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| Squirrels Class Medium Term Planning for **Art Summer 2023** | |
| **Topic: Flight**   * Impressionist art * Claude Monet | 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 Impressionism art?**  Introduction to impressionism artwork. Look at famous artists and artwork and discuss the techniques used – how can we extend our painting skills to try this?  Have impressionist artwork out for children to explore and paint over or copy.  Make links to French culture and language. | **Lesson 2 – Learn it**  **Monet’s Garden**  Look at an impressionist painting in more detail. Discuss how small sections look messy and it is hard to tell what the bigger picture is. Children to each paint a small section of ‘Monet’s Garden’ – put them together to create a completed piece. Use thin paint brushes and cotton buds. | **Lesson 3 – Show it**  **Lilypads**  We will create lilypads inspired artwork. Children to create background using finger painting, thin brushes and/or cotton buds. Add cake cases and tissue paper.  Link to flight topic – this is an arial view. | **Lesson 4 – Check it**  **Create a final piece.**  We will create a ‘final’ piece of work inspired by impressionist artwork.  This could be an arial view or a picture of something flying.  What materials do we need? What tools do we need? What colours would we use? | **Lesson 5 - 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.  Work of other artists  **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: 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. | 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.   Y1/2 – Taking inspiration from the work of others   * Describe the work of notable artists and designers. * Use some of the ideas of artists studied to create pieces. |

**Progression of Learning**

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| ‘Link It’ | ‘Learn It’ | ‘Check It’ | ‘Show It’ | ‘Know It’ |
| Exploration of impressionist artwork. Make links to painting as a skill we are familiar with and begin to extend. | Exploring work of notable artists. Having a go of a group art piece. | Individual artwork, making links to topic. Simple techniques used in new ways, | Choosing a skill to create a ‘final’ art piece. | Evaluate own and artwork of others, based upon the skills they have learnt. |