



*Art – Year 1/2 – Medium Term Plan
Autumn 1, Unit 1: Drawing: Tell a story*

<i>Lesson</i>	<i>Learning Objective</i>	<i>Success Criteria</i>	<i>National Curriculum Links</i>	<i>Vocabulary</i>	<i>Resources</i>
<i>One: Charcoal mark making</i>	<i>To develop a range of mark making techniques.</i>	<ul style="list-style-type: none"> - <i>I can experiment with charcoal to draw different marks.</i> - <i>I can understand a word and explain how I can draw it.</i> - <i>I can express the meaning of words using charcoal mark making techniques.</i> 	<ul style="list-style-type: none"> - <i>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</i> - <i>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</i> 	<ul style="list-style-type: none"> - <i>charcoal</i> - <i>lines</i> - <i>mark making</i> - <i>marks</i> - <i>thick</i> - <i>thin</i> 	<p><i>Watch: Teacher video: Charcoal mark-making</i> <i>Pupil video: Exploring marks with charcoal</i> <i>Have ready: Presentation: Charcoal mark-making</i> <i>Sketchbooks or large sheets of sugar paper</i> <i>Charcoal</i> <i>White chalk</i> <i>Erasers</i> <i>Print in advance: Activity: Word cards</i></p>
<i>Two: Creating texture</i>	<i>To explore and experiment with mark-making to create textures.</i>	<ul style="list-style-type: none"> - <i>I can describe how an object feels.</i> - <i>I can try out different drawing materials.</i> - <i>I can experiment with making different marks to make texture.</i> 	<ul style="list-style-type: none"> - <i>develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</i> - <i>to create sketch books to record their observations and use them to review and revisit ideas.</i> - <i>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials for example, pencil, charcoal, paint, clay.</i> 	<ul style="list-style-type: none"> - <i>blending</i> - <i>feel</i> - <i>hatching</i> - <i>mark</i> - <i>scribbling</i> - <i>stippling</i> - <i>texture</i> - <i>tool</i> 	<p><i>Watch Teacher video: Making textures with marks</i> <i>Have ready: Presentation: R&R.</i> <i>Presentation: Make a mark.</i> <i>A collection of objects for the children to draw, which have varying or interesting textures such as shells,</i></p>

					<p>vegetables, fruits, pieces of bark, pinecones etc. Sketchbooks</p> <p>A range of drawing materials such as: sketching pencils; pastels (oil and soft); charcoal; chalks; paints/inks; interesting tools such as sticks, toothbrushes, feathers and sponges.</p> <p>Print in advance: Activity: Texture photos</p>
<p>Three: My toy story</p>	<p>To develop observational drawing.</p>	<ul style="list-style-type: none"> - I can recognise and describe shapes in an object to start a drawing. - I can look carefully to add details. - I can use mark-making techniques to add texture. 	<ul style="list-style-type: none"> - use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. 	<ul style="list-style-type: none"> - mark making - observation - outline - sketch - texture - tone 	<p>Watch: Teacher: video: My toy story Have ready: Presentation: My toy story. A4 or A3 drawing paper HB pencils Erasers Coloured pencils Soft toys (ideally children will bring in their own as it makes the activity more personal or borrow from elsewhere across the school). Teacher's soft toy.</p>

					Whiteboard and pens
<p>Four:</p> <p>Creating characters</p>	<p>To understand how to apply expressions to illustrate a character.</p>	<ul style="list-style-type: none"> - I can show expression by drawing eyes, eyebrows and mouths in different ways. - I can make quick sketches of people. - I can sketch a new character, adding expressions, details and texture. 	<ul style="list-style-type: none"> - develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. - evaluate and analyse creative works using the language of art, craft and design. - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<ul style="list-style-type: none"> - emoji - emotion - expression - feeling - illustrator - illustration - mark making - texture 	<p>Watch Teacher video:</p> <p>Attention grabber</p> <p>Teacher video:</p> <p>Main event</p> <p>Pupil video part 1: Drawing expressions</p> <p>Pupil video part 2: Drawing characters</p> <p>Have ready:</p> <p>Presentation:</p> <p>My toy story</p> <p>Presentation:</p> <p>Drawing expressions.</p> <p>A selection of picture books from your library or classroom with drawn illustrations,</p> <p>Soft pencils</p> <p>Black drawing pens</p> <p>Sketchbooks or A4 paper</p> <p>Tracing paper.</p> <p>Link:</p> <p>Gallery of Quentin Blake's work</p>
<p>Five:</p> <p>Tell a story</p>	<p>To develop illustrations to tell a story.</p>	<ul style="list-style-type: none"> - I can recount a familiar story and select key events. - I can create and draw imaginary scenes for a storybook. - I can use mark making to show different textures. 	<ul style="list-style-type: none"> - to use a range of materials creatively to design and make products. - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. 	<ul style="list-style-type: none"> - character - concertina - frame - retell - story - storyboard 	<p>Watch:</p> <p>Teacher video:</p> <p>Tell a story</p> <p>Pupil video:</p> <p>Concertina books</p> <p>Have ready:</p> <p>A few picture books to compare</p>

- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

illustrations
Sketchbooks
Cut-out characters created in Lesson 4
A3 paper
A range of drawing materials such as: sketching pencils; colouring pencils; fine liner drawing pens
Sticky tape Black biros, handwriting or drawing pens
Pre-made concertina books if needed
Whiteboard and pens
Print in advance:
Activity: Storyboard template

Assessment:

- 1- What is charcoal made from?
- 2- Texture is
- 3- Choose a word to match the mark making in the picture.
- 4- An illustrator like Quentin Blake is
- 5- Which drawing has used different mark making techniques to show texture?



Art – Year 1/2 – Medium Term Plan
Spring 1, Unit 2: Painting and mixed media: Life in colour

<i>Lesson</i>	<i>Learning Objective</i>	<i>Success Criteria</i>	<i>National Curriculum Links</i>	<i>Vocabulary</i>	<i>Resources</i>
One: Colour magic	To develop knowledge of colour mixing.	<ul style="list-style-type: none">- I can name the primary and secondary colours.- I can describe what happens when I mix two secondary colours.- I can make choices about how to make colours lighter or darker.	<ul style="list-style-type: none">- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	<ul style="list-style-type: none">- Mixing- primary colour- secondary colour	Watch: Teacher video: Making colours Have ready: Plasticine or play dough in red, yellow and blue (two balls of each per child). Crayons and coloured pencils Coloured tissue or cellophane in primary colours Paper or sketchbooks

					<p>A paint palette Red, yellow and blue ready-mixed paint A piece of A3 paper Link: Sesame Street Lego - Three primary colours on VideoLink</p>
<p>Two: Texture hunt</p>	<p>To know how texture can be created with paint.</p>	<ul style="list-style-type: none"> - I can describe colours and textures. - I can choose painting tools to recreate a texture. - I can mix a range of secondary colours. 	<ul style="list-style-type: none"> - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. 	<ul style="list-style-type: none"> - primary colours - secondary colours - texture 	<p>Watch: Teacher video: Texture detectives Pupil video: Rough, prickly, smooth Have ready: Before teaching this lesson, decide where pupils will walk to collect ideas for textures. Interactive presentation: Zoomed in Digital cameras. Clipboards. Bag per group to collect texture samples in. Magnifying glasses Sketchbooks. Newspaper or wipeable tablecloths. Ready-mix paint in primary colours, black and white. Palettes. Pots for water.</p>

					<p>Varied tools for painting, for example, paintbrushes, sponges, cotton buds, small pieces of cardboard, scrunched up foil and forks.</p> <p>Print in advance:</p> <p>Activity: Texture detectives</p> <p>Activity: Texture hunt images</p>
<p>Three:</p> <p>Making textures</p>	<p>To use paint to explore texture and pattern.</p>	<ul style="list-style-type: none"> - I can explain the word 'collage'. - I can choose materials and tools to make textures with paint. - I can mix colours to match something I see. 	<ul style="list-style-type: none"> - to use a range of materials creatively to design and make products. - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<ul style="list-style-type: none"> - collage - texture 	<p>Watch Teacher video:</p> <p>Texture and collage</p> <p>Pupil video:</p> <p>Making collage paper</p> <p>Have ready:</p> <p>Interactive presentation:</p> <p>Textured collage</p> <p>Access to their painted textures from 'Art and design, Year 2, Painting and mixed media, Lesson 2: Texture hunt'.</p> <p>Table coverings.</p> <p>Art aprons.</p> <p>Ready-mix paint in primary colours, black and white.</p> <p>Palettes.</p> <p>Pots for water.</p> <p>Varied tools for painting, for</p>

					<p>example, brushes of varying sizes, sponges, cotton buds, small pieces of cardboard, scrunched up foil and forks. A range of materials, suitable for collage, to paint onto, like sugar paper, crepe paper, newspaper, scraps of fabric or colourful pages from magazines</p>
<p>Four: Collage creation</p>	<p>To compose a collage, choosing and arranging materials for effect.</p>	<ul style="list-style-type: none"> - I can choose collage materials based on colour and texture. - I can describe how my choices match my ideas. - I can try out different arrangements of materials, including overlapping. 	<ul style="list-style-type: none"> - to use a range of materials creatively to design and make products. - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<ul style="list-style-type: none"> - collage - overlap - texture 	<p>Watch: Teacher video: Collage creation Have ready: Presentation: Creating collage Large pieces of paper or card to use as a collage background. Painted papers from 'Art and design, Year 2, Painting and mixed media, Lesson 3: Making textures.' A range of other paper to use for collage, for example, colourful magazine pages,</p>

					tissue paper and sugar paper. Scissors. PVA glue. Old paint brushes or spreaders for glue
Five: Development detail	To evaluate and improve artwork.	<ul style="list-style-type: none"> - I can say what I like or don't like about artwork. - I can talk about how I could improve my work. - I can choose which materials and tools to use. 	<ul style="list-style-type: none"> - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<ul style="list-style-type: none"> - detail - surface - texture 	<p>Watch: Teacher video: Contrast and detail Pupil video: Adding detail Have ready: Children's work from 'Art and design, Year 2, Painting and mixed media, Lesson 4: Collage creation'. Left-over painted paper to use to try out ideas Sketchbooks or scrap paper Table coverings Painting tools, for example, different sized brushes, sponges, cotton buds and forks Ready-mix paint Palettes Pots for water Drawing materials like crayons, chalks and pastels Tissue paper PVA glue</p>
<p>Assessment: 1- What of the following are secondary colours?</p>					

- 2- What word is used to describe how a surface feels?
- 3- Collage is
- 4- Which picture best represents a collage?
- 5- An artist know for making collages was



Art – Year 1/2– Medium Term Plan
Summer 1, Unit 3: Sculpture and 3D: Paper play

<i>Lesson</i>	<i>Learning Objective</i>	<i>Success Criteria</i>	<i>National Curriculum Links</i>	<i>Vocabulary</i>	<i>Resources</i>
One: Tube towers	To roll paper to make 3D structures.	<ul style="list-style-type: none"> - I can roll paper to make a cylinder. - I can combine paper cylinders to make a sculpture. - I can adapt my ideas as I work. 	<ul style="list-style-type: none"> - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<ul style="list-style-type: none"> - Sculpture - Three-dimensional - Cylinder 	Watch: Teacher video: Tube towers Pupil video: Tube towers Have ready: Colourful thin card OR stiff paper (thicker card doesn't work well) A range of cylindrical objects for rolling paper around: e.g. pens, paintbrushes, glue sticks, wooden shapes Stiff card to use as a base (cereal packets or packaging boxes would be ideal) PVA glue Pots for glue Old paintbrushes for applying glue Space in the classroom to dry finished

					<p>sculptures Presentation: Tube towers Link: 'other' by Samantha Stephenson 2014</p>
<p>Two: 3D Drawings</p>	<p>To shape paper to make a 3D drawing.</p>	<ul style="list-style-type: none"> - I can fold and roll paper to create 3D shapes. - I can choose how to arrange the paper shapes to make a 3D drawing. - I can overlap paper strips on my 3D drawing. 	<ul style="list-style-type: none"> - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. 	<ul style="list-style-type: none"> - cylinder - concertina - overlap - spiral - three-dimensional - zig-zag 	<p>Watch: Teacher video: 3D drawings Pupil video: 3D drawings Have ready: Examples of different 3D paper shapes attached to a card base, as shown in the Teacher video Strips of coloured paper Glue sticks Card to make a base for each 3D drawing Strips of white paper Black felt-tip pens</p>
<p>Three: Tree of life</p>	<p>To apply paper-shaping skills to make an imaginative sculpture</p>	<ul style="list-style-type: none"> - I can plan a sculpture by drawing my ideas first. - I can use at least three different techniques for shaping paper. - I can add detail to my tree. 	<ul style="list-style-type: none"> - to use a range of materials creatively to design and make products. - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<ul style="list-style-type: none"> - Carving - Mosaic - Sculpture - three-dimensional 	<p>Watch: Teacher video: Tree of life Pupil video: Tree of life Have ready: Presentation: Tree of life Sketchbooks Coloured pencils A3 card or thick paper for the background of the tree sculptures</p>

					<p>A range of coloured paper and card</p> <p>Scissors</p> <p>Glue sticks / PVA</p> <p>Link: 'Tree of Life' by Marco Balich</p>
<p>Four:</p> <p>Giant spider model part 1</p>	<p>To work collaboratively to plan and create a sculpture.</p>	<ul style="list-style-type: none"> - I can work cooperatively. - I can create different parts of a sculpture. - I can secure parts of the sculpture together. - I know that 3D sculpture can be created from a range of materials. 	<ul style="list-style-type: none"> - to use a range of materials creatively to design and make products. - to develop a wide range of art and design techniques in using shape, form and space. - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<ul style="list-style-type: none"> - 3D - Sculpture 	<p>Watch:</p> <p>Teacher video: Giant spider model</p> <p>Pupil video: Giant spider model</p> <p>Have ready: Presentation: Spiders</p> <p>Presentation: Louise Bourgeois 'Maman' sculpture (1999)</p> <p>Plenty of newspaper Rolls of masking tape</p> <p>A lot of space!</p>
<p>Five:</p> <p>Giant spider model part 2</p>	<p>To apply painting skills when working in 3D.</p>	<ul style="list-style-type: none"> - I can use different tools to paint with. - I can work as part of a collaborative project. - I can paint onto 3D surfaces using appropriate methods. 	<ul style="list-style-type: none"> - to use a range of materials creatively to design and make products. - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<ul style="list-style-type: none"> - 3D - Sculpture 	<p>Watch:</p> <p>Teacher video: Giant spider model part 2</p> <p>Pupil video: Giant spider model part 2</p> <p>Have ready: A lot of space</p> <p>Sheeting for covering the floor</p> <p>Black paint</p> <p>Metallic bronze paint</p> <p>Large brushes</p> <p>Sponges</p>
<p>Assessment:</p> <ol style="list-style-type: none"> 1. How can you make a cylinder with paper? 2. When something is not flat it is called 3. An example of 3D art is 					

- | | |
|--|--|
| <p>4. Which artist is famous for making giant spider sculptures?</p> <p>5. How many different ways could you shape a piece of paper?</p> | |
|--|--|