Springfield School

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| Blackbirds Class Medium Term Planning for Art |
| Topic: India  | Vocabulary; Rangoli, pattern, line, colour  |

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| **Lesson 1 ‘link it’** **Pattern** Exposition – What do we know about patterns? Where have we seen repeating patterns Twinkl introduction to pattern ppt.Groups – Create a range of patterns with different lines and shapes Duplicate warm up drawing exercises. TwinklPattern matching cards. TwinklPlenary – Share work  | **Lesson 2 ‘learn it’** **Rangoli** Exposition – Explore Indian Rangoli patterns Groups – Create a montage of different patterns Diwali mindfulness collaborative colouring activity.Twinkl Plenary – Share work.  |  **Lesson 3 ‘learn it’** **Rangoli patterns** Exposition – Explore Indian Rangoli patterns Groups – Create your own Rangoli patterns Plenary – Share work. | **Lesson 4 ‘Show it’** **Rangoli patterns** Exposition – Explore Indian animal patterns Groups – Create a montage of Indian animal patterns. Plenary – Share work. |
|  **Lesson 5‘Show it’** **Rangoli patterns** Exposition – Explore Indian animal patterns Groups – Create your own Indian animal patterns Plenary – Share work. |   | . |  |

Take the objectives for the LO stickers from this section

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| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills)  |
| **Printing** Children use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture. To improve their mastery of art and design techniques with a range of materials – printing.**Children can:**a use more than one colour to layer in a print;b replicate patterns from observations;c make printing blocks;d make repeated patterns with precision;e use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.**Drawing** Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin.To become proficient in drawing techniques.To improve their mastery of art and design techniques, including drawing, with a range of materials.**Children can:**a experiment with showing line, tone and texture with different hardness of pencils;b use shading to show light and shadow effects;c use different materials to draw, e.g. pastels, chalk, felt tips;d show an awareness of space when drawing;e use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline. | * use more than one colour to layer in a print;
* replicate patterns from observations;
* make printing blocks;
* make repeated patterns with precision;

use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers. |

Progression of Learning

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| ‘Link It’  | ‘Learn It’ | ‘Check It’  | ‘Show It’ | ‘Know It’ |
| Previous learning of pupils * Knowledge patterns in the environment
* Skills in painting and creating
 | Activities provided during lesson Resources **PPTs** **Pictures** Activities to explore patterns of different kinds  | Independent activities linked to lesson Resources **PPTs** **Books** **Pictures** Activities to support knowledge of India and Indian patterns Create and print Rangoli patterns  | How will the pupils share knowledge during or end of lesson**Explore and discuss photographs of lessons**Share and compare work  | Retrieve or generalization of learning after lesson * Discuss India and have some knowledge
* Observe patterns in the environment
* Understand how to print on different surfaces
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