|  |
| --- |
| updated logoHedgehogs ClassMedium Term Planning for Art and Design Summer Term 2024 |
| **Topic:** Animals and wildlife**Collage nature scenes****Printing – tree rubbings****Animal patterns and prints** | Art and Design techniques and skills will have specific planned opportunities to support the children’s progress and may be altered to suit the needs of the children during the term.There will be a range of opportunities throughout the week to access activities through continuous provision that give opportunities to practice techniques and skills. Activities will include painting, printing, mark making, sticking and cutting, playdough modelling. Technology will also be used to create artwork using the iPads.Key vocab**:** nature, patterns, prints |

|  |  |  |
| --- | --- | --- |
| **Lesson 1 - Link it** Large scale mark making – use toy animals in trays of paint to create animal printsMatch the animal patterns to the animal (e.g. zebra, tiger, giraffe, cheetah)Use mark making tools to create animal patterns | **Lesson 2 and 3 – Learn it and check it*** Tree rubbings – use crayons against paper on tree to create rubbings and see the pattern on the paper from the bark. Pressing flowers – creating prints onto paper by pressing flowers with a rock
* Create collages by gathering parts of plants and flowers from the sensory garden and adding sticking them to Sellotape
 | **Lesson 4 – Show it & know it**Take mark making tools and paper to the sensory garden. Children to explore making marks themselves by pressing flowers onto the paper, creating tree rubbings, collages or observational drawings of plants and flowers. |

Take the objectives for the LO stickers from this section

|  |  |
| --- | --- |
| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills)  |
| **End of EYFS:**Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through art. **Key Stage One:**To produce creative work, exploring their ideas and recording experiences.

|  |  |  |
| --- | --- | --- |
| **Collage:**To become proficient in other art, craft and design techniques – collage.To develop a wide range of art and design techniques in using texture, line, shape, form and space.**Printing:**To become proficient in other art, craft and design techniques – printing.To develop a wide range of art and design techniques in using colour and texture.

|  |
| --- |
|  |

 |  |

 | EYFS -* **Starts to make marks intentionally;**
* **Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make;**
* **Explore different materials, using all their senses to investigate them. Manipulate and play with different materials;**
* **Use their imagination as they consider what they can do with different materials;**
* **Join different materials and explore different textures.**

Key Stage One – (Exploring and Developing Ideas)* **respond positively to ideas and starting points;**
* **explore ideas and collect information;**
* **describe differences and similarities and make links to their own work;**
* **try different materials and methods to improve;**
* **use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve**

(Collage)* **use a combination of materials that have been cut, torn and glued;**
* **sort and arrange materials;**
* **add texture by mixing materials;**
* **use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange**

(Printing)* **copy an original print;**
* **use a variety of materials, e.g. sponges, fruit, blocks;**
* **demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing;**
* **use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.**
 |

**Progression of Learning**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ‘Link It’  | ‘Learn It’ | ‘Check It’  | ‘Show It’ | ‘Know It’ |
| Previous learning of pupils Cross-curricular links to science and geography – identifying animals (by their prints and patterns) | Activities provided during lesson Exploring printing – tree rubbings and flower pressingCreating collages – exploration of natural materials, arranging plants/ flowers to create art | Independent activities linked to lesson Continuous provision – mark making | How will the pupils share knowledge during or end of lessonUsing mark making tools safely when printingArranging natural materials to create collages | Retrieve or generalization of learning after lesson Exploring the sensory garden and accessing mark making tools to create own drawings, printing and collages |