



Foxes Class Medium Term Planning for Art Autumn Term 2022

Topic: A Journey through Europe Creating: <ul style="list-style-type: none"> • Painting • Collage • 	<p>This topic will be continually developed throughout a range of differentiated art activities with a cross-curricular link to this term's topic, A journey through Europe. Our focus is on painting, collage and printing techniques.</p> <p>There will be specific planned opportunities to support the children's progress and may be altered to suit the needs of the children during the term.</p>
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<u>Lesson 1 - Link it.</u>	<u>Lesson 2 - Learn it</u>	<u>Lesson 3 - Learn it</u>	<u>Lesson 4 - Learn it</u>	<u>Lesson 5 - Learn it</u>	<u>Lesson 6 - Check it</u>	<u>Lesson 7 - Know it</u>
<p><u>Who is Vincent Van Gogh?</u></p> <p>What do we know about Van Gogh?</p> <p>Explore the PowerPoint.</p> <p>Create a collage of Van Gogh pictures through exploring notable art work by Van Gogh.</p>	<p><u>Sun flowers by Van Gogh</u></p> <p>Explore this famous art work by Van Gogh</p> <p>Painting sunflowers using bold, block colours.</p> <p>Staff to model this.</p>	<p><u>it</u></p> <p><u>Sun flowers by Van Gogh</u></p> <p>Recap last week. What do we know?</p> <p>2 x work stations</p> <ul style="list-style-type: none"> - Sunflowers using pastels - Sunflowers using collage (different materials) 	<p><u>Starry Night by Van Gogh</u></p> <p>Explore Starry night through PowerPoint (listen to Starry Night song) What can you see? What patterns can you see?</p> <p>Technique of printing to create own starry night pictures.</p>	<p><u>Self Portraits in the style of Van Gogh.</u></p> <p>Study the style of Van Gogh's self-portrait.</p> <p>What techniques have we learned so far?</p> <p>What features can you see on Van Gogh's self-portrait?</p> <p>Create own self-portrait.</p>	<p><u>Create a final piece.</u></p> <p>Create a final piece of artwork using the methods explored, or a combination. This will be our own Van Gogh design/art work. What materials do we need? What tools do we need? What colours would we use?</p> <p>Did it work?</p>	<p><u>Evaluating our artwork.</u></p> <p>Share our artwork with the group in a final exhibit. Feedback own and peer work.</p>

Substantive Knowledge (Content)	Disciplinary Knowledge (Skills)
<p><u>EYFS - Expressive Arts and Design (Exploring and Using Media and Materials)</u></p> <p>Children experiment with colour, design, texture, form and function.</p>	<p><u>EYFS - Expressive Arts and Design (Exploring and Using Media and Materials)</u></p> <p>Children safely use and explore a variety of materials, tools and techniques.</p>
<p><u>EYFS - Expressive Arts and Design (Being Imaginative)</u></p>	<p><u>EYFS - Expressive Arts and Design (Being Imaginative)</u></p>

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes

KS1 - Art - Exploring and Developing Ideas

Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer feedback to improve.

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.

KS1 - Art - 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.

Children can:

- a name the primary and secondary colours;
- b experiment with different brushes (including brushstrokes) and other painting tools;
- c mix primary colours to make secondary colours;
- d add white and black to alter tints and shades;
- e 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.

Collage

Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work.

Children represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

KS1 - Art - Exploring and Developing Ideas

- 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.

KS2 - Art - Exploring and Developing Ideas

- Adapt and refine ideas as they progress.
- Explore ideas in a variety of ways.

KS1 - Art - 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.

KS1 - 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.

KS1 - Printing

- copy an original print;
 - use a variety of materials, e.g. sponges, fruit, blocks;
 - demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing;
- use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.

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.

Children can:

- a use a combination of materials that have been cut, torn and glued;
- b sort and arrange materials;
- c add texture by mixing materials;
- d use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.

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.

Work of other artists

Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history throughout KS1.

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.

Children can:

- a describe the work of famous, notable artists and designers;
- b express an opinion on the work of famous, notable artists;

<p>c use inspiration from famous, notable artists to create their own work and compare;</p> <p>d use key vocabulary to demonstrate knowledge and understanding in this strand: Andy Goldsworthy, LS Lowry, Paul Klee, Monet, Joan Miró, Jackson Pollock, Robert Delaunay, Wassily Kandinsky, Piet Mondrian, Van Gogh, Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild.</p>	
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Progression of Learning

'Link It'	'Learn It'	'Check It'	'Show It'	'Know It'
<p>Exploration of notable art work by Van Gogh. Prior knowledge of Van Gogh Discuss techniques used.</p>	<p>Learn artistic skills through modelling by adults and engaging in activities.</p>	<p>Having a go independently or with minimal support. Developing own notable piece.</p>	<p>Choosing a skill to create a 'final' art piece.</p>	<p>Evaluate own and artwork of others, based upon the skills they have learnt.</p>