

Year 5 and 6 Medium Term Planning Cycle A

Key Knowledge

Pupils should be taught

to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

to create sketch books to record their observations and use them to review and revisit ideas

to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

about great artists, architects and designers in history.

	Generating Ideas	Sketch Books	Making skills including formal elements	Knowledge of Artists	Evaluation and Analysing
Autumn 1 Drawing Depth, Emotion and Movement	Developing ideas more independently from their own research. Exploring and recording their plans, ideas and evaluations to develop their ideas towards an outcome.	Confidently using sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Working with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Creating in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	Working with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Creating in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	Researching and discussing the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context Discussing how artists create work with the intent to create an impact on the viewer. Considering what choices can be made in their own work to impact their viewer.
Spring 1 Painting and mixed Media- Portraits	Develop ideas more independently from their own research. Explore and record	Confidently use sketchbooks for purposes including recording observations	Work with a range of media with control in different ways to achieve different effects, including	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.

	their plans, ideas and evaluations to develop their ideas towards an outcome.	and research, testing materials and working towards an outcome more independently.	experimenting with the techniques used by other artists. Combine a wider range of media, e.g. photography and digital art effects. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	describe how the cultural and historical context may have influenced their creative work. Discuss how artists create work with the intent to create an impact on the viewer. Consider what choices can be made in their own work to impact their viewer.	Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
Summer 1 Sculpture and 3D	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Discuss how artists create work with the intent to create an impact on the viewer. Consider what choices can be made in their own work to impact their viewer.	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
	Develop ideas more	Confidently use	Work with a range of	Research and discuss the	Discuss the processes used

Stand Alone Lessons Craft and Design - Architecture	independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Discuss how artists create work with the intent to create an impact on the viewer. Consider what choices can be made in their own work to impact their viewer.	by themselves, and by other artists, and describe the particular outcome achieved.
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GDS Opportunities	Children can produce more complex drawings with greater detail and accuracy. Children can produce more abstract drawings with interesting compositional features at unusual angles. Children can produce high quality designs. Children can analyse and evaluate the messaging behind the artwork in greater depth. Children are more adventurous with their choices. Children can adapt their work to increase the scale they are working at. Children can articulate reasons for choices and review and modify designs as they progress. Children can share their reasons and rationale with their partners so that they create a truly collaborative piece. Children can use a more complex image to extend their drawings.
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to create sketch books to record their observations and use them to review and revisit ideas

to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

about great artists, architects and designers in history.

	Generating Ideas	Sketch Books	Making skills including formal elements	Knowledge of Artists	Evaluation and Analysing
Autumn 1 Craft and Design - Photo Opportunity	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.	Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.	Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces. Understand how art forms such as photography and	Give reasoned evaluations of their own and others' work which takes account of context and intention. Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.

				sculpture continually develop over time as artists seek to break new boundaries.	
Spring 1 Drawing Expressing Ideas	Drawing upon their experience of creative work and their research to develop their own starting points for creative outcomes.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.	Creating expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combining materials and techniques appropriately to fit with ideas. Working in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.	Describing, interpreting and evaluating the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.	Giving reasoned evaluations of their own and others' work which takes account of context and intention. Discussing how art is sometimes used to communicate social, political, or environmental views. Explaining how art can be created to cause reaction and impact and being able to consider why an artist chooses to use art in this way. Independently using their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
Summer 1 Sculpture and 3D	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.	Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork	Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may	Give reasoned evaluations of their own and others' work which takes account of context and intention. Explain how art can be created to cause reaction and

			independently. Combine materials and techniques appropriate to fit with ideas. Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.	have influenced their creative work. Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces. Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.	impact and be able to consider why an artist chooses to use art in this way. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract. Art can represent abstract concepts, like memories and experiences. Sometimes people make art to create reactions. People use art as a means to reflect on their unique characteristics.
Stand Alone Lessons Painting and Mixed Media	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.	Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and	Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their	Give reasoned evaluations of their own and others' work which takes account of context and intention. Discuss how art is sometimes used to communicate social, political, or environmental

			techniques appropriate to fit with ideas. Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.	creative work. Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces	views. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
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<u>GDS Opportunities</u>	Children show a more imaginative approach to creating a montage. Children can explain their composition and editing choices in more detail. Children can show greater attention to detail. Children can express an emotion or an idea through the sculpture and describing their choices. Children can draw with great accuracy and attention to detail to the layout and shape of the arrangement. Children can add highlights and shadows into their drawing. Children can work more creatively with their patterns and designs and to a high technical level. Children can complete more complex pattern designs.
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