Year 1</u></p>	<p><b>Alien Adventure</b>                  Research and investigate the technique and inspirations behind the work of Eric Carle/Sara Fanelli/Silke Leggler. Use this knowledge to produce prints on paper with different textures as well as using paint. Develop observational and imagination drawing skills through looking at different sources and using pupils own written stories.                  Create different composition designs. Create and make a final composition. Evaluate through peer and self-assessment.</p> <p><b>NC Objectives:</b>                  Generating Ideas: Designing and Developing Ideas using the knowledge of different artists and source material.                  Making: Skills of painting and making materials. Observation skills through different mark making.                  Evaluating: Skills of Judgement and Evaluation.</p>	<p><b>Let's Go Exploring</b>                  Research and investigate the technique and inspirations behind the work of David Hockney. Research famous landscapes in the UK. Use this knowledge to a painting on the ipad. Investigate gouache paint and experiment with mixing colours and creating different patterns. Develop observational and imagination drawing skills through looking and drawings the landscapes they have selected. Create and make a final landscape painting. Evaluate through peer and self-assessment.</p> <p><b>NC Objectives:</b>                  Generating Ideas: Designing and Developing Ideas using the knowledge of different artists and source material.                  Making: Skills of painting and making materials. Observation skills through different mark making.                  Evaluating: Skills of Judgement and Evaluation.                  Knowledge: Knowledge of the collage processes and context behind artists</p>	<p><b>Seaside</b>                  Research and investigate the technique and inspirations behind the work of temporary sculpture with a focus on Andy Goldsworthy. Research and investigate mandala stones. Use this knowledge to produce prints on paper with different textures as well as using paint. Develop observational and imagination drawing skills through looking at different patterns.                  Create and make a temporary natural form sculpture. Decorate a stone with acrylic paint. Evaluate through peer and self-assessment.</p> <p><b>NC Objectives:</b>                  Generating Ideas: Designing and Developing Ideas using the knowledge of different artists and source material.                  Making: Skills of painting and making materials. Observation skills through different mark making.                  Evaluating: Skills of Judgement and Evaluation.</p>
----------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Haslingfield Endowed Primary School - Medium term plan



Subject - Art and Design

	<p>Knowledge: Knowledge of the collage processes and context behind artists work. Knowledge of the purpose of different kinds children's illustration.</p>	<p>work. Knowledge of the purpose of art in portraying landscapes.</p>	<p>Knowledge: Knowledge of the environment sculpture processes and context behind artists work. Knowledge of the purpose of different kinds of sculpture.</p>
--	------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------

# Haslingfield Endowed Primary School - Medium term plan



## Subject - Art and Design

<p><b>Year 2</b></p>	<p><b>Alien Adventure</b>                  Research and investigate the technique and inspirations behind the work of Eric Carle/Sara Fanelli/Silke Legpler. Use this knowledge to produce prints on paper with different textures as well as using paint. Develop observational and imagination drawing skills through looking at different sources and using pupils own written stories.                  Create different composition designs. Create and make a final composition. Evaluate through peer and self-assessment.</p> <p><b>NC Objectives:</b>                  Generating Ideas: Designing and Developing Ideas using the knowledge of different artists and source material.                  Making: Skills of painting and making materials. Observation skills through different mark making.                  Evaluating: Skills of Judgement and Evaluation.                  Knowledge: Knowledge of the collage processes and context behind artists</p>	<p><b>Let's Go Exploring</b>                  Research and investigate the technique and inspirations behind the work of David Hockney. Research famous landscapes in the UK. Use this knowledge to a painting on the ipad. Investigate acrylic paint and experiment with mixing colours and creating different patterns. Develop observational and imagination drawing skills through looking and drawings the landscapes they have selected. Create and make a final landscape painting. Evaluate through peer and self-assessment.</p> <p><b>NC Objectives:</b>                  Generating Ideas: Designing and Developing Ideas using the knowledge of different artists and source material.                  Making: Skills of painting and making materials. Observation skills through different mark making.                  Evaluating: Skills of Judgement and Evaluation.                  Knowledge: Knowledge of the collage processes and context behind artists work. Knowledge of the purpose of art in portraying landscapes.</p>	<p><b>Seaside</b>                  Research and investigate the technique and inspirations behind the work of temporary sculpture with a focus on Andy Goldsworthy. Research and investigate mandala stones. Use this knowledge to produce prints on paper with different textures as well as using paint. Develop observational and imagination drawing skills through looking at different patterns.                  Create and make a temporary natural form sculpture. Decorate a stone with acrylic paint. Evaluate through peer and self-assessment.</p> <p><b>NC Objectives:</b>                  Generating Ideas: Designing and Developing Ideas using the knowledge of different artists and source material.                  Making: Skills of painting and making materials. Observation skills through different mark making.                  Evaluating: Skills of Judgement and Evaluation.                  Knowledge: Knowledge of the environment sculpture processes and</p>
----------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Haslingfield Endowed Primary School - Medium term plan



Subject - Art and Design

	<p><i>work. Knowledge of the purpose of different kinds children's illustration.</i></p>		<p><i>context behind artists work. Knowledge of the purpose of different kinds of sculpture.</i></p>
--	------------------------------------------------------------------------------------------	--	------------------------------------------------------------------------------------------------------

# Haslingfield Endowed Primary School - Medium term plan



## Subject - Art and Design

<p><b>Year 3</b></p>	<p><b>Stone Age to Iron Age</b>                  Research and investigate vessels and the designs on the surface of vessels created during the stone age. Use this knowledge to design their own vessels. Understand how to make coil and pinch pots out of clay. Create and make clay vessels using pinch pot and coil method. Create own patterns on the surfaces of the vessels based on knowledge of stone age vessels. Evaluate through peer and self-assessment.</p> <p><b>NC Objectives:</b>                  Generating Ideas: Designing and Developing Ideas for clay vessels                  Making: Skills of making clay vessels.                  Observation skills through drawing Stone Age vessels.                  Evaluating: Skills of Judgement and Evaluation.                  Knowledge: Knowledge of pinch and coil based clay processes and the context in which Vessels were created during the Stone Age period.</p>	<p><b>Romans</b>                  Research different types of Roman mosaics. Gain an understanding of their purpose and the techniques used to make them. Develop observational skills through drawing fish. Create a fish design for pupils' own mosaic based on drawings. Create and make a fish design mosaic. Evaluate through peer and self-assessment.</p> <p><b>NC Objectives:</b>                  Generating Ideas: Designing and Developing Ideas for Fish mosaic                  Making: Skills of making mosaics; observation skills through drawing fish.                  Evaluating: Skills of Judgement and Evaluation.                  Knowledge: Knowledge of mosaic process and the context in which Mosaics were created during the Roman period.</p>	<p><b>Extreme Earth</b>                  Research and investigate Aboriginal Art and the context in which it has been created. Explore the use of natural materials to make marks. Develop own ideas based on different types of maps and mark making. Create painting to show a journey. Evaluate through peer and self assessment.</p> <p><b>NC Objectives:</b>                  Generating Ideas: Designing and Developing Ideas for a painting based on pupils' journey using the knowledge of aboriginal art and different forms of map making.                  Making: Skills of painting and making materials. Observation skills through different mark making.                  Evaluating: Skills of Judgement and Evaluation.                  Knowledge: Knowledge of Aboriginal Art processes and context. Knowledge of the purpose of different kinds of maps.</p>
----------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

# Haslingfield Endowed Primary School - Medium term plan



## Subject - Art and Design

<p><b>Year 4</b></p>	<p><b>Fashion through the Ages</b>                  Research and investigate the role of fashion with recycled materials. Look at key fashion designers. Learn about the processes of joining/cutting/making. Design and make their own recycled hat or fashion accessories. NB might change to an outfit and pupils will be given the opportunity to work in pairs;</p> <p><b>NC Objectives:</b>                  Generating Ideas: Designing and Developing Ideas for an Indus inspired City and archaeology remains.                  Making: One point perspective; birds eye view point drawing; Clay sculpture with a focus on form.                  Evaluating: Skills of Judgement and Evaluation.                  Knowledge: Knowledge of Indus Valley Cities and civilisation.</p>	<p><b>The Race for Space</b>                  Research and investigate photographs from Space from Hubble Photographers and local Space photographer. Learn how to create a sphere using tone from a circle. Investigate the mediums of charcoal and chalk. Design and make own compositions of space.</p> <p><b>NC Objectives:</b>                  Generating Ideas: Designing and Developing Ideas for Space composition                  Making: Learning about Tone and shadow. How to use charcoal and chalk. Creating Space composition.                  Evaluating: Skills of Judgement and Evaluation.                  Knowledge: Knowledge of Contemporary Space photography and using tone one of the key elements of art.</p>	<p><b>Haslingfield Explorers</b>                  Research and investigate the architecture of different types of building in Haslingfield. Discuss the context in which buildings are designed. Research and investigate the work Matthew Rice. Improve observational skills through drawing their selected building. Learn about the technique of watercolour wash. Create a composition about one of the buildings in Haslingfield.</p> <p><b>NC Objectives:</b>                  Generating Ideas: Designing and Developing Ideas for Haslingfield building composition                  Making: Learning about Tone and perspective. How to use watercolour wash.                  Evaluating: Skills of Judgement and Evaluation.                  Knowledge: Knowledge of different forms of architecture and using tone to create form in their work.</p>

Haslingfield Endowed Primary School - Medium term plan

Subject - Art and Design



# Haslingfield Endowed Primary School - Medium term plan



## Subject - Art and Design

<p><u>Year 5</u></p>	<p><b>Crime and Punishment through History</b>                  Research and investigate the portrayal by artists of crime and punishment through history. Consider the effects of propaganda and politics. Research and investigate the work of Heath Robinson and Victorian illustration. Using his work as inspiration design machines to stop 'crime'. The more ridiculous the better.</p> <p><b>NC Objectives:</b>                  Generating Ideas: Designing and Developing Ideas for ridiculous machines and equipment to stop crime                  Making: Learning illustration with a focus on line. Intaglio printing.                  Evaluating: Skills of Judgement and Evaluation.                  Knowledge: Knowledge of the portrayal of crime and punishment through history through art.                  Knowledge of pointillism and the work of Seurat. Improved understanding of colour theory.</p>	<p><b>Shang Dynasty</b>                  Research and investigate vessels created during the Shang Dynasty. Improve observational skills through looking at animal source materials. Use as a stimulus to create vessels inspired by animals using paper mâché and paper clay.</p> <p><b>NC Objectives:</b>                  Generating Ideas: Designing and Developing Ideas for animal vessel                  Making: Learning about form.                  Developing use of paper mâché and paper clay. Refining painting skills                  Evaluating: Skills of Judgement and Evaluation.                  Knowledge: Knowledge of Shang Dynasty vessels and context in which they were produced. different landmarks in Europe. Improved understanding of form.</p>	<p><b>Europe</b>                  Select and study a famous landmark (Eiffel Tower, Tower of Pisa, etc) and the architect who designed it. Create drawing studies. Learn about using acrylic paint and colour theory. Research and investigate the work of Seurat. Gain an understanding of pointillism. Use this knowledge to create a dot painting of selected landmark.</p> <p><b>NC Objectives:</b>                  Generating Ideas: Designing and Developing Ideas for landmark composition                  Making: Learning about colour theory and pointillism. How to use acrylic paint.                  Evaluating: Skills of Judgement and Evaluation.                  Knowledge: Knowledge of different landmarks in Europe. Knowledge of pointillism and the work of Seurat. Improved understanding of colour theory.</p>
----------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

# Haslingfield Endowed Primary School - Medium term plan



## Subject - Art and Design

<p><u>Year 6</u></p>	<p><b>World War 2</b> Gain a better understanding of the Blitz in London. Research and investigate the work of artists who portrayed the Blitz. Sustained investigation into the work of Henry Moore and his underground studies. Investigate the properties of charcoal; chalk; ink; masking fluid to create a mixed media composition based on photos and film of the Blitz in London.</p> <p><b>NC Objectives:</b> Generating Ideas: Designing and Developing Ideas for Blitz composition Making: Learning about properties of charcoal, chalk; ink and masking fluid. Evaluating: Skills of Judgement and Evaluation. Knowledge: Knowledge of art portraying the Blitz in London. Henry Moore and the context in which he created his work at that time.</p>	<p><b>Victorians</b> Research and investigate the Golden Age of Illustration. Look at the work of different artists and understand the context in which it was made and received. Learn how to use dipping pens and create line drawing illustrations. Focus on illustrating a contemporary issue and the power of illustration (past issues: refugee crisis and Brexit)</p> <p><b>NC Objectives:</b> Generating Ideas: Designing and Developing Ideas for a painting based on pupils' journey using the knowledge of aboriginal art and different forms of map making. Making: Skills of using lines as mark making and using ink with a dipping pen. Observation skills. Evaluating: Skills of Judgement and Evaluation in the work of other artists as well as pupils own work. Knowledge: Knowledge of Golden Age of illustration and context. Knowledge of the purpose and power of illustration. Knowledge on a contemporary issue and</p>	<p><b>North America Road Trip</b> Study the work of artists who have portrayed North America. Discussion on different approaches. Research and investigate the work of Edward Hopper. Investigate theories behind composition in painting. Build on colour mixing knowledge and learn about layering. Create a composition based on a road trip. Use acrylic paints.</p> <p><b>NC Objectives:</b> Generating Ideas: Designing and Developing Ideas for a composition based on personal experience but using knowledge gained from researching the work of other artists and collected images. Making: Improve painting skills. Gain a better understanding of composition in paintings. Observation skills with a focus on depth. Evaluating: Skills of Judgement and Evaluation in the work of other artists as well as pupils own work. Knowledge: Knowledge of American artists with a focus on Edward</p>
----------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Haslingfield Endowed Primary School - Medium term plan



Subject - Art and Design

		<i>how to communicate through illustration.</i>	<i>Hopper. Knowledge of different rules of composition and how to create depth.</i>
--	--	-------------------------------------------------	-------------------------------------------------------------------------------------

Haslingfield Endowed Primary School - Medium term plan

Subject - Art and Design



# Haslingfield Endowed Primary School - Medium term plan



## Subject - Art and Design

<p><u>Year 1</u></p>	<p><b>Great Fire of London</b>                  Research and investigate paintings inspired by the Great fire of London. Use this knowledge to create imaginative drawings. Look and respond to the architecture at this time. Learn how to use chalk to create different colours and improve cutting skills. Create a Great Fire of London mixed media composition.</p> <p><b>NC Objectives:</b>                  Generating Ideas: Designing and Developing Ideas based on knowledge of the Great Fire of London. Using the work of other artists to inspired ideas.                  Making: Improving observation skills with an emphasis on line and shape. Learning how to use chalk and paper to draw with.                  Evaluating: Skills of Judgement and Evaluation in the work of other artists as well as pupils own work.                  Knowledge: Learning about artists response to the Great Fire of London and the role of art in capturing events.</p>	<p><b>Grab your passport (transport)</b>                  Research and investigate the work of artists who have made sculptures with junk materials. Investigate the properties of material and different ways of joining together. Improve drawing skills through looking at different forms of transport. Design and create a sculpture based on form of transport of choice. Extension: Use the ipad to create a photomontage of sculpture (resized) in different parts of the school,</p> <p><b>NC Objectives:</b>                  Generating Ideas: Designing and Developing Ideas based on knowledge of junk sculpture. Using the work of other artists to inspired ideas.                  Making: Improving observation skills with an emphasis on line, shape and tone. Learning how to use and manipulate different materials.                  Evaluating: Skills of Judgement and Evaluation in the work of other artists as well as pupils own work.                  Knowledge: Learning about the work of other artists and site specific sculpture.</p>	<p><b>Castles</b>                  Research and investigate the work of Paul Klee and the context in which is was made. Improve drawing skills through working from observation of different castles around the UK. Investigate colour mixing skills using watercolour paint. Design compositions based on castles and the knowledge gained from Klee's way of working. Create an abstracted composition based on castles and shapes.</p> <p><b>NC Objectives:</b>                  Generating Ideas: Designing and Developing Ideas based on knowledge of Paul Klee. Using images of castles to help develop ideas.                  Making: Improving observation skills with an emphasis on line, shape, tone and colour. Learning how to use and manipulate different materials.                  Evaluating: Skills of Judgement and Evaluation in the work of other artists as well as pupils own work.                  Knowledge: Learning about the work of other artists and the context in which it was made.</p>
----------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

# Haslingfield Endowed Primary School - Medium term plan



## Subject - Art and Design

<p><u>Year 2</u></p>	<p><b>Great Fire of London</b>                  Research and investigate paintings inspired by the Great fire of London. Use this knowledge to create imaginative drawings. Look and respond to the architecture at this time. Learn how to use chalk to create different colours and improve cutting skills. Create a Great Fire of London mixed media composition.</p> <p><b>NC Objectives:</b>                  Generating Ideas: Designing and Developing Ideas based on knowledge of the Great Fire of London. Using the work of other artists to inspired ideas.                  Making: Improving observation skills with an emphasis on line and shape. Learning how to use chalk and paper to draw with.                  Evaluating: Skills of Judgement and Evaluation in the work of other artists as well as pupils own work.                  Knowledge: Learning about artists response to the Great Fire of London</p>	<p><b>Grab your passport (transport)</b>                  Research and investigate the work of artists who have made sculptures with junk materials. Investigate the properties of material and different ways of joining together. Improve drawing skills through looking at different forms of transport. Design and create a sculpture based on form of transport of choice. Extension: Use the ipad to create a photomontage of sculpture (resized) in different parts of the school,</p> <p><b>NC Objectives:</b>                  Generating Ideas: Designing and Developing Ideas based on knowledge of junk sculpture. Using the work of other artists to inspired ideas.                  Making: Improving observation skills with an emphasis on line, shape and tone. Learning how to use and manipulate different materials.                  Evaluating: Skills of Judgement and Evaluation in the work of other artists as well as pupils own work.                  Knowledge: Learning about the work of other artists and site specific sculpture.</p>	<p><b>Castles</b>                  Research and investigate the work of Paul Klee and the context in which is was made. Improve drawing skills through working from observation of different castles around the UK. Investigate colour mixing skills using acrylic paint. Design compositions based on castles and the knowledge gained from Klee's way of working. Create an abstracted composition based on castles and shapes.</p> <p><b>NC Objectives:</b>                  Generating Ideas: Designing and Developing Ideas based on knowledge of Paul Klee. Using images of castles to help develop ideas.                  Making: Improving observation skills with an emphasis on line, shape, tone and colour. Learning how to use and manipulate different materials.                  Evaluating: Skills of Judgement and Evaluation in the work of other artists as well as pupils own work.</p>
----------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Haslingfield Endowed Primary School - Medium term plan



Subject - Art and Design

	<i>and the role of art in capturing events.</i>		<i>Knowledge: Learning about the work of other artists and the context in which it was made.</i>
--	-------------------------------------------------	--	--------------------------------------------------------------------------------------------------

# Haslingfield Endowed Primary School - Medium term plan



## Subject - Art and Design

<p><b>Year 3</b></p>	<p><b>Anglo Saxons</b>                  Research and investigate Beowulf, the context in which it was created and the impact since it has been created. Improve observation drawing skills through the drawing of action figures and animals. Learn about the process of stop motion animation through looking at stop motion and then design and create a section of the poem as a group. Learn how to use card and paper to create artwork from the designs.</p> <p><b>NC Objectives:</b>                  Generating Ideas: Designing and Developing Ideas for a stop motion animation using the knowledge from the work of different illustrators; stop motion animation and Beowulf Poem. Making: Skills of using lines as mark making and using ink with a dipping pen. Drawing and observation skills. Evaluating: Skills of Judgement and Evaluation in the work of other artists as well as pupils own work. Knowledge: Knowledge of Golden Age of illustration and context. Knowledge</p>	<p><b>Ancient Egyptians</b>                  Investigate Egyptian art with a focus on vessels. Look at the context in which and why they were created. Study the symbols and investigate hieroglyphic lettering. Select one of the four symbols and create a canopic jar sculpture. Learn how to use papier mâché and card.</p> <p><b>NC Objectives:</b>                  Generating Ideas: Designing and Developing Ideas for a Canopic jar using the knowledge of Egyptian art and form. Making: Skills of using shapes to create patterns and designs. Using paper mâché to create a three-dimensional form. Observation drawing skills. Evaluating: Skills of Judgement and Evaluation. Knowledge: Knowledge of Egyptian art and canopic jars and context. Knowledge of making vessel shapes and sculptured forms.</p>	<p><b>Out and about in the British Isles</b>                  Research key landscapes in Britain eg Lake District; Snowdon; Fens etc Look at how artists have tried to capture these changing landscapes over the years. Research and investigate the work of Turner's landscapes. Investigate watercolour paint and the different ways it can be used. Select a landscape to focus on and created drawings to improve observational skills. Create a landscape composition and use watercolour paint.</p> <p><b>NC Objectives:</b>                  Generating Ideas: Designing and Developing Ideas based on photographs and videos of key landscapes or forms in the UK. Using the work of Turner to inspired ideas of light and weather change a landscape. Making: Improving observation skills with an emphasis on depth. Learning how to use watercolour paint. Evaluating: Skills of Judgement and Evaluation in the work of other artists as well as pupils own work.</p>
----------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Haslingfield Endowed Primary School - Medium term plan



Subject - Art and Design

	<p><i>of the purpose and power of illustration. Knowledge on a contemporary issue and how to communicate through illustration.</i></p>		<p><i>Knowledge: Learning about Turner and the work of other landscape artists in capturing key landforms of Britain. The role of art in capturing landscape.</i></p>
--	----------------------------------------------------------------------------------------------------------------------------------------	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------

# Haslingfield Endowed Primary School - Medium term plan



## Subject - Art and Design

<p><b>Year 4</b></p>	<p><b>Life in Tudor Times</b> Investigate and research the work of key Tudor portrait painters with a focus on miniature paintings. Learn about proportions of the face and creating a self portrait. Think about the changing meanings behind painted portraits. Investigate the use of oil pastel and colour mixing to create a self portrait.</p> <p><b>NC Objectives:</b> Generating Ideas: Designing and Developing Ideas based on observation, photographs and knowledge of Tudor miniature portraits. Making: Improving observation skills with a focus on proportion and tone. Learning how to use oil pastel. Evaluating: Skills of Judgement and Evaluation in the work of other artists as well as pupils own work. Knowledge: Learning about portraiture in the times of the Tudors and the context behind the work and thinking about how portrait has evolved.</p>	<p><b>Anglo Saxons</b> (<i>aware Willow will have done this in the Autumn term so very happy to change just finding it difficult to find a meaningful art project to do for the Anglo Saxons</i>) Research and investigate Beowulf, the context in which it was created and the impact since it has been created. Improve observation drawing skills through the drawing of action figures and animals. Learn about the process of stop motion animation through looking at stop motion and then design and create a section of the poem as a group. Learn how to use card and paper to create artwork from the designs.</p> <p><b>NC Objectives:</b> Generating Ideas: Designing and Developing Ideas for a stop motion animation using the knowledge from the work of different illustrators; stop motion animation and Beowulf Poem. Making: Skills of using lines as mark making and using ink with a dipping pen. Drawing and observation skills.</p>	<p><b>Our Blue Planet - World of Water</b> Research and investigate the River Cam as a source for a painting composition. Improve observational drawing with studies from photographs. Research and investigate the work of Claude Monet and the impressionist painters. Explore the use of colour and mark making in their work and then respond with a composition based on the River Cam.</p> <p><b>NC Objectives:</b> Generating Ideas: Designing and Developing Ideas based on photographs and videos of the River Cam. Using the work of Claude Monet to inspire mark making and colour Making: Improving observation skills on colour. Learning how to develop use of acrylic paint. Evaluating: Skills of Judgement and Evaluation in the work of other artists as well as pupils own work. Knowledge: Learning about Claude Monet and the work of other impressionist artists. Context behind this art movement.</p>
----------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Haslingfield Endowed Primary School - Medium term plan



Subject - Art and Design

		<p>Evaluating: Skills of Judgement and Evaluation in the work of other artists as well as pupils own work.</p> <p>Knowledge: Knowledge of Golden Age of illustration and context. Knowledge of the purpose and power of illustration.</p> <p>Knowledge on a contemporary issue and how to communicate through illustration.</p>	
--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

# Haslingfield Endowed Primary School - Medium term plan



## Subject - Art and Design

<p><u>Year 5</u></p>	<p><b>Shang Dynasty</b>                  Research and investigate vessels created during the Shang Dynasty. Use as a stimulus to create vessels inspired by animals using paper mâché and paper clay.</p> <p><b>NC Objectives:</b>                  Generating Ideas: Designing and Developing Ideas for animal vessel                  Making: Learning about form.                  Developing use of paper mâché and paper clay. Refining painting skills                  Evaluating: Skills of Judgement and Evaluation.                  Knowledge: Knowledge of Shang Dynasty vessels and context in which they were produced. different landmarks in Europe. Improved understanding of form.</p>	<p><b>Crime and Punishment through History</b>                  Research and investigate the portrayal by artists of crime and punishment through history. Consider the effects of propaganda and politics. Research and investigate the work of Heath Robinson and Victorian illustration. Using his work as inspiration design machines to stop 'crime'. The more ridiculous the better.</p> <p><b>NC Objectives:</b>                  Generating Ideas: Designing and Developing Ideas for ridiculous machines and equipment to stop crime                  Making: Learning illustration with a focus on line. Intaglio printing.                  Evaluating: Skills of Judgement and Evaluation.                  Knowledge: Knowledge of the portrayal of crime and punishment through history through art. Knowledge of pointillism and the work of Seurat. Improved understanding of colour theory.</p>	<p><b>Europe</b>                  Select and study a famous landmark (Eiffel Tower, Tower of Pisa, etc) and the architect who designed it. Create drawing studies. Learn about using acrylic paint and colour theory. Research and investigate the work of Seurat. Gain an understanding of pointillism. Use this knowledge to create a dot painting of selected landmark.</p> <p><b>NC Objectives:</b>                  Generating Ideas: Designing and Developing Ideas for landmark composition                  Making: Learning about colour theory and pointillism. How to use acrylic paint.                  Evaluating: Skills of Judgement and Evaluation.                  Knowledge: Knowledge of different landmarks in Europe. Knowledge of pointillism and the work of Seurat. Improved understanding of colour theory.</p>
----------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

# Haslingfield Endowed Primary School - Medium term plan



## Subject - Art and Design

<p><b>Year 6</b></p>	<p><b>World War I</b>                  Research and investigate the portrayal of the First World war through the work of artists. Understand the context of why artists changed their approach. Focus on the work of Paul Nash and his portrayal of landscapes wrecked by war. Experiment with oil pastels and paint. Create a painted composition based on photos of the impact of war on landscape.</p> <p><b>NC Objectives:</b>                  Generating Ideas: Designing and Developing Ideas for painting composition.                  Making: Learning about oil pastel. Developing use of paint. Refining painting skills.                  Evaluating: Skills of Judgement and Evaluation.                  Knowledge: Knowledge of art and artists produced in response to World War I and the context in which is evolved. In depth knowledge of the work of Paul Nash.</p>	<p><b>Invaders &amp; Settlers</b>                  Research and investigate artists portray of the battle of Lindisgarne. Consider how accurate these portrayals are and how and why artists interpret events. Improve observational drawing and experiment with different drawing materials. Focus on shape and pattern. Create and print a collagraph based on a battle of Lindisgarne.</p> <p><b>NC Objectives:</b>                  Generating Ideas: Designing and Developing Ideas for collagraph composition.                  Making: Learning about intaglio printing. Developing different materials for drawings - charcoal, pencils, dipping sticks etc. Refining painting skills.                  Evaluating: Skills of Judgement and Evaluation.                  Knowledge: Knowledge of art produced in response to battle of Lindisgarne and understanding of how time and environment can influence artists interpretations.</p>	<p><b>South America &amp; Rainforests</b>                  Research and investigate the work of Henri Rousseau. Learn about the context in which the work was created. Create a collage of a rainforest. Improve observation skills through drawings from tiger models with a focus on tone and texture. Create and paint a clay model of a tiger.</p> <p><b>NC Objectives:</b>                  Generating Ideas: Designing and Developing Ideas for collage composition and clay sculpture.                  Making: Learning about collage. Developing use of clay with focus on form.                  Evaluating: Skills of Judgement and Evaluation.                  Knowledge: Knowledge of the work of Henri Rousseau and context of when the work was produced.</p>
----------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------