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| updated logo Rabbits Class Medium Term Planning for Art and Design Autumn Term 2022 | |
| Topic: Explore and mix a range of media, including printing techniques | 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 and learn it**  **Explore paint in the way we know how, be shown how to use stampers to print,**  Attention Autism (1:1 basis or small group)  Stage 1 Motivating Items  Stage 2 Mixing paint  Stage 3 My turn, your turn, stamping with stampers.  Plenary – Share photos of their printing. | **Lesson 2 – Check it**  **Use stampers to print.**  Use the same resources as in the previous session. Let the children explore the stampers and paint. Do they use the stampers correctly? Model if needed.  Plenary – Show each other their printing. | **Lesson 3 – Show it**  **What do I do when given stampers and paint?**  Use different items for printing (e.g. potato masher, potatoes, vegetables)  Can the children transfer the skill of printing to different resources?  Plenary - Show each other their printing. | **Lesson 4 –Know it**  **Can I print independently?**  When given a variety of tools for printing and a range of paint colours. What do I do? Can I print by myself?  Plenary - Show each other their printing. |

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 produce creative work, exploring their ideas and recording experiences.  **Children can:**  **a** respond positively to ideas and starting points;  **b** explore ideas and collect information;  **c** describe differences and similarities and make links to their own work;  **d** try different materials and methods to improve;  **e** use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.     |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Printing**   |  |  |  | | --- | --- | --- | | Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges.  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.  **Children can:**  **a** copy an original print;  **b** use a variety of materials, e.g. sponges, fruit, blocks;  **c** demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing;  **d** use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.   |  |  | | --- | --- | |  |  | | |  | |  | | (EYFS)  Developing ideas - **Develop ideas and use materials in two** and three **dimensions.**  Mastering techniques   * **Use simple tools and techniques competently and appropriately.** * **Explore what happens when colours are mixed.** * **Experiment to create different textures.** * **Understand that different media can be defined to create new effects.** * **Choose particular colours for a purpose.**   Key Stage One   * **Developing ideas - Respond to ideas and starting points.** * **Explore ideas and collect visual information.**   Explore different methods and materials as ideas develop.  Mastering techniques   * Mix primary colours to make secondary. * **Use objects to create print.** * **Press, roll, rub and stamp to make prints.** |

**Progression of Learning**

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| ‘Link It’ | ‘Learn It’ | ‘Check It’ | ‘Show It’ | ‘Know It’ |
| Previous learning of pupils   * Using paint | Activities provided during lesson  Resources  Printing being modelled  Having a go at printing | Independent activities linked to lesson  Resources  Having a go at printing myself with the same resources. | How will the pupils share knowledge during or end of lesson  Printing with different resources. | Retrieve or generalization of learning after lesson  Showing I can print by using the resources with increasing independence. |