

## KS2 Emerald Year 5 and 6 Art and Design Medium Term Plan Year A

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|--|---|---|--|---|---|---|--|
| <p>-Differentiation by input see the weekly planning sheet</p> <p>-Key vocabulary – weekly planning sheet</p> <p>-Resources - see the weekly planning</p> <p>-<u>Minimum Assessment for Learning strategies</u> for <u>all</u> topics = output by implementation of feedback in lesson and future lessons, confidence in using artistic vocabulary in class discussion</p> <p>- Long term memory development strategies = Recap previous skills focuses, questioning to make links on how to implement prior learning.</p> <p>- Art and Design Cultural Capital = use a wide range of mediums with confidence, use resilience to complete objectives, express ideas and use artistic terminology correctly = Try to embed these into all lessons – where applicable</p>  |   |   |  |   |   |   |  |
| <p><b>EYFS Objectives:</b> LO: Use large-muscle movements to wave flags and streamers, paint and make marks. LO: Choose the right resources to carry out their own plan. LO: Use one-handed tools and equipment, for example, making snips in paper with scissors. LO: Use a comfortable grip with good control when holding pens and pencils. LO: Explore different materials freely, in order to develop their ideas about how to use them and what to make. LO: Develop their own ideas and then decide which materials to use to express them. LO: Join different materials and explore different textures. LO: Create closed shapes with continuous lines, and begin to use these shapes to represent objects. LO: Draw with increasing complexity and detail, such as representing a face with a circle and including details. LO: Use drawing to represent ideas like movement or loud noises. LO: Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. LO: Explore colour and colour mixing. LO: Develop their small motor skills so that they can use a range of tools competently, safely and confidently. LO: Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. LO: Develop overall body-strength, balance, coordination and agility. LO: Explore, use and refine a variety of artistic effects to express their ideas and feelings. LO: Return to and build on their previous learning, refining ideas and developing their ability to represent them. LO: Create collaboratively, sharing ideas, resources and skills. LO: Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. LO: Use a range of small tools, including scissors, paintbrushes and cutlery. LO: Begin to show accuracy and care when drawing. LO: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. LO: Share their creations, explaining the process they have used.</p> |   |   |  |   |   |   |  |
|  | Week 1  | Week 2  | Week 3   | Week 4  | Week 5  | Week 6  | Week 7   |
| <p>- Each half term’s focus may be changed around if needed</p> <p>- Due to the complicated and time-consuming activities in art and design projects, the half terms lessons and learning objectives may be consolidated into a few days of learning where the children spend the whole time creating a big project (E.g.: Saxon houses)</p> <p>- Each year the children will complete 3 half terms of Art and Design and 3 half terms of D&amp;T.</p>   |   |   |  |   |   |   |  |
| <p>Autumn Term</p> <p><b>Humanities topic link:</b><br/>Myth and Legends<br/>Ancient Greece<br/>How our Country is Changing?</p> <p>(Year A)</p>   | <p>LO: To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials in collages</p> | <p>LO: To use a range of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> | <p>LO: To use sketch books to record observations and revisit ideas.</p>                                   | <p>LO: To use a range of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> | <p>LO: To further develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>   | <p>LO: To further develop skills with a range of materials creatively to design and make products.</p>  | <p><b>Assessment, Review and Consolidation</b></p> |
| <p>Spring Term</p> <p><b>Humanities topic link:</b><br/>Anglo-Saxons<br/>Are we damaging our world?</p> <p>(Year A)</p>  | <p>LO: To create sketch books to record their observations and use them to review and revisit ideas.</p>  | <p>LO: To use a range of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> | <p>LO: To further develop skills with a range of materials creatively to design and make products.</p>     | <p>LO: To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms</p>     | <p>LO: To further develop skills with a range of materials creatively to design and make products.</p>  | <p>LO: To learn about great artists, architects and designers in history and describe the differences and similarities between different practices and disciplines, and make links to their own work.</p> | <p><b>Assessment, Review and Consolidation</b></p> |
| <p>Summer Term</p> <p><b>Humanities topic link:</b><br/>World War 2<br/>How will our world look in the future?</p> <p>(Year A)</p>   | <p>LO: To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms</p>     | <p>LO: To improve their mastery of art and design techniques, including drawing, painting and sculpture with charcoal</p>                         | <p>LO: To become proficient in drawing, painting, sculpture and other art, craft and design techniques</p> | <p><b>SATS WEEK</b></p>   | <p>LO: To learn about great artists, architects and designers in history and describe the differences and similarities between different practices and disciplines, and make links to their own work.</p> | <p>LO: To create sketch books to record their observations and use them to review and revisit ideas.</p>  | <p><b>Assessment, Review and Consolidation</b></p> |

## KS2 Emerald Year 5 and 6 Art and Design Medium Term Plan Year B

-Differentiation by input see the weekly planning sheet  
 -Key vocabulary – weekly planning sheet  
 -Resources - see the weekly planning  
 -Minimum Assessment for Learning strategies for all topics = output by implementation of feedback in lesson and future lessons, confidence in using artistic vocabulary in class discussion  
 - Long term memory development strategies = Recap previous skills focuses, questioning to make links on how to implement prior learning.  
 - Art and Design Cultural Capital = use a wide range of mediums with confidence, use resilience to complete objectives, express ideas and use artistic terminology correctly = Try to embed these into all lessons – where applicable

**EYFS Objectives:** LO: Use large-muscle movements to wave flags and streamers, paint and make marks. LO: Choose the right resources to carry out their own plan. LO: Use one-handed tools and equipment, for example, making snips in paper with scissors. LO: Use a comfortable grip with good control when holding pens and pencils. LO: Explore different materials freely, in order to develop their ideas about how to use them and what to make. LO: Develop their own ideas and then decide which materials to use to express them. LO: Join different materials and explore different textures. LO: Create closed shapes with continuous lines, and begin to use these shapes to represent objects. LO: Draw with increasing complexity and detail, such as representing a face with a circle and including details. LO: Use drawing to represent ideas like movement or loud noises. LO: Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. LO: Explore colour and colour mixing. LO: Develop their small motor skills so that they can use a range of tools competently, safely and confidently. LO: Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. LO: Develop overall body-strength, balance, coordination and agility. LO: Explore, use and refine a variety of artistic effects to express their ideas and feelings. LO: Return to and build on their previous learning, refining ideas and developing their ability to represent them. LO: Create collaboratively, sharing ideas, resources and skills. LO: Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. LO: Use a range of small tools, including scissors, paintbrushes and cutlery. LO: Begin to show accuracy and care when drawing. LO: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. LO: Share their creations, explaining the process they have used.

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- Each half term's focus may be changed around if needed  
 - Due to the complicated and time-consuming activities in art and design projects, the half terms lessons and learning objectives may be consolidated into a few days of learning where the children spend the whole time creating a big project (E.g.: Saxon houses)  
 - Each year the children will complete 3 half terms of Art and Design and 3 half terms of D&T.

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| Autumn Term<br><br><b>Humanities topic link:</b><br>Where does all our stuff come from?<br>What can we reuse, reduce, recycle?<br>How has communication changed over time?<br><br>(Year B) | LO: To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms | LO: To evaluate and analyse creative works using the language of art, craft and design   | LO: To become proficient in drawing, painting, sculpture and other art, craft and design techniques  | LO: To learn about great artists, architects and designers in history and describe the differences and similarities between different practices and disciplines, and make links to their own work. | LO: To improve their mastery of art and design techniques, including drawing, painting and sculpture with clay, charcoal, drawing and painting | LO: To produce creative work, exploring ideas and recording experiences                             | <b>Assessment, Review and Consolidation</b> |
| Spring Term<br><br><b>Humanities topic link:</b><br>The Vikings<br>Different country study – Uganda<br><br>(Year B)  | LO: To create sketch books to record their observations and use them to review and revisit ideas.                                      | LO: To learn about great artists, architects and designers in history and describe the differences and similarities between different practices and disciplines, and make links to their own work. | LO: To improve their mastery of art and design techniques, including drawing, painting and sculpture with clay, charcoal, drawing and painting | LO: To create sketch books to record their observations and use them to review and revisit ideas.  | LO: To produce creative work, exploring ideas and recording experiences  | LO: To become proficient in drawing, painting, sculpture and other art, craft and design techniques | <b>Assessment, Review and Consolidation</b> |
| Summer Term<br><br><b>Humanities topic link:</b><br>Why should we remember the Maya?<br>The Amazon<br><br>(Year B)   | LO: To create sketch books to record their observations and use them to review and revisit ideas.                                      | LO: To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms   | LO: To evaluate and analyse creative works using the language of art, craft and design   | <b>SATS WEEK</b>   | LO: To become proficient in drawing, painting, sculpture and other art, craft and design techniques  | LO: To produce creative work, exploring ideas and recording experiences                             | <b>Assessment, Review and Consolidation</b> |