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| Squirrels Class Medium Term Planning for **Art Spring Term 2023** | |
| **Topic: Poles Apart**   * Painting | 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 our planet. Paint a picture of our world. | **Lesson 2 – Learn it**  **Exploring paintbrushes**  We will consider the use of thick and thin brushes for different purposes. | **Lesson 3 – Learn it Exploring paint techniques**  We will consider the use of lines, dots, etc to create patterns within what we are painting. | **Lesson 4 – Learn it**  **Exploring colour mixing**  We will consider how we can mix colours and create different shades of paint. | **Lesson 5 – Show it**  **Draft a final piece**  We will draft a ‘final’ piece of work inspired by a of a part of our world (e.g. icecap, jungle, water, fields). | **Lesson 6 – Check it**  **Create a final piece.**  We will create a ‘final’ piece of work inspired by a of a part of our world (e.g. icecap, jungle, water, fields).What materials do we need? What tools do we need? What colours would we use? | **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. | 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 world/poles themed artwork, a topic familiar to them. Use our painting skills to paint a picture of the world. | 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. |