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| Squirrels Class Medium Term Planning for **Art Autumn Term 2022** | |
| **Topic: Toys**  **Creating ‘toy’ artwork**   * Portrait painting * Collage * Digital artwork | Children will access mark-making, fine-motor and gross-motor activities as part of daily continuous provision. |

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| **Lesson 1 - Link it.**  **What is artwork?**  Exploring artwork of toys. Paintings, collages, digital artwork.. What materials have been used? What do you like about the artwork? | **Lesson 2 – Learn it**  **Exploring the techniques**  Opportunities for all children to practice their skills. They will contribute to group pieces of toy artwork – paint, collage, digital. | **Lesson 3 – Check it**  **Making our own artwork using paint.**  Paint a picture of a toy. What tools and colours do we need to use? | **Lesson 4 – Check it**  **Making our own artwork using collage.**  Collage a picture of a toy. What materials do we need to use? How do we collage? What textures have we used? | **Lesson 5 – Check it**  **Making our own artwork using digital media.**  Create a picture of a toy using digital media. How do we use the programme? What colours shall we select? What other tools are on the programme? Can we save and print it? | **Lesson 6 – Check it**  **Create a final piece.**  Create a final piece of artwork using a preferred method, or a combination. What materials do we need? What tools do we need? What colours would we use? Is my model like my plan?  Did it work? | **Lesson 7 - Know it**  **Evaluating our artwork.**  Share our artwork with the group in a final exhibit. Feedback own and peer work. |

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| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills) |
| **EYFS - Expressive Arts and Design (Exploring and Using Media and Materials)**  Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  **EYFS - Expressive Arts and Design (Being Imaginative)**  Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They 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.  Painting  **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  **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. | ELG – Developing ideas  • Create simple representations of events and objects.  • Develop ideas and use materials in two and three dimensions.  ELG – 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.   Y1/2 – Developing Ideas   * Respond to ideas and starting points. * Explore ideas and collect visual information. * Explore different methods and materials as ideas develop   Y1/2 – Mastering Techniques   * Draw lines of different sizes and thickness. * Colour neatly following the lines. * Show pattern and texture by adding dots and lines. * Use thick and thin brushes * Mix primary colours to make secondary. * Use a combination of materials that are cut, torn and glued. * Sort and arrange materials * Mix materials to create texture. * Use a combination of shapes. * Join materials using glue. |

**Progression of Learning**

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| ‘Link It’ | ‘Learn It’ | ‘Check It’ | ‘Show It’ | ‘Know It’ |
| Exploration of toy themed artwork, a topic familiar to them. Discuss techniques used. | Learn artistic skills through modelling by adults and engaging in activities | Having a go independently or with minimal support. | Choosing a skill to create a ‘final’ art piece. | Evaluate own and artwork of others, based upon the skills they have learnt. |