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| updated logoHedgehogs ClassMedium Term Planning for Art and Design Summer Term 2023 |
| **Topic:** PlacesDraw/ paint landscapes Collage landscapes | 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:* Landscapes
* Hills
* Sky
* Buildings
* Line
* Colour
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| **Lesson 1 - Link it** **Large scale mark making**Group activity – Use a range of tools to create large scale mark making. Practise drawing lines and circles. Explore a range of colours. | **Lesson 2 – Learn it****Exploring painting trees**Small group/ 1:1 activity – Using cotton wool buds to paint leaves on a tree. Children can choose their own colours. Give some examples that are modelled first.Masking tape tree sponge painting landscapes. Modelled first. Children can stick on their own masking tape and sponge paint around it, then remove the masking tape to see their paintings. | **Lesson 3 – Check it****Exploring layering with paint**Small group/ 1:1 activity – Use sponge painting to cover the pieces of torn up paper. Add the paper together to create a layering technique. Model this first. Children can mix colours to create their own colours. | **Lesson 4 – Show it****Exploring layering through collage**Small group/ 1:1 activity –Explore tearing sugar paper and layering them on top of one another to create a landscape collage. Model this first. Children can choose their own colours and explore tearing them and layering them with PVA glue/ a glue-stick.  | **Lesson 5 – Know it****Exploring layering independently**Small group/ 1:1 activity – Allow children to explore the sponge painting, masking tape, glue and sugar paper independently. 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)* **build up resilience to getting things wrong and trying again**
* **produce creative work, exploring ideas and recording experiences**

Drawing:

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 | * **To become proficient in drawing techniques.**
* **To use drawing to develop and share their ideas, experiences and imagination.**

Painting:* **To become proficient in painting techniques.**
* **To use painting 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.**
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 | **EYFS -*** Enjoys drawing freely.
* Start to make marks intentionally;
* Explore paint, using fingers and other parts of their bodies as well as brushes and other tools;
* 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;
* 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;
* Explore colour mixing
* Explore, use and refine a variety of artistic effects to express their ideas and feelings;
* 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;

Drawing:* draw lines of varying thickness;
* use dots and lines to demonstrate pattern and texture;
* use different materials to draw, for example pastels, chalk, felt tips;
* use key vocabulary to demonstrate knowledge and understanding in this strand: line drawing, detail, landscape, building, pastels, drawings, line, bold, size, space

Painting:* name the primary and secondary colours;
* experiment with different brushes (including brushstrokes) and other painting tools;
* mix primary colours to make secondary colours;
* add white and black to alter tints and shades;
* use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke

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
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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 large scale mark making and choosing their own colours/ tools | Activities provided during lesson Exploring sponge painting with colour mixing to create a landscape picture | Independent activities linked to lesson Exploring colour mixing and layering | How will the pupils share knowledge during or end of lessonExploring layering in a different context | Retrieve or generalization of learning after lesson Independently applying the techniques that they have learned  |