



Bledlow Ridge School Medium Term Plan for Art Scheme: Access Art

Year group	Autumn First half term					
Reception Expressive Arts and Design	Expressive arts and Design - Creating with Materials <ul style="list-style-type: none"> - Children will know how to mix primary colours to make secondary colours using poster paints. - Children will know how to draw a person – head, body, arms, legs and facial features. - Children will make fruit and vegetable portraits in the style of Giuseppe Arcimboldo. - The children will know how to use basic tools and equipment. i.e. scissors, glue, tape. 			Provision/context <ul style="list-style-type: none"> - Continuous provision – primary coloured paints for the children to mix and explore - Portraits, our class is a family pictures of friends. - Cutting and sticking Guiseppe Arcimboldo portraits - Continuous provision – gradually adding more tools for the children to use in their creative freedom 		
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	<p style="color: orange; margin: 0;">Spirals</p> <p style="color: orange; margin: 0;">Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.</p>					
Year 1	Make drawings using your body <ul style="list-style-type: none"> • Experiment- Large scale spirals • Artist- Molly Haslund End point- Children draw from variety of points in body. Children have explored the work of an artist.	Develop your drawings <ul style="list-style-type: none"> • “Snail drawing” • Variety of materials End point- Children draw using continuous line to create an image of their choice.	Introduction to sketchbooks <ul style="list-style-type: none"> • Decorate sketchbooks • Alter pages End point- Children have ownership over their sketchbooks	Continuous line drawing <ul style="list-style-type: none"> • Observational drawing using continuous line • Warm up • Experiment and create End point- Children draw from observation for a few minutes and a time.	Mark making with water soluble pens <ul style="list-style-type: none"> • Observe changes when adding water to pen • Experiment and create End point- Children can make choices about colour and material they use in their drawings.	Share, reflect, discuss <ul style="list-style-type: none"> • Children display work around the classroom. • Photograph End point- Children can talk about what they like and what they'd like to try again in their drawings.



	<p>Explore & Draw</p> <p>Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.</p>					
Year 2	<p>Introduction</p> <ul style="list-style-type: none"> • Intro topic • Film • Sketchbooks to make visual lists <p>End point- Children see how some artists explore the world around them to find inspiration</p>	<p>Explore and Collect</p> <ul style="list-style-type: none"> • Outside • Play with objects- patterns and shapes • Photograph and print <p>End point- Children explore local environment and collect items to form interesting compositions.</p>	<p>Sketchbook work</p> <ul style="list-style-type: none"> • 2 drawing exercises • Continuous line drawing, feely drawings <p>End point- Children can use careful looking to draw an object.</p>	<p>Project- Autumn Floor Drawings</p> <ul style="list-style-type: none"> • Continuous line drawing warm up • Suagr paper paving stones • Experiment <p>End point- Children can work on differing scales depending on materials, exploring line, shape and colour in their work.</p>	<p>Project- Autumn Floor Drawings</p> <ul style="list-style-type: none"> • Recap of last lesson • Experiment with mateirals- charcoal and graphite <p>End point- Children can work on differing scales depending on materials, exploring line, shape and colour in their work.</p>	<p>Reflect, Share Talk</p> <ul style="list-style-type: none"> • Display work • Class "crit" <p>End point- I can talk about the work I have made with my classmates, sharing the things I thought were successful and would like to try again.</p>
	<p>Gestural Drawing with Charcoal</p> <p>Making loose, gestural drawings with charcoal, and exploring drama and performance.</p>					
Year 3	<p>Explore Charcoal</p> <ul style="list-style-type: none"> • Introduce artist Laura McKendry, Edgar Degas. • Class discussion <p>End Point- Children have seen how artists use charcoal, and can talk about makrs produced.</p>	<p>Explore Charcoal</p> <ul style="list-style-type: none"> • Large sheets of paper • Charocal warm up • Line, shape and tone • Draw large <p>End Point- Children have experimented with types of marks they can make with charcoal using their hands as well as the charcoal.</p>	<p>Personalise Journey</p> <ul style="list-style-type: none"> • Cave art- inspo • Explore using charcoal <p>End point- Children can work on larger scale, using loose gestural sketches using their body.</p>	<p>Project- Charcoal and Dance</p>	<p>Project- Charcoal and Dance</p>	<p>Present and review</p> <ul style="list-style-type: none"> • Children present their work • Class "crit" <p>End point- children have shared their work with classmates, talking about successes and re-tries.</p>



Storytelling Through Drawing

Explore how artists create sequenced drawings to share and tell stories. Create accordian books or comic strips to retell poetry or prose through drawing.

Year 4	Introduce two artists <ul style="list-style-type: none"> • Laura Carlin and Shaun Tan • Visual Notes 	Drawing Warm up <ul style="list-style-type: none"> • “Draw stories” • Variety of objects • Sketch books 	Project – Illustrating the Jabberwocky <ul style="list-style-type: none"> • Cressida Cowell, Quentin Blake • Words and drawing • Introduce poem • 	Project-Illustrating the Jabberwocky <ul style="list-style-type: none"> • Make and Create • Consatina books • Range of materials 	Project-Illustrating the Jabberwocky <ul style="list-style-type: none"> • Make and create • Consatina books • Range of materials 	Share and reflect <ul style="list-style-type: none"> • Pupils present their work. • Classroom Crit.
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Typography & Maps

Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps.

Year 5	What is Typography? <ul style="list-style-type: none"> • Introduce typography • Introduce an Artist- Louise Fili • Play and experiment End point- Children understand how typography can be used creatively to express thughts and communicate ideas visually.	Create your own Typography <ul style="list-style-type: none"> • Recap of learning • Play and experiment End point- Children create own letters of a type face in intuitive and fun way using their knowledge of typography.	Explore making powerful visual imagery <ul style="list-style-type: none"> • Introduce strong mark making • Play and experiment End point- Children use variety of materials and techniuges to develop strong mark making.	Creating a visual map <ul style="list-style-type: none"> • Introduce creating own maps • Introduce artists- Grayson Perry, Paula Scher, Chris Kenny. • Make- map making End Point- Children use variety of techniuges and skills to create own visual maps using typhogrpahy to express themes important to them.	Creating a visual map <ul style="list-style-type: none"> • Recap of learning • Make- Map making • Develop- annotate 2D ad 3D End point- Children use variety of techniuges and skills to create own visual maps using typhogrpahy to express themes important to them.	Reflect, discuss and celebrate <ul style="list-style-type: none"> • Class “crit” End point- Children share work with class, reflect upon success and give useful feedback to work of peers.
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2D Drawing to 3D Making

Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome.

Year 6	Graphic Designers and food packaging	Draw, Paint Make-packaging design	Draw, paint, make-packaging design	Draw, paint, make-packaging design	Draw, paint, make-packaging design	Share, Reflect, Discuss
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Year group	Autumn Second half term (See DT MTP)					
Reception Expressive Arts and Design	Expressive arts and Design - Creating with Materials					
	<ul style="list-style-type: none"> - Children will know how to mold clay (Diwa lamps) - Pumpkin art in the style of Yayoi Kasama - Children will know which glue or tape to use for their chosen purpose. 					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Year 1						
Year 2						
Year 3						
Year 4						
Year 5						
Year 6						

Year group	Spring First half term
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Reception Expressive Arts and Design	Expressive arts and Design - Creating with Materials <ul style="list-style-type: none"> - Children will know how to make 2D collages. - Children will explore and make art in the style of Van Gogh's Starry Night. - The children will explore using pastels and charcoal 										
<i>Week 1</i>		<i>Week 2</i>		<i>Week 3</i>		<i>Week 4</i>		<i>Week 5</i>		<i>Week 6</i>	
<p>Inspired by Flora & Fauna</p> <p>Explore how artists make art inspired by flora and fauna. Make collages of Minibeasts and display as a shared artwork.</p>											
Year 1	Introduce <ul style="list-style-type: none"> • Intro to artists • Draw in sketchbooks of favourite images End point- Children have looked at art made by other artists inspired by flora and fauna.	Show me what you see <ul style="list-style-type: none"> • Video • Drawing in sketchbooks • Talk about "seeing" End point- Children look closely at insects and plants to mak drawings of what they see.	Deepend the exploration <ul style="list-style-type: none"> • Graphite and Oil pastel • Drawing from video/ photo/samples • "careful looking" End point- Children experiment with graphite and oil pastel.	Make your collage <ul style="list-style-type: none"> • Artists- Eric Carle • Children use variety of materials to create minibeast collage End point- I can make my own insects, cutting out shapes in different colours.	Make your collage <ul style="list-style-type: none"> • Children use variety of materials to create minibeast collage End point- I can make my own insects, cutting out shapes in different colours.	Display, reflect, talk <ul style="list-style-type: none"> • Display sketchbook work and final outcomes • Share thoughts and opinions. End point- Children share artwork with the class, they listen to what their classmates say and share their opinion.					
<p>Exploring the World Through Mono Print</p> <p>Using a simple mono print technique to develop drawing skills, encourage experimentation and ownership.</p>											
Year 2	Draw from stills and film <ul style="list-style-type: none"> • Sketchbooks • Show me what you see 	Drawing small <ul style="list-style-type: none"> • Looking and drawing • Drawing activities 	What is monoprinting? <ul style="list-style-type: none"> • Introduce • Trace monotype video 	Project- Change, Grow, Live <ul style="list-style-type: none"> • Explain • Visual notes • Experiment and create End point- Children can explore a theme and make mono prints	Project- Change, Grow, Live <ul style="list-style-type: none"> • Explain • Visual notes • Experiment and create 	Present, Talk, Celebrate, share <ul style="list-style-type: none"> • Present work • Backwards sketchbook 					



	End point- Children can make drawings using photos from films as source material	<ul style="list-style-type: none"> Reflect and discuss End point- children can look closely at small objects and make drawings with a variety of materials.	<ul style="list-style-type: none"> Xgaoc'o X'are Carbon copy paper End point- children can look closely at small objects and make drawings with a variety of materials.	using their imagination to make drawing personal.	End point- Children can explore a theme and make mono prints using their imagination to make drawing personal.	End point- Children can share their work, talk about what they like, and what they'd like to try again.
Year 3						
	<u>Exploring Pattern</u> Exploring how we can use colour, line and shape to create patterns, including repeating patterns.					
Year 4	Sensory Drawing <ul style="list-style-type: none"> Warm up Shaheen Ahmed End point- Children create sensory drawings using a pencil, making marks on page with no predefined outcome.	Inventing and Exploring <ul style="list-style-type: none"> Rules and resolution resource Sketchbooks End Point- Children have explored the work of an artist who creates artwork inspired by pattern.	Project- Tessalated design <ul style="list-style-type: none"> Tessalated designs resource Andy Gilmore Create a shape End point- Children make a tessalated design and think about colour and shape exploring positive and negative shapes.	Project- Tessalated design <ul style="list-style-type: none"> Andy Gilmore Explore colour- complimentary/contrasting End point- Children make a tessalated design and think about colour and shape exploring positive and negative shapes.	Project- Tessalated design <ul style="list-style-type: none"> Finish tessalated design Explore different materials End point- Children make a tessalated design and think about colour and shape exploring positive and negative shapes.	Present, Talk, Share <ul style="list-style-type: none"> Children display their work Class "crit" End Point- Children can present and share their work, listening to reflections of classmates.
	<u>Mixed Media Land & City Scapes</u> Explore how artists use a variety of media to capture spirit of the place.					
Year 5	Introduce <ul style="list-style-type: none"> Vanessa Gardiner and Shoreditch Sketcher 	Extend a sketchbook <ul style="list-style-type: none"> Make-extend sketchbook using variety 	Introduce and explore <ul style="list-style-type: none"> Kitty Jones, Saorise Morgan 	Introduce and Explore <ul style="list-style-type: none"> Recap of learning Experiment and Create End point- Children continue their exploratory work outside the	Introduce and Explore <ul style="list-style-type: none"> Recap of learning Experiment and Create 	Present and Share <ul style="list-style-type: none"> Share, reflect, discuss Class "crit"



Year 4						
Year 5						
Year 6						

Year group	Summer First half term					
Reception Expressive Arts and Design	Expressive Arts and Design - Creating with Materials					
	<ul style="list-style-type: none"> - Children will explore and make art in the style of Henry Matisse. - Children will know how to make a mono print. - The children will explore how to create different textures with paint 					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Making Birds Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2d to 3d to make a bird.					
Year 1	Drawing as research <ul style="list-style-type: none"> • Drawing as research film • Pause and draw • Variety of materials End point- Children look carefully at photos/film of bird and take in details of shape.	Developing skills <ul style="list-style-type: none"> • Real feathers • Variety of mediums • Sketchbooks and A3 paper • Andrea Butler End Point- Children can draw from life looking closely.	Working towards 3D <ul style="list-style-type: none"> • Different paper • Rubbings, turning into feathers, manipulating • Exploration End point- Children can fold, tear, crumple and collage paper to transform it from 2d to 3d	Watch and make <ul style="list-style-type: none"> • What is sculpture animation • Inspired by birds • Make birds End point- Children can use a variety of materials to make their own sculpture	Watch and make <ul style="list-style-type: none"> • Make birds End point- Children can use a variety of materials to make their own sculpture	Reflect and share <ul style="list-style-type: none"> • Display birds as a flock • Photograph. End point- Children have seen how their work can form a class artwork. Children can share their work with classmates and teachers.
	Stick Transformation Project Explore how you can transform a familiar object into new and fun forms.					
Year 2	Roots and shoots	Project- Stick People	Project- Stick People	Project- Stick People	Project- Stick People	Share, Reflect, Discuss



	<ul style="list-style-type: none"> • Warm up • Play and explore <p>End point- Children can take familiar objects like a stick and use imagination to think about what it might become.</p>	<ul style="list-style-type: none"> • Stick Man • Craft of worry dolls • Explore outside for materials • Sketchbook visual notes <p>End point- Children can use sketchbooks to generate ideas and test ideas</p>	<ul style="list-style-type: none"> • Chris Kenney • Sketchbooks for visual notes • Design clothes <p>End point- Children can use a variety of materials to transform their object thinking about form and colour</p>	<ul style="list-style-type: none"> • Create and make <p>End point- Children can cut materials and fasten with simple tools to construct their sculpture.</p>	<p>Extension- collaborative tree house</p> <ul style="list-style-type: none"> • Create and make <p>End point- Children can cut materials and fasten with simple tools to construct their sculpture.</p>	<ul style="list-style-type: none"> • Children display work • Discuss project • Photograph. <p>End Point- children can share their sketchbook and sculpture with the class and explain their process. They can listen to their peers.</p>
Year 3						
	<p>Festival Feasts</p> <p>How might we use food and art to bring us together?</p>					
Year 4	<p>Explore and Draw</p> <ul style="list-style-type: none"> • Claes Oldenburg, Lucia Hierro, Rowan Briggs Smith • Visual Notes 	<p>Explore and Draw</p> <ul style="list-style-type: none"> • Show me what you see document • Shape, colour, texture, composition. 	<p>Project- Feast from Modroc</p> <ul style="list-style-type: none"> • Nicole Dyer • Make and create 	<p>Project- Feast from Modroc</p> <ul style="list-style-type: none"> • Make and create 	<p>Communal Picnic Drawing</p> <ul style="list-style-type: none"> • Set out picnic • Children draw on cloth 	<p>Share, reflect, celebrate</p> <ul style="list-style-type: none"> • Display work • Class Crit • Photograph work.
	<p>Architecture: Dream Big or Small?</p> <p>Explore the responsibilities architects have to design us a better world. Make your own architectural model.</p>					
Year 5	<p>Introduce</p> <ul style="list-style-type: none"> • Introduce point for discussion • Inspirational architecture 	<p>Draw</p> <ul style="list-style-type: none"> • Images of architecture • Materials/techniques • Experiment and respond 	<p>Make</p> <ul style="list-style-type: none"> • Recap- dream big or small • Sketchbook review • Make! 	<p>Make</p> <ul style="list-style-type: none"> • Sketchbook review • Make! <p>End point- Children can make an</p>	<p>Make</p> <ul style="list-style-type: none"> • Sketchbook review • Make! <p>End point- Children can make an</p>	<p>Share, Reflect, Discuss</p> <ul style="list-style-type: none"> • Class "crit" <p>End Point- Children photograph their</p>



	<ul style="list-style-type: none"> Visual Notes End Point- children explore domestic architecture, tiny house movement.	End point- Children can make larger drawings working from still imagery using various techniques, line, form and scale.	End point- Children can make an architectural model using the “design through making” approach, using sketchbooks to free imagination.	architectural model using the “design through making” approach, using sketchbooks to free imagination.	architectural model using the “design through making” approach, using sketchbooks to free imagination.	work with attention to lighting. Reposnd to peer work with relation to architects.
<p>Take a Seat Explore how craftspeople and designers bring personality to their work.</p>						
Year 6	Introduce craftsperson/designer	Making prompt cards	Make	Make	Make	Share, Reflect, Discuss

Summer Second half term						
Reception Expressive Arts and Design	Expressive Arts and Design - Creating with Materials <ul style="list-style-type: none"> Children will know how to make different shades of the same colour. Children explore and create art in the style of Georgia O’Keefe. 					
	<i>Week 1</i>	<i>Week 2</i>	<i>Week 3</i>	<i>Week 4</i>	<i>Week 5</i>	<i>Week 6</i>
Year 1						
Year 2						
<p>Making Animated Drawings Explore how to create simple moving drawings by making paper “puppets” and animate them using tablets.</p>						
Year 3	Introduce- What is animation?	Paper cut puppets	Make your moveable drawings	Make your moveable drawings	Make your moveable drawings	Share, Reflect, Celebrate



Year 4						
Year 5						
Year 6						

Use your subject Road Map so you know the theme

How do you make sure that the curriculum is carefully sequenced to build knowledge and skills?: **Add the knowledge, skills and understanding** you want pupils to gain in your **medium-term** plan for each year group

Where the National Curriculum (or equivalent) doesn't describe in detail 'what' you should teach, you have flexibility, have you made your choices clear?

For example:

- What texts pupils will read in English
- What **knowledge** you'll include in a unit about the Vikings
- What 'local history' project you'll undertake
- Which artists or designers you'll study

Does learning build towards clear **end points**?

How is your curriculum coverage progressive throughout the school?

Is the sequencing of lessons supporting **all** children's progress?