



ST CHARLES' CATHOLIC PRIMARY SCHOOL



ART AND DESIGN MEDIUM TERM PLANNING

	AUTUMN	SPRING	SUMMER
NURSERY	<p>To use simple tools safely and with increasing control and intent.</p> <p>To recognise and name different colours.</p> <p>To explore making marks in different media.</p> <p>To talk about what I have drawn/painted.</p> <p>To explore printing.</p> <p>To explore a variety of tools and materials to create.</p> <p>To explore how to use simple construction equipment.</p>	<p>To use a range of one-handed tools competently, safely and confidently.</p> <p>To explore colour and colour mixing.</p> <p>To create enclosed shapes such as circles.</p> <p>To show different emotions in my drawings and paintings.</p> <p>To use different approaches to drawing/painting, with a goal in mind.</p> <p>To begin to join different materials and explore different textures.</p> <p>To explore more complex construction equipment, with a goal in mind.</p>	<p>To engage in purposeful early writing, using my print and letter knowledge.</p> <p>To use a comfortable grip with good control when holding pens, pencils and other small tools.</p> <p>To show a preference for a dominant hand.</p> <p>To select colours for a purpose.</p> <p>To create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>To draw with increasing complexity and detail.</p> <p>To use drawing/painting to represent ideas like movement or loud noises.</p> <p>To use different tools and materials for a purpose and to achieve a goal.</p> <p>To make imaginative and complex small worlds with blocks and construction kits.</p>
RECEPTION	<p>To use a comfortable grip with good control when holding pens, pencils and other small tools.</p> <p>To show a preference for a dominant hand.</p> <p>To explore a range of small tools and begin to use these competently and safely.</p> <p>To select colours for a purpose.</p> <p>To safely use and explore a variety of materials and tools.</p> <p>To use different tools and materials for a purpose and to achieve a goal.</p>	<p>To continue to refine my tripod grip when using writing implements.</p> <p>To use a dominant hand consistently.</p> <p>To use a range of small tools with increasing efficiency and precision.</p> <p>To draw with increasing complexity and detail.</p> <p>To return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>To create props that I can then use to enhance my role play.</p>	<p>To hold a pencil effectively in preparation for fluent writing, using a tripod grip in almost all cases.</p> <p>To use a range of small tools including scissors, paintbrushes, tweezers, threading, pens and pencils competently, safely and confidently.</p> <p>To explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>To create collaboratively, sharing ideas, resources and skills.</p> <p>To share my creations, explaining the process I have used and the choices I have made.</p>
YEAR 1	<p>Drawing – Spirals</p> <p>Using drawing, collage and mark-making to explore spirals.</p>	<p>Surface and colour – Simple print making</p> <p>Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry.</p>	<p>Working in 3D – Playful making</p> <p>Exploring materials and intention through a playful approach.</p>
	<p>Vocabulary</p> <p>Movement, spiral, observation, mark making, pressure.</p>	<p>Vocabulary</p> <p>Primary and secondary colours, print, arrangement, collage, texture.</p>	<p>Vocabulary</p> <p>Sculpture, three dimensional, invent</p>

YEAR 2	Drawing – Explore and Draw Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.	Surface and colour – Expressive painting Explore how painters sometimes use paint in an expressive and gestural way. Explore colour mixing and experimental mark-making to create abstract still lifes.	Working in 3D – Be an Architect Exploring architecture and creating architectural models.
	Vocabulary Explore, line, composition, watercolours, wax resist	Vocabulary Impression, gestural, tints, abstract	Vocabulary Architecture, architect, model, scale
YEAR 3	Drawing – Gestural Drawing with charcoal Making loose, gestural drawings with charcoal, and exploring drama and performance.	Surface and colour – Working with shape and colour “Painting with Scissors”: Collage and stencil in response to looking at artwork.	Working in 3D – Making animated drawings. Explore how to create simple moving drawings by making paper “puppets” and animate them using tablets.
	Vocabulary Charcoal, expressive, tone, atmosphere.	Vocabulary Positive, negative (shape/space), elements, composition.	Vocabulary Animator, animation, background, foreground, pose.
YEAR 4	Drawing – Storytelling through drawing Explore how artists create sequenced drawings to share and tell stories. Create accordin books or comic strips to retell poetry or prose through drawing.	Surface and colour – Still Life Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired art work.	Working in 3D – Festival Feasts How might we use food and art to bring us together?
	Vocabulary Illustration, Illustrator, visual literacy, composition	Vocabulary Still life, contemporary, viewfinder, tone, tint, hue.	Vocabulary Installation, texture, surface, construct.
YEAR 5	Drawing – Typography and Maps. Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps.	Surface and colour – Making Monotypes Combine the monotype process with painting and collage to make visual poetry zines.	Working in 3D – Set Design Explore creating a model set for theatre or animation inspired by poetry, prose, film or music
	Vocabulary Typography, graphics, design, pictorial messages, visual impact.	Vocabulary Mono type, installation, evoke, layer, multimedia.	Vocabulary Set design, theatre, model, animation, Maquette
YEAR 6	Drawing – 2D Drawing and 3D Making Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome.	Surface and colour – Activism Explore how artists use their skills to speak on behalf of communities. Make art about things you care about.	Working in 3D – take a Seat Explore how craftspeople and designers bring personality to their work.
	Vocabulary 2D drawing, 3D object, packaging, typography, graphic designer	Vocabulary Activism, voice, message, zine, screen printing	Vocabulary Craftsperson, 3D doodle, form, function.

