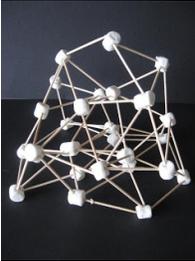


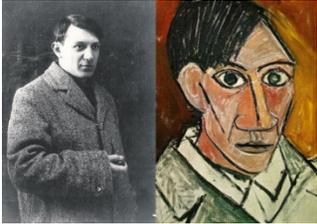
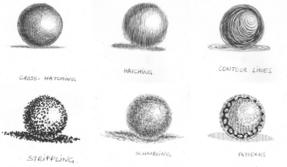
## ART MEDIUM TERM PLAN (MTP) YEAR 1 2020: Taught 1<sup>st</sup> half of each term

ART MTP Y1	Autumn 1: 8 WEEKS	Spring 1: 6 WEEKS	Summer 1: 6 WEEKS
<p><i>Taken from the Year group curriculum map</i></p>	<p><b>Beginning of the year, all year groups must recap on primary/secondary colours, colour mixing, and teaching techniques to shade and tint (BUT we actually TEACH this in Spring 1, lesson 1 onwards...)</b></p> <p><b>Topic Title: Portraits</b></p> <p><b>Key knowledge:</b> Ar1/1.1: To use a range of materials creatively to design and make products.</p> <p>This Portraits unit will teach the class about portraits, and use of different materials and techniques when making their own. The children will also have the opportunity to explore the work of Pablo Picasso, Henri Matisse and Andy Warhol, and create artwork inspired by them.</p> <p><b>Key Skills:</b> Sketching, painting, observational drawings, developing fine motor skills...</p> <p>Teacher led enquiries, to ask and respond to simple closed questions. Use information books/pictures as sources of information.</p> <p><b>Key vocabulary:</b> Pablo Picasso, Henri Matisse, Andy Warhol, portraits, painting, drawing, sketching, observation, facial features, shading</p>	<p><b>Topic Title: Landscape scenes</b></p> <p><b>Key knowledge:</b> Ar1/1.2: To use a range of materials creatively to design and make products.</p> <p>This unit will focus on pupils experimenting with colours, creating different shades, still life drawing, creating art inspired by artists.</p> <p><b>Key Skills:</b> Colour mixing, close observational drawing, learning about different artists, using mixed media to create art.</p> <p>Teacher led enquiries, to ask and respond to simple closed questions. Use information books/pictures as sources of information.</p> <p><b>Key vocabulary:</b> Arcimboldo, Van Gogh, artist, fruits, bowls, The Starry Night, hatching, cross-hatching, strippling, scumbling</p>	<p><b>By the end of year all pupils must have knowledge of colour, painting, drawing and sculpting. They should also have had the opportunity to study artists' lives and their work.</b></p> <p><b>Topic Title: Sculptures</b></p> <p><b>Key knowledge:</b> Ar1/1.1: To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>This unit will focus on pupils creating various sculptures. They will research, design and create using different materials. Understand that sculptures are not always made from clay.</p> <p><b>Key Skills:</b> Research about sculptures, planning, designing, choosing material, understanding why some materials are better than others...</p> <p>Teacher led enquiries, to ask and respond to simple closed questions. Use information books/pictures as sources of information.</p> <p><b>Key vocabulary:</b> Sculpture, sculpting, artists, research, design, make, create, clay, marshmallow, sugar cubes, build, pull, shape, roll, squeeze</p>
<p>Lesson 1</p>	<p><b>Lesson objective (s):</b> To understand what a portrait is.</p> <p><b>Brief outline of main tasks:</b> - Show chn a variety of portraits (from books, PPT and printed pictures).</p>	<p><b>Lesson objective:</b> To be able to create a sunrise/set scene.</p> <p><b>Brief outline of main tasks:</b> -Model mixing primary colours to create secondary colours and discuss how they</p>	<p><b>Lesson objective:</b> To make a sculpture of a plant using clay</p> <p><b>Brief outline of main tasks:</b></p>

	<ul style="list-style-type: none"> <li>- Brainstorm features of a portrait and write on big paper. Introduce portrait vs landscape orientation.</li> <li>-Create simple portraits using face parts from pictures/magazines to create quirky portraits</li> </ul>	<p>can create different shades of orange with the colours given.</p> <ul style="list-style-type: none"> <li>-Give pupils pieces of A4 white paper. - Children will use two paint colours (red and yellow) to create their sunrise/set backgrounds.</li> <li>-Once they have painted their sunrise/set background (leave to dry), pupils can then create the cityscape silhouette. CT to demo by drawing an outline on black card and carefully cutting out the shape. The silhouette can then be stuck onto the painted background.</li> </ul> 	<ul style="list-style-type: none"> <li>-Children to create a design template of the plant they would like to create (link to Science)</li> <li>- Explore clay and how to make different shapes.</li> <li>- Chn identify the colours they will use to create the sculpture and label their design.</li> </ul>
Lesson 2	<p><b>Lesson objective (s):</b> To draw a portrait of themselves (using mirrors).</p> <p><b>Brief outline of main tasks:</b> - Recap features of a portrait. <i>Have you seen any portraits since our last lesson?</i> Explain that we are going to be drawing our own portraits today.</p>	<p><b>Lesson objective:</b> To use a range of materials to create a starry night scene in the style of Van Gogh</p> <p><b>Brief outline of main tasks:</b> -Discuss the painting “The Starry Night” and it’s distinctive style of painting.</p>	<p><b>Lesson objective:</b> To make a sculpture of a plant using clay</p> <p><b>Brief outline of main tasks:</b> -Children to create a sculpture of a flower/plant using their plan from the week before.</p>

	<p>Draw a very basic example on the board.</p> <p>-Ask chn to look at their friends' face and see what other details they can add (lines, wrinkles, spots, etc).</p> <p>- Hand out mirrors and allow chn to look at their own faces. Chn to draw their portraits using pencil.</p>	<p>-Children will use oil pastels to create their own Starry night landscape in the style of Van Gogh.</p> 	
Lesson 3	<p><b>Lesson objective (s):</b> To create portraits using different media.</p> <p><b>Brief outline of main tasks:-</b> Recap features of portraits and work covered so far. Share portraits that chn might have brought in or link to projects (“All about me”).</p> <p>- Chn to create their own portraits using different media (see PPT for picture ideas).</p> <ul style="list-style-type: none"> <li>- <i>Paper plate faces</i> with googly eyes, wool and foam pieces for noses and ears</li> <li>- <i>Pasta faces</i> using different pasta to create features of a face.</li> <li>- <i>Emotional faces</i> - chn to play around with eyes, mouth and eyebrows to create different emotional faces.</li> </ul>	<p><b>Lesson objective:</b> To create a night time scene.</p> <p><b>Brief outline of main tasks:</b></p> <p>-Aim to reach an understanding that ‘dark’ areas of a painting/drawing are not always just black, in the same way that ‘light’ areas are not always just white. Talk about colours and shades, and how these are used to create contrast.</p> <p>-Children to paint a night-time scene. The scene has to be dark, but the subject has to be recognizable, and there may be points or pools of light. Help the children to achieve this by contrasting shades of purple, blue and black with shades of white, yellow and orange for the brighter areas.</p>	<p><b>Lesson objective:</b> To make a sculpture of a person using marshmallows</p> <p><b>Brief outline of main tasks:</b></p> <ul style="list-style-type: none"> <li>-Explore Eva Rothschild’s work and her use of shape and height to create sculpture.</li> <li>- Children to create a design template of how they will make a person in the style of ER.</li> <li>- Children identify the materials they will use to make their sculpture</li> </ul> 
Lesson 4	<b>Lesson objective (s):</b>	<b>Lesson objective:</b>	<b>Lesson objective:</b>

	<p>To represent observations, ideas and feelings and make a painting.</p> <p><b>Brief outline of main tasks:-</b>  Children have paint, paper and their original line-drawn portrait. -They draw their portrait and when they are happy with it, they may begin to use paints at add detail and features.</p>	<p>To explore and experiment with a variety of techniques and materials.</p> <p><b>Brief outline of main tasks:</b></p> <ul style="list-style-type: none"> <li>- Display Arcimboldo's paintings for pupils to use as a guide when designing their own.</li> <li>Pupils to work in mixed ability groups. Each group will have a selection of fruit and vegetables (some whole and some cut up) in a variety of bowls for the children to choose from.</li> <li>- Each child to have a plastic plate and choose fruits/veg and arrange their fruit face designs as they wish. CT and TA to support where needed.</li> <li>-Once the children have created their fruit faces, they are to take a photograph of it using the class iPad, and then they can return the fruit to the correct container.</li> <li>-Chn can play around with different combinations of fruit faces.</li> </ul> 	<p>To make a sculpture of a person using marshmallows</p> <p><b>Brief outline of main tasks:</b></p> <ul style="list-style-type: none"> <li>-Children to create a sculpture of a body using their plan from the week before.</li> </ul> 
Lesson 5	<b>Lesson objective (s):</b>	<b>Lesson objective:</b>	<b>Lesson objective:</b>

	<p>To try out tools and techniques and apply these to materials.</p> <p><b>Brief outline of main tasks:</b></p> <ul style="list-style-type: none"> <li>-Explore Pablo Picasso and his famous portraits and distinctive style.</li> <li>-Children to create an abstract self portrait in the style of Picasso.</li> </ul> 	<p>To explore and experiment with a variety of techniques and materials.</p> <p><b>Brief outline of main tasks:</b></p> <ul style="list-style-type: none"> <li>-Chn to have a variety of mixed media and use this to create the effects of the fruit (smooth, rough, spiky, lumpy, hairy, etc)</li> <li>-Chn observe fruits and use different techniques</li> <li>-Use mini plenaries to introduce the correct terminology for shading techniques (smudging, hatching, cross hatching, scumbling ☺, stripping ☺, etc)</li> </ul> 	<p>To make a sculpture of a building using sugar cubes</p> <p><b>Brief outline of main tasks:</b></p> <ul style="list-style-type: none"> <li>- Explore different famous buildings from around the world. <i>Have you seen any of these? Have you been up any of them?</i></li> <li>- Children design a building that they will make using sugar cubes</li> <li>- Identify the number of sugar cubes and stick needed</li> </ul> 
Lesson 6	<p><b>Lesson objective (s):</b></p> <p>To create a pop art portrait (Andy Warhol)</p> <p><b>Brief outline of main tasks:</b></p> <ul style="list-style-type: none"> <li>-Explore the artist Andy Warhol and discuss his distinctive style</li> <li>-Children will use oil pastels to create a pop art portrait</li> <li>-Templates given to LA</li> </ul>	<p><b>Lesson objective:</b></p> <p>To create a still life drawing.</p> <p><b>Brief outline of main tasks:</b></p> <ul style="list-style-type: none"> <li>-Pupils will be creating a still life drawing. CT to gather objects from around the class and place them on each table.</li> <li>-CT will first recap shading and allow pupils to practise in the COD books.</li> <li>-Pupils will then choose an area on interest and draw an outline. Using the shading techniques learnt, they will then highlight light and dark areas.</li> </ul>	<p><b>Lesson objective:</b></p> <p>To make a sculpture of a building using sugar cubes</p> <p><b>Brief outline of main tasks:</b></p> <ul style="list-style-type: none"> <li>-Children to create a sculpture of a building using their plan from the week before.</li> </ul>

				
Lesson 7	<p><b>Lesson objective (s):</b> To use a range of materials creatively to design and make products.</p> <p><b>Brief outline of main tasks:</b> Christmas crafts</p>	<p><b>Lesson objective:</b> To create a still life drawing.</p> <p><b>Brief outline of main tasks:</b> -Chn to recap the different shading techniques they have learnt and to discuss which ones are best in certain media (<i>chalk is good for smudging, felt tips are good for cross hatching, etc</i>) -Chn to draw a still life of toys (link to History) and use shading skills learnt to shade in toys appropriately.</p>	<b>ASSESSMENT AND EVALUATIONS</b>	
Lesson 8	<b>ASSESSMENT AND EVALUATIONS</b>	<b>ASSESSMENT AND EVALUATIONS</b>	<b>TRANSITION</b>	