



## Medium Term Plan – 2025/26

All year groups to complete a drawing/sketching unit, a painting unit and one other craft or art technique, which will be set for each year group. Units to be taught in order to show year on year progression.			
	Unit 1	Unit 2	Unit 3
Year 3	<p><b><u>Drawing Aims</u></b></p> <ul style="list-style-type: none"> <li>Use drawing to observe, analyse, invent, and communicate ideas and information.</li> <li>Experiment and investigate different drawing techniques.</li> <li>Develop skills using a wide range of marks including varied pressure tone, shape and texture.</li> <li>Use drawings to review, adapt and refine their ideas.</li> </ul>	<p><b><u>Painting Aims</u></b></p> <ul style="list-style-type: none"> <li>Experiment with different approaches to using and applying paint.</li> <li>Freely explore ideas, working from first-hand experience, memory and imagination.</li> <li>Develop increased confidence in colour-mixing and mark-making.</li> <li>Talk about colour and composition in their own and in artists' paintings, expressing opinions with appropriate vocabulary.</li> <li>Adapt and refine their own work, sharing ideas with others.</li> </ul>	<p><b><u>Printing Aims</u></b></p> <ul style="list-style-type: none"> <li>Experiment more widely with different variables, such as shape, pressure, method, tools materials or colour.</li> <li>Understand and use appropriate and relevant vocabulary.</li> <li>Use at least 3 different printing tools in their final piece.</li> </ul>
	<p><b><u>Artist</u></b> Ben Barrell (sculptor)</p>	<p><b><u>Artist</u></b> Pablo Picasso (painter)</p>	<p><b><u>Artist</u></b> William Morris</p>
	<p><b><u>Outcome</u></b> A drawing of ideas to make our forest garden better.</p>	<p><b><u>Outcomes</u></b> A completed painting of an Egyptian Mummy using at least two different types of paint.</p>	<p><b><u>Outcomes</u></b> A completed piece of printing from a stimuli image.</p>
Year 4	<p><b><u>Drawing Aims</u></b></p> <ul style="list-style-type: none"> <li>Collect and share ideas and explore and experiment with materials.</li> <li>Develop the confidence to use a range of drawing strategies and techniques.</li> <li>Develop control over a variety of drawing tools and materials, using them selectively and purposefully.</li> </ul>	<p><b><u>Painting Aims</u></b></p> <ul style="list-style-type: none"> <li>Freely explore ideas, working from first-hand experience, memory and imagination and using a broad range of resources as a stimulus.</li> <li>Experiment with different approaches to using and applying paint for example, swirling, splattered, sgraffito etc.</li> <li>Review, adapt and refine their own work, sharing ideas with others.</li> </ul>	<p><b><u>Collage Aims.</u></b></p> <ul style="list-style-type: none"> <li>Explore different starting points for collage work, using sketchbooks to collect visual stimuli, through drawings, photographs, notes and discussions.</li> <li>Investigate and explore different materials, changing the surface and appearance of paper by adding and layering other media.</li> </ul>



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	<p><b>Artist/Designer</b> Serge Anton (photographer)</p>	<p><b>Artist/Designer</b> Claude Monet (landscape artist)</p>	<p><b>Artist</b> Katsushika Hokusai</p>
	<p><b>Outcome</b> A completed drawing of someone who is meaningful to them.</p>	<p><b>Outcomes</b> A completed painting of a landscape, either from first hand or imagination.</p>	<p><b>Outcomes</b> A completed piece of collage that represents a seascape.</p>
Year 5	<p><b>Drawing Aims</b></p> <ul style="list-style-type: none"> <li>• Collect and share ideas</li> <li>• Use a range of drawing strategies and techniques.</li> <li>• Develop control over a variety of drawing tools and materials, using them selectively and purposefully.</li> <li>• Look at different kinds of drawings, talk about and try to interpret them.</li> <li>• Children to start to decide which type of pencil is best to use.</li> </ul>	<p><b>Painting Aims</b></p> <ul style="list-style-type: none"> <li>• Create imaginary and exploratory work</li> <li>• Further develop skills in colour mixing, applying paint and selecting appropriate tools and materials for work on different scales.</li> <li>• Make connections between the materials and processes they explore and those used by artists</li> <li>• Use increased awareness of painting methods and styles to review and refine their work.</li> </ul>	<p><b>Sculpture Aims</b></p> <ul style="list-style-type: none"> <li>• Explore and develop ideas, experimenting with a variety of approaches and resources.</li> <li>• Extend and refine construction skills using clay.</li> <li>• Develop greater knowledge about methods and approaches used by different sculptors, communicating a personal response and expressing opinions using appropriate vocabulary.</li> </ul>
	<p><b>Artist</b> Dan Hogman (architect, photographer and artist of buildings)</p>	<p><b>Artist</b> Rachel Ruysch (floral artist)</p>	<p><b>Artist</b> Beate Kuhn</p>
	<p><b>Outcomes</b> A completed drawing of a war building within a setting.</p>	<p><b>Outcomes</b> A completed floral painting using the Spring bloom as inspiration.</p>	<p><b>Outcomes</b> A completed Ancient Greek pot made from clay.</p>



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Year 6	<p><b><u>Drawing Aims</u></b></p> <ul style="list-style-type: none"> <li>• Collect and share ideas, and explore and experiment with materials.</li> <li>• Use a range of drawing strategies and techniques.</li> <li>• Develop control over a variety of drawing tools and materials, using them selectively and purposefully.</li> <li>• Look at different kinds of drawings, talk about them and try to interpret them.</li> <li>• Children will make decisions on the best mark making medium and coloured paper to use.</li> </ul>	<p><b><u>Painting Aims</u></b></p> <ul style="list-style-type: none"> <li>• Create imaginary and exploratory work, try out different approaches</li> <li>• Explore different starting points.</li> <li>• Consolidate and further develop skills in colour mixing, applying paint and selecting appropriate tools and materials</li> <li>• Use increased awareness of painting methods and styles</li> <li>• Understand how particular materials and methods relate to context</li> </ul>	<p><b><u>Textiles</u></b></p> <ul style="list-style-type: none"> <li>• Explore resist paste (wax) and batik</li> <li>• Develop practical skills by learning to control tools, speed and movement</li> <li>• Recognise the behaviour of wax on cloth and how this can be used to create a design</li> </ul>
	<p><b><u>Artist</u></b> Simon Birch (figure in motion artist)</p>	<p><b><u>Artist</u></b> Fernand Léger (still-life artist)</p>	<p><b><u>Artist</u></b> Anne Henley</p>
	<p><b><u>Outcomes</u></b> Final piece to be a drawing of a figure in motion, one half in charcoal and one half in pastels.</p>	<p><b><u>Outcomes</u></b> A completed painting of still-life objects.</p>	<p><b><u>Outcomes</u></b> Batik inspired by Anne Henley.</p>