

Art Medium Term Plan

Autumn Term



Art Intent Statement

At Holy Trinity, our art curriculum is deeply rooted in our Christian vision: "Loved by God and one another, Holy Trinity is a welcoming community of faith, where we learn and flourish together." We believe that Art is a powerful, inclusive vehicle for self-expression, allowing every child to celebrate their unique, God-given talents and take immense pride in their creations.

Our primary Art curriculum is designed as a dynamic spiral curriculum, ensuring that core skills in drawing, painting, and sculpture are systematically built upon year after year. We challenge the traditional notion of Art, teaching children that it is not merely something to be hung on a wall, but a diverse and evolving medium. By balancing technical skill with creative expression, we empower pupils to explore a rich range of traditional media alongside 21st-century digital media.

Inclusivity sits at the heart of our vision. By fostering an environment where all children can succeed, each art lesson "opens up horizons of hope, aspiration and joy!" We passionately celebrate our children's artistic journeys through vibrant physical displays across the school, as well as digitally on our website and social media, sharing our community's flourishing creativity with the world.

Reception
COMING SOON

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	
Objective													
Prior knowledge													
Taught Vocabulary													
Outdoor Learning													
NC													

Year 1 Art Autumn Term

	Drawing: Exploring Line and Shape					
Lesson	1	2	3	4	5	6
Key Question	How can I create different types of line?	How can music make me draw lines?	How can lines be connected to create shapes?	What lines and shapes can I see in pictures?	How can I add colour to my drawing?	Consolidation/Assessment
Objectives	To explore control and pressure to create different types of lines.	To practise drawing different lines using music as a stimulus.	To connect lines to create shapes.	To explore lines and shapes in pictures for portrait drawing.	To use control and pressure skills to add colour to a drawing.	
Children Should	Talk about an artist and their work. Draw different types of lines with a range of materials. Press hard and light to create different types of lines. Describe lines using the words I have learnt.	Identify different types of lines in a drawing. Draw lines reflecting what I hear in music, changing my pressure and control. Select different materials to make lines.	Identify organic shapes. Connect lines to create a shape. Use different types of lines to create a shape.	Identify basic shapes in works of art and everyday objects. Talk about what I like and dislike in a piece of art. Use shapes to draw a face.	Change how hard I press to make a colour lighter or darker. Colour within lines. Choose colours similar to Paul Klee’s artwork.	
Prior knowledge	What is a line? What can you use to draw a line?	What lines did we draw last week? How did we draw different types of line?	How can we draw different types of line?	How can lines be connected to create shapes?	What lines and shapes can I see in pictures?	
Taught Vocab	Control, curved, dashed, dotted, line, pressure, straight, wavy, zigzag	Artist, violin	Circle, organic, rectangle, shape, side, square, triangle	Abstract, feature, portrait	Sketch	
Context ual / Outdoor						
NC	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work					

Year 2 Art Autumn Term

	Drawing: Understanding Tone and Texture					
Lesson	1	2	3	4	5	6
Key Question	What materials and techniques can I use when drawing?	What is texture?	What is tonal shading?	Can I sketch and refine a drawing?	Can I create an observational drawing?	Consolidation/Assessment
Objective	To explore drawing techniques using a range of materials.	To explore and describe texture through touch and rubbings.	To develop tonal shading skills using control and pressure.	To develop an initial sketch for an observational drawing.	To use tone and texture to create an observational drawing.	
Children Should	Name different drawing materials. Use different drawing materials to create marks and tones. Change my marks by holding the material in different ways. Record my exploring and learning in my sketchbook.	Observe and feel different surfaces and record them by making texture rubbings. Describe the surfaces I used and the textures I created. Explain what texture is.	Explain the meaning of the word ‘tone’ in art. Describe how artists use tone in their drawings. Vary the pressure to show tone.	Identify the shapes in an object. Sketch simple shapes lightly so changes are easy to make. Refine my drawing to build up the outline of the object.	Use different tools to make light and dark tones. Choose different materials to add texture and details. Use a mixture of tools like pencils, charcoal and chalk.	
Prior knowledge	What types of line can be drawn?. How does pressure change how dark a colour is? What shapes do you see in different pictures?	What materials and techniques can I use when drawing?	What materials and techniques can I use when drawing? What is texture?	What materials and techniques can I use when drawing? What is texture? What is tonal shading?	What skills have you learnt so far to include on an observational drawing?	
Taught Vocabulary	Artist, chalk, charcoal, crayon, control, graphite stick, line, mark making, material, pastel, pressure, shadow, tone	Rubbing, texture	Grip, shading, tone	Refine, sketch, shape, organic, outline	Detail, evaluate	
Contextual / Cultural						
NC	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.					

Year 3 Art Autumn Term

	Drawing: Developing drawing skills					
Lesson	1	2	3	4	5	6
Key Question	How do artists use shape in drawing?	How can shading be used to blend tones?	How can I add detail to drawings?	How can I use line, shape and tone in an imaginary drawing?	Can I create a drawing using ICT?	Consolidation/Assessment
Objective	To recognise how artists use shape in drawing.	To develop shading skills and use them to blend tones.	To use careful observation for adding detail to drawings.	To use line, shape and tone in an imaginative drawing.	To explore digital media techniques to develop drawings.	
Children Should	Recognise simple shapes in objects. Use shapes to help me draw. Sketch my drawing before adding details.	Use the side of a pencil so that the lead is flat on the paper. Blend between light and dark to create even tones. Press evenly and shade in one direction.	Observe objects carefully to notice all the details. Use simple shapes to sketch the form of an organic object. Use shading and mark making to show texture and tone.	Use simple and organic shapes to sketch imaginative forms. Use different lines and marks to show detail and texture. Add tone using shading skills.	Select appropriate tools to recreate elements of my drawing digitally. Apply line, shape and tone with a range of digital tools. ave and present my digital artwork.	
Prior knowledge	What materials and techniques can I use when drawing? What is texture? What is tonal shading?	What is texture? What is tonal shading? How do artists use shape in drawing?	How do artists use shape in drawing? How can shading be used to blend tones?	How can shading be used to blend tones? How did I add detail to drawings?	How can I use line, shape and tone in an imaginary drawing?	
Taught Vocabulary	Artist, geometric, line, refine, shape, sketch, organic	Blend, even tones, grip, pressure, shade, tone	mark making, observation, observational drawing, pattern, texture	Inspiration, line. Materials, shape	Digital art, illustrator, product, purpose, style	
Contextual / Cultural					Link to David Hockney’s iPad drawings – He was from Yorkshire.	
NC	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.					

Year 4 Art Autumn Term

	Drawing: Exploring tone, texture and proportion					
Lesson	1	2	3	4	5	6
Key Question	How can I create a 3D effect?	How can I show texture and tone in drawings?	What is proportion and how do artists use it?	What is an effective composition?	Can I use texture, tone and proportion?	Consolidation/Assessment
Objective	To draw using tone to create a 3D effect.	To explore how combining lines and mark making can show texture and tone in drawings.	To understand proportion by observing how it is used in artwork.	To understand what is an effective composition in art.	To apply an understanding of texture, tone and proportion in a drawing.	
Children Should	Notice areas of light and dark on an object. Experiment with shading to create different tones. Explore using different pressures.	Combine lines and marks to represent different textures. Use lines and marks in different ways to show darker and lighter colours (tone). Observe and replicate the texture and tone of real objects in my drawings.	Explain what proportion is and identify how artists use it in their artwork. Explain how proportion affects the balance and realism of an artwork. Present my observations about proportion in artwork.	Carefully select and arrange wrappers in an interesting way. Demonstrate effective use of space in my collage by considering the proportion and placement of each element. Add various elements to enhance the texture and overall appearance of my collage.	Sketch lightly and adjust my drawing to show proportion. Use different lines and marks to show detail and texture. Add tone using shading skills.	
Prior knowledge	What are line, shape and tone? How can we use them to create an imaginative drawing	How do you create a 3D effect?	How do you create a 3D effect? How can I show texture and tone in drawings?	How can I create a 3D effect? How can I show texture and tone in drawings? What is proportion and how do artists use it?	How can I create a 3D effect? How can I show texture and tone in drawings? What is proportion and how do artists use it? What is an effective composition?	
Taught Vocabulary	Form, highlight, observation, observational drawing, organic, shading, shadow, three-dimensional, tone	Ballpoint pen, cross-hatching, pattern, texture	Balanced, exaggerated, proportion, realistic, unbalanced	Balanced, collage, composition, focal point	Layer, refine	
Contextual / Cultural						
NC	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.					

Year 5 Art Autumn Term

	Drawing: Depth, Emotion and Movement					
Lesson	1	2	3	4	5	6
Key Question	How can I draw movement?	How do I show emotion using lines?	How do I use mark making and shading to create depth?	Can I use composition to plan a print?	Can I develop my drawn ideas to make a print?	Consolidation/Assessment
Objective	To apply an understanding of expressive and gestural lines to capture movement.	To understand how lines and marks can communicate emotion.	To understand how artists use mark making and shading to create depth.	To apply an understanding of composition to plan a print.	To develop drawn ideas through printmaking.	
Children Should	Use different lines and mark making to express movement. Explain how different lines and marks show movement or emotion. Give ideas when discussing the work of an artist.	Express emotions through mark making. Create variations in lines to emphasise an emotion. Describe my drawing and compare it to an artist’s work.	Understand what depth in art means and how a foreground, middle ground and background can create this. Describe how artists use tone to add depth to their work. Identify techniques to show tone.	Explain what makes a good composition. Use their understanding of print techniques to create a design. Include artistic influences in their design and explain how and why they have used them.	Use my knowledge of the printing process to create an effective printing plate. Use a combination of marks to create tone and depth in my print. Blend influences from artists in my print.	
Prior knowledge	How can I create a 3D effect? How can I show texture and tone in drawings? How can I use line, shape and tone in an imaginary drawing?	How can I show texture and tone in drawings? How can I use line, shape and tone in drawings? How can I draw movement?	How do I show emotion using lines? How can I use line, shape in drawings?	How do I show emotion using lines? How can I use line, shape in drawings? How do I use mark making and shading to create depth?	How do I show emotion using lines? How can I use line, shape in drawings? How do I use mark making and shading to create depth? Can I use composition to plan a print?	
Taught Vocabulary	Emotion, expressive, observation	Composition, form	Background, depth, emphasise, focal point, foreground, main subject, middle ground, proportion, refine, shading, tone	Balanced, composition, print, printmaking, printing plate, process	Print, printing plate, composition, process, printmaking	
Contextual / Cultural						
NC	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. About great artists, architects and designers in history.					

Year 6 Art Autumn Term

	Drawing: Expressing Ideas					
Lesson	1	2	3	4	5	6
Key Question	What is street art?	How do artists use one point perspective?	What is scaling up?	Can I plan street art?	Can I create street art?	Consolidation/Assessment
Objective	To explore how street artists use art to convey messages and provoke thought.	To understand and apply one point perspective in a drawing inspired by street art.	To understand and use scale and proportion effectively in drawings.	To design a street-art-inspired piece using a brief.	To create a street-art-inspired piece that conveys a message using perspective, scale and proportion.	
Children should	Identify key features and messages of street art and murals. Discuss the intention and impact of street art examples. Sketch ideas inspired by street art.	Understand how perspective creates an illusion of depth. Apply one point perspective in their work. Add details to make my drawing realistic. Use different shading techniques to develop texture, tone and form.	Accurately enlarge a drawing by scaling up precisely. Ensure proportions remain consistent to draw objects realistically. Reflect on how scale affects the impact of art.	Design a street-art-inspired piece that reflects their chosen message. Apply perspective, scale and proportion in their work. Articulate artistic intentions and purposefully choose materials and techniques.	Scale up a design into a final piece. Use materials purposefully and articulate my artistic intentions for my piece. Suggest improvements to refine my work.	
Prior knowledge	How did you create emotion and movement using lines? What shading techniques do you know? How do you create a 3D effect?	What is street art? What is a mural?	What is street art? What is a mural? What is a one point perspective?	What is street art? What is a mural? What is a one point perspective? How did we ‘scale up?’	What is street art? What is a mural? What is a one point perspective? How did we ‘scale up?’	
Taught Vocabulary	Graffiti, mural, street art	Depth, horizon, one point perspective, realism, vanishing point	Proportion, scale	Recap on previous	Recap on previous	
Contextual / Cultural						
NC	To create sketchbooks 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. About great artists, architects and designers in history.					