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| updated logoHedgehogs ClassMedium Term Planning for Art and Design Spring Term 2023 |
| **Topic:** FantasyCreate nature sculpturesAndy Goldsworthy Experiment with texture  | 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, and playdough modelling. Key vocabulary:* Andy Goldsworthy
* Natural materials (leaves, twigs, pebbles, rocks, ice, flowers, grass, pine cones)
* Lines, balance and stacking, layers, filling, spirals, and circular patterns
* Sculpture
* Photographs
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| **Lesson 1 - Link it** **Exploring natural materials**Group activity – Collect a range of natural materials from the sensory garden. Explore a range of natural materials – laying them in patterns, stacking them, lining them up, etc. | **Lesson 2 – Learn it****Land art inspired by Andy Goldsworthy**Group activity – Explore some art work by Andy Goldsworthy. Look at what materials he has used. Small group/ 1:1 activity - Explore the sensory boxes filled with natural materials and create artwork inspired by Andy Goldsworthy using **lines, balance and stacking, layers, filling, spirals, and circular patterns.** | **Lesson 3 – Check it****Exploring texture**Group activity – Collect and explore natural materials from the sensory garden.Small group/ 1:1 activity - Use a piece of black A4 paper to stick down and **layer** natural materials to add to a whole class **spiral**. | **Lesson 4 – Show it****Photographs of land art**Small group/ 1:1 activity – Take photos using the iPads of land art that you can see in the sensory garden. Small group/ 1:1 activity - Create some of your own land art using natural materials that you find (using **lines, balance and stacking, layers, filling, spirals, and circular patterns**)– take a photo of your own art work. | **Lesson 5 – Know it****Creating land art with natural materials**Group activity – Model creating some sculptures using natural materials – encourage children to join in using **lines, balance and stacking, layers, filling, spirals, and circular patterns.**Small group/ 1:1 activity – Allow children to explore sensory trays independently that are filled with natural materials (with access to craft materials too). Do children apply their knowledge of the art techniques that they have learned? |

Take the objectives for the LO stickers from this section

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| 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)* **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;**

Sculpture:

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 | **To become proficient in sculpting techniques.****To use sculpture to develop and share their ideas, experiences and imagination.**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.**Work of other artists:**To understand 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.** |

 | EYFS -* **Notice patterns with strong contrasts and be attracted by patterns resembling the human face.**
* **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;**
* **Make simple models which express their ideas;**
* **Uses all their senses in hands-on exploration of natural materials.**
* **Explore different materials freely, develop their ideas about how to use them and what to make;**
* **Develop their ideas and then decide which materials to use to express them;**
* **Join different materials and explore different textures;**
* **Return to build on their previous learning, refining ideas and developing their ability to represent them;**
* **Create collaboratively, sharing ideas, resources and skills.**

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;**

(Sculpture)* **use a variety of natural materials for sculpting**
* **use a variety of shapes, including lines and texture;**
* **use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, work of art, 3D, land art, shapes, materials.**

(Collage)* **sort and arrange materials;**
* **add texture by mixing materials;**

(work of other artists)* **use inspiration from famous, notable artists to create their own work and compare;**
* **use key vocabulary to demonstrate knowledge and understanding in this strand: Andy Goldsworthy.**
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**Progression of Learning**

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| ‘Link It’  | ‘Learn It’ | ‘Check It’  | ‘Show It’ | ‘Know It’ |
| Previous learning of pupils Exploring the sensory garden and creating patterns using natural materials | Activities provided during lesson Exploring art work by Andy Goldsworthy. Exploring natural materials to create different textures. | Independent activities linked to lesson Having a go at creating land art by exploring techniques such as using **lines, balance and stacking, layers, filling, spirals, and circular patterns.** | How will the pupils share knowledge during or end of lessonTaking photographs of examples of land art and of their own land art. | Retrieve or generalization of learning after lesson Applying the techniques that they have learned to create land art. |