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| updated logoHedgehogs & Butterflies Class  Medium Term Planning for Art and Design Autumn Term 2022 | |
| **Topic:** People who help us  **ELG:** Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | 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. |

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| **Lesson 1 - Link it**  **Use prior knowledge to make marks using painting tools. Explore choosing/ mixing colours.**  Small group activity – Large scale mark making (model using different tools to make different marks/ model mixing colours).  Plenary – share photos of the artwork on the IWB.  *Resources – aprons, backing paper, washable paint, paintbrushes, rollers, other painting tools.* | **Lesson 2 – Learn it**  **Naming primary and secondary colours. Mixing colours.**  Whole group Attention Autism – Colours (use PECS colour cards when naming a colour)  Stage 2 – large scale colour mixing  Stage 3 – turn taking colour mixing  Stage 4 – small group or 1:1 (mixing colours and making brush strokes)  Plenary – share photos on IWB.  *Resources – bucket, colourful motivating items, paint, brushes, white A3 card.* | **Lesson 3 – Learn it**  **Naming primary and secondary colours.**  Small group/ 1:1 activity – model putting a PECS primary colour symbol onto the strip and exchange it for the paint. Mix with another primary colour to make a secondary colour. Practise choosing colours and mixing them to make other colours.  Plenary – Share photos of colour mixing and model using PECS colour cards to name the colours.  *Resources – aprons, A3 white card, washable paint, PECS colour symbols and PECS book, paint brushes.* | **Lesson 4 – Check it**  **Choose painting tools, choose/ mix colours, and name colours.**  Small group/ 1:1 activity – Repeat modelling of PECS cards to choose a colour. Encourage children to choose their own colours, mix colours and make brush strokes.  Plenary - Share photos of colour mixing and use PECS colour cards to name the colours.  *Resources – aprons, A3 white card, washable paint, PECS colour symbols and PECS book, paint brushes.* | **Lesson 5 – Show it**  **Mixing colours. Finding named colours.**  Small group/ 1:1 activity – Can children find a colour when asked (using a colour PECS card)? E.g. where’s yellow? Can children mix together two named colours (using PECS colour cards). Use the paintbrush to make marks/ brush strokes.  Plenary – Share photos of artwork on IWB.  *Resources – PECS cards, A3 white card, brushes, washable paint.* | **Lesson 6 – Know it**  **Can I mix colours together?**  **Can I name colours?**  Small group activity – Do children mix colours without being prompted? Do they choose their own tools and colours? Can they choose a colour when being asked (and shown the PECS colour card)? Can children point to the correct colour when shown a choice of two or more colours?  Plenary – share photos of artwork on IWB.  *Resources – PECS cards, A3 white card, brushes, painting tools, washable paint, aprons.* |

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.  (Key Stage One)   * to use a range of materials creatively to design and make products * 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 * know 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   **Painting:**  Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.  To become proficient in painting techniques.  To use painting to develop and share their ideas, experiences and imagination.   |  |  |  | | --- | --- | --- | | |  | | --- | |  | |  | | EYFS -   * **Start to make marks intentionally;** * **Explore paint, using fingers and other parts of their bodies as well as brushes and other tools;** * **Explore colour mixing;** * **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;** * **use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve**   (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, acrylic paint.** |

**Progression of Learning**

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| ‘Link It’ | ‘Learn It’ | ‘Check It’ | ‘Show It’ | ‘Know It’ |
| Previous learning of pupils  Using paint and painting tools | Activities provided during lesson  Mixing colours and naming colours being modelled | Independent activities linked to lesson  Having a go at mixing colours and making marks/ brushstrokes | How will the pupils share knowledge during or end of lesson  Mixing colours, choosing their own tools and colours, naming colours | Retrieve or generalization of learning after lesson  Showing I can name colours and confidently mix paint to create my own colours.  Choosing my own painting tools and making marks with increased confidence and independence. |