



Foxes Class Medium Term Planning for Art **Summer Term 2024**

<p>Topic: <u>Ancient Greeks and the Olympics</u></p> <p>Sculpture - create ancient Greek artifacts using clay</p> <p>Create printing tiles and use block printing to add detail to clay artifacts</p>	<p>This topic will be continually developed throughout a range of differentiated art activities with a cross-curricular link to this term's topic, Ancient Greeks and The Olympics. We will use and add printing and patterns to create mosaic art. 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> <p>Key vocabulary: Design, evaluate, mosaic, cut, shape.</p>
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<p><u>Lesson 1 - Link it</u> Exploring Mosaics.</p> <p>Explore ancient mosaics and artifacts.</p> <p>Use a variety of cut paper and card to create our own mosaics.</p>	<p><u>Lesson 2 - Learn it</u> Designing our own mosaic.</p> <p>Think about and use the different aspects of mosaic to create our own designs.</p> <p>Plot out what we want our mosaic designs to be.</p> <p>How many pieces will we need?</p> <p>What different shapes will be used?</p>	<p><u>Lesson 3 - Learn it</u> Clay work to develop our mosaics.</p> <p>Explore different patterns and designs of mosaics.</p> <p>Use clay to make different shapes and pieces by:</p> <ul style="list-style-type: none"> - Rolling our a square of clay. - Draw a design on the clay. - Take picture (to support next week) - Slice out the pieces of clay and collect together. 	<p><u>Lesson 4 - Learn it</u> Painting our clay pieces.</p> <p>Paint our clay pieces in a variety of colours and dry.</p>	<p><u>Lesson 5 - Show it and know it</u></p> <p>Making our mosaic.</p> <p>Use all of our pieces to make our mosaic, following our original designs.</p> <p>Share with our peers.</p>
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Substantive Knowledge (Content)	Disciplinary Knowledge (Skills)
<p><u>EYFS - Expressive Arts and Design (Exploring and Using Media and Materials)</u> Children experiment with colour, design, texture, form and function.</p> <p><u>EYFS - Expressive Arts and Design (Being Imaginative)</u> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes</p> <p><u>KS1 - Art - Exploring and Developing Ideas</u> 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.</p> <p><u>KS1 - Art - Painting</u> 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.</p> <p><u>Collage</u></p>	<p><u>EYFS - Expressive Arts and Design (Exploring and Using Media and Materials)</u> Children safely use and explore a variety of materials, tools and techniques.</p> <p><u>EYFS - Expressive Arts and Design (Being Imaginative)</u> Children represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> <p><u>KS1 - Art - Exploring and Developing Ideas</u> 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.</p> <p><u>KS2 - Art - Exploring and Developing Ideas</u></p> <ul style="list-style-type: none"> Adapt and refine ideas as they progress. Explore ideas in a variety of ways. <p><u>KS1 - Art - Drawing</u> 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.</p> <p><u>Painting</u> Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood.</p>

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.

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

To become proficient in painting techniques.

Children can:

- a use varied brush techniques to create shapes, textures, patterns and lines;
- b mix colours effectively using the correct language, e.g. tint, shade, primary and secondary;
- c create different textures and effects with paint;
- d use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.

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;
- c** use inspiration from famous, notable artists to create their own work and compare;
- d** use key vocabulary to demonstrate knowledge and understanding in this strand: Picasso

Progression of Learning

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