

## ART MEDIUM TERM PLAN (MTP) YEAR 1 2023-2024: Taught 2<sup>nd</sup> half of each term

ART MTP Y1	Autumn 2: 6 LESSONS	Spring 2: 6 LESSONS	Summer 2: 6 LESSONS
	<p><b>Topic Title: Drawing: Make your mark</b></p> <p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>To know that an outline is a joined up line that shows a 2D shape.</li> <li>To know that drawing tools can create different marks.</li> <li>To know that you can draw different types of lines.</li> <li>To know that texture means 'what something feels like'.</li> <li>To know that different marks can be used to represent the textures of objects.</li> <li>To know that different drawing tools make different marks.</li> <li>To know that things we see have darker and lighter areas.</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Using a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens.</li> <li>Developing observational skills to look closely and reflect surface texture through mark-making.</li> <li>Exploring mark-making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation, building skills and vocabulary.</li> <li>Experimenting with paint, using a wide variety of tools (e.g. brushes, sponges, fingers) to apply paint to a range of different surfaces.</li> <li>Describing and comparing features of their own work and other's art work.</li> </ul> <p><b>Key vocabulary:</b> 2D shape, 3D shape, abstract, chalk, charcoal, circle, continuous, cross-hatch, diagonal, dots...</p>	<p><b>Topic Title: Sculpture and 3D: paper play</b></p> <p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>To know that we can change paper from 2D to 3D by folding, rolling and scrunching it.</li> <li>To know that three dimensional art is called sculpture.</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Using their hands to manipulate a range of modelling materials, including paper and card.</li> <li>Exploring how to join and fix materials in place.</li> <li>Creating 3D forms to make things from their imagination or recreate things they have seen.</li> <li>Selecting colours, shapes and materials to suit ideas and purposes.</li> <li>Designing and making something that is imagined or invented.</li> <li>Beginning to develop skills such as measuring materials, cutting, and adding decoration.</li> <li>Describing similarities and differences between practices in Art and design, e.g. between painting and sculpture, and linking these to their own work.</li> <li>Describing and comparing features of their own work and others' artwork.</li> </ul> <p><b>Key vocabulary:</b> artist, concertina, cylinder, loop, overlap, spiral, tube, carving, curve, imagine, mosaic, sculpture, 3D...</p>	<p><b>Topic Title: Painting and mixed media: colour splash</b></p> <p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>To know that the primary colours are red, yellow and blue.</li> <li>To know that primary colours can be mixed to make secondary colours.</li> <li>To know that a pattern is a design in which shapes, colours or lines are repeated.</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Experimenting with paint, using a wide variety of tools (e.g. brushes, sponges, fingers) to apply paint to a range of surfaces.</li> <li>Beginning to explore colour mixing.</li> <li>Selecting colours, shapes and materials to suit ideas and purposes.</li> <li>Describing similarities and differences between practices in Art and design, e.g. between painting and sculpture, and linking these to their own work.</li> </ul> <p><b>Key vocabulary:</b> Blend, kaleidoscope, mix, print, shade, space, hue, pattern, primary colour, secondary colour, shape, texture, thick...</p>
Lesson 1	<p><b>Lesson objective (s):</b></p> <p><u>To know how to create different types of lines.</u></p> <p><b>Brief outline of main tasks:</b> Using the work of Bridget Riley as a stimulus, children explore the use of line in art; developing their understanding of how lines can look different and begin to think</p>	<p><b>Lesson objective (s):</b></p> <p><u>To roll paper to make 3D structures.</u></p> <p><b>Brief outline of main tasks:</b> Investigating how rolling paper can create 3D structures, then designing a simple sculpture using paper cylinders.</p>	<p><b>Lesson objective (s):</b></p> <p><u>Investigate how to mix secondary colours.</u></p> <p><b>Brief outline of main tasks:</b> Identifying primary colours and exploring how secondary colours can be mixed.</p>

	<p>about ways to make them. The children use this knowledge to create a series of line drawings by arranging pieces of string to create different shapes, which are then drawn using pencils and chalk.</p>			
Lesson 2	<p><b>Lesson objective (s):</b></p> <p><u>To explore line and mark-making to draw water.</u></p> <p><b>Brief outline of main tasks:</b> Inspired by water and the artwork of Zaria Forman, children continue to explore lines but in a more expressive way. They will be using music to draw lines and marks that reflect their response to what they hear, creating a large collaborative piece.</p>	<p><b>Lesson objective (s):</b></p> <p><u>To shape paper to make a 3D drawing.</u></p> <p><b>Brief outline of main tasks:</b> Folding and rolling paper to make a 3D drawing, children consolidate skills manipulating this material to create 3D forms.</p>	<p><b>Lesson objective (s):</b></p> <p><u>To apply knowledge of colour mixing when painting.</u></p> <p><b>Brief outline of main tasks:</b> This lesson is based on artist Jasper Johns.</p>	
Lesson 3	<p><b>Lesson objective (s):</b></p> <p><u>To draw with different media.</u></p> <p><b>Brief outline of main tasks:</b> Inspired by famous abstract artists, including Kandinsky, children draw around and overlap 2D shapes to create an abstract composition, filling each shape with a different colour and medium.</p>	<p><b>Lesson objective (s):</b></p> <p><u>To apply paper-shaping skills to make an imaginative sculpture.</u></p> <p><b>Brief outline of main tasks:</b> Evaluating artworks inspired by Tree of life mythology, applying their paper-shaping skills and making an imaginative sculpture.</p>	<p><b>Lesson objective (s):</b></p> <p><u>To explore colour when printing. • I can use a variety of colours in my printing.</u></p> <p><b>Brief outline of main tasks:</b> Using lego bricks and other everyday objects to create prints; painting and stamping their blocks to create patterns, pictures and letters and combining colours on the page, explaining the choices they make.</p>	
Lesson 4	<p><b>Lesson objective (s):</b></p> <p><u>To develop an understanding of mark making.</u></p> <p><b>Brief outline of main tasks:</b> Exploring mark making through observational drawing, developing an understanding of mark making techniques and learning to look carefully when drawing.</p>	<p><b>Lesson objective (s):</b></p> <p><u>To work collaboratively to plan and create a sculpture.</u></p> <p><b>Brief outline of main tasks:</b> Working as a class to recreate Louise Bourgeois' 'Maman' spider sculpture (1999), the children will plan and create the legs and body of the spider.</p>	<p><b>Lesson objective (s):</b></p> <p><u>To experiment with paint mixing to make a range of secondary colours.</u></p> <p><b>Brief outline of main tasks:</b> Mixing two primary colours to create different shades of a secondary colour and using these in a decorative painting.</p>	

Lesson 5	<p><b>Lesson objective (s):</b></p> <p><u>To apply an understanding of drawing materials and mark-making to draw from observation.</u></p> <p><b>Brief outline of main tasks:</b> In this final lesson of the unit, the children apply their drawing skills and knowledge from the previous four lessons to create an observational drawing piece that allows them to experiment with marks, materials and show good observation.</p> <p><b>ASSESSMENT:</b> Assessment to be used to record progress. Print out quiz sheet for pupils to answer questions on.</p>	<p><b>Lesson objective (s):</b></p> <p><u>To apply painting skills when working in 3D.</u></p> <p><b>Brief outline of main tasks:</b> Practising using a sponges and brushes for painting large areas, then finishing and decorating the class sculpture.</p> <p><b>ASSESSMENT:</b> Assessment to be used to record progress. Print out quiz sheet for pupils to answer questions on.</p>	<p><b>Lesson objective (s):</b></p> <p><u>To apply their painting skills when working in the style of an artist.</u></p> <p><b>Brief outline of main tasks:</b> Using a paper plate, children recreate their own designs of Clarice Cliffs 'Circle Tree' plate, using bright colours to paint circles and finishing by using black paint and a straw to blow a tree design.</p>
Seasonal projects (Lesson 6)	<p><b>AUTUMN 2 – CHRISTMAS CRAFT – Salt dough decoration – See EYFS section in Kapow.</b></p> <p><b>Lesson objective (s):</b></p> <p><u>To use a range of tools to create and decorate salt dough decorations.</u></p> <p><b>Brief outline of main tasks:</b> Manipulating salt dough and using a range of tools to create a Christmas decoration.</p>	<p><b>SRING 2 – EASTER CRAFT – Egg threading– See EYFS section in Kapow.</b></p> <p><b>Lesson objective (s):</b></p> <p><u>To independently use fine motor skills to create threaded Easter egg decorations.</u></p> <p><b>Brief outline of main tasks:</b> Applying skills in threading wool; making choices about patterns and colours; creating hanging Easter decorations.</p>	<p><b>ASSESSMENT:</b> Assessment to be used to record progress. Print out quiz sheet for pupils to answer questions on.</p>
Stand-alone lessons			<p><b>Art and design</b> Unit: <u>Craft: Woven wonders (Lesson 1, 2 and/or 3)</u></p>