**Art Medium-term Plan**

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| Year GroupYear 1 | TermAutumn 1 | Unit of LearningSkill: Drawing and printing |
| About the unitChildren will produce a word pop art picture in the style of the artist Roy Lichenstein. They will explore print making and apply techniques to their own art work. | Where the unit fits inTheme: SuperheroesChildren learn all about superheroes. They find out about different superheroes and listen to superhero stories, create their own superhero identity and design a costume. |
| Prior LearningIn Reception children have:* explored printing independently in the creative area. They used a range of everyday resources and art tools to print with to create their own pictures and to create different effects.
* learnt about primary colours.
* had experience of talking about the work of artists when appraising pieces of art work by the artist of the term.
 | VocabularyPrint, roll, press, block fillMain art elements – shape, line, colourLine - jagged, curved, thin, thick, bold, diagonalShape - cloud, jagged, bigger, smallerColour - primary colours, red, yellow and blue, contrasting | ResourcesPaper, card, sketchbooks, pencil, black pens (different thicknesses), paint, printing equipment, scissors, glue or sticky pads. |
| Assessment (By the end of this unit the children will be able to…)1. I can use a range of materials creatively.2. I can draw and print to share my ideas, experiences and imagination.3. Colour - I can use contrasting colours in my art work.4. Line - I can use a range of materials to explore and make different types of line (dot, straight, curved, diagonal)5. Pattern - I can create patterns.6. Shape and form - I explore shape in my 2D art work.7. I can describe the artwork of a range of artists (this should be linked to children's growing vocabulary on the art elements) |
| Learning ObjectiveChildren will: | Possible teaching Activities | Learning OutcomesChildren will have: |
| Talk about the work of other artists. | Introduce children to the artist Roy Lichtenstein. These could be used:https://www.twinkl.co.uk/resource/t-ad-147-roy-lichtenstein-information-powerpointhttps://www.tate.org.uk/kids/explore/who-is/who-roy-lichtenstein Look at his pieces of art work titled 'Explosion' and 'POP'. Look at the lines, colours and shapes used in Lichensteins art work. What effect do they have? If children need support encourage them to look for straight lines and curved lines. Talk about the three primary colours that have been used.Which piece of art work do children prefer and why?Tell children that they will be developing ideas and techniques over the next few lessons in order to create their own piece of word pop art. | Discussed elements of art when observing the work of an artist. |
| Explore shapes through joining different types of line.  | In sketchbooks, explore how to draw the different shapes that create the explosion effect. Join diagonal lines to create different jagged shapes and curved lines to make cloud shapes. Try using thin and thick pens. Which are more effective?If children are struggling to draw their own shapes, they could start by tracing images of the shapes. | Developed further drawing skills. |
| Develop mark making and printing techniques.Line - I can use a range of materials to explore and make different types of line | Look again at the two pieces of artwork looked at so far. The sections are filled in with block colour or dots. Talk to the children about the technique of Ben Day dots (a system invented to increase the range of colours available to newspaper printing). Lichtenstein used this technique to build up colour and texture like in a comic book. Look at two more pieces of artwork 'Water Lily Pond with Reflections' and 'Reflections on Minerva'. In what other way has he filled in some of the sections in these pieces of artwork? (diagonal lines).↑ Something to think about - What other types of marks or lines could be used to fill in sections?Ask - How could we create dots and lines in our art work?We could draw, paint or print them. Explore how.In their sketchbooks, children could have a go at drawing and painting dots and lines before exploring printing or could just go straight onto printing.Printing techniques:Create dots by printing with:* bubble wrap (use a roller to roll the paint on).
* objects that are cylindrical (wooden blocks, glue sticks, packaging).
* earbuds.
* the other end of a paintbrush or the bottom of a felt tip pen.

↑ Challenge - make dot patterns that graduate through smaller to bigger dots. Explore creating dot patterns that are closer or further apart.Create diagonal lines by printing with:* the edge of pieces of card (try out different thicknesses).
* the edge of a ruler.
* corrugated card.

↑ Challenge - make line patterns that graduate through thinner to thicker lines. Explore creating line patterns that are closer or further apart. | Explored and developed mark making and printing techniques. |
| Explore ideas. | The 'word pop art' that will be created will have at least 3 layers. Use A5 pieces of card to create each layer on. The layers will be:Layer 1(top layer) - the word.Layer 2 - first shape.Layer 3 - second shape (slightly bigger than first shape).Additional layer 4 - background (A5 rectangular piece of card)Additional layer 5 - triangles protruding from the centre placed on the background.Children need to try out and make decisions about what they want each of these layers to look like. They could roughly sketch these in their sketchbooks and try out different combinations. Explore the layers:Layer 1 - the word.Use some comic word images to look at to help children decide on the word they would like to use. Or, as a class generate a list of action sound words to choose from. Children think about which primary colour they would like the word to be (red, yellow or blue).Layer 2 - first shape.Children choose whether they want this to be a cloud or jagged shape for the word to go on top of. They need to think about what effect to fill this shape with (block colour, dots or diagonal lines). They also need to think about what technique they will use to create the effect and what primary colour they will use. Choose a different primary colour from layer 1 to create a more contrasting effect.Layer 3 - second shape.Children again choose whether they want this to be a cloud or jagged shape (It looks more effective if the second shape is a different shape to the first, but children could explore this), and decide on the fill effect and primary colour they will use (It also looks more effective if children alternate patterned and block effects, but again this could be something children explore and make their own decisions about).Optional additional layers 4 and 5 can be thought about and added later or can be thought about at this stage too.Additional layer 4 - background.Children choose what fill effect and primary colour to use on the background.Additional layer 5 - triangle striking effect. Children choose an effect to create in a primary colour of their choice to paint onto a piece of card. When dry the card will need to be cut into long thin triangle shapes. | Explored ideas to help them make decisions about their art work. |
| Make decisions and use their ideas and experiences to produce a final piece of art work. | Create your final piece of work. Refer back to your ideas in your sketchbook and make a final decision about what each layer will be like.Create the layers separately:Layer 1 - the word.Children can have a go at writing their own word in block letters. Write the word in normal capital letters first with a bigger space in between the letters. Then draw round each letter.Or, print off the children's word of choice in the primary colour they chose (download a font such as Badaboom). They can draw round the word in black pen and cut it out or if they find that hard they can cut out a rectangle shape around the word.Layer 2 - first shape.Children draw out the shape of their choice in pencil on a piece of A5 card. They fill the shape with their chosen effect in the primary colour of their choice. (It doesn't matter if the printing or painting goes out of the line as it will be cut out). Once the paint is dry the pencil can be drawn over with black pen and the shape cut out.Layer 3 - second shape.Children draw out the second shape of their choice (slightly bigger than the first) on A5 card. They fill the shape with their chosen effect in the primary colour of their choice. (It doesn't matter if the printing or painting goes out of the line as it will be cut out). Once the paint is dry the pencil can be drawn over with black pen and the shape cut out.The layers can then be stuck on top of each other with glue or sticky pads.At this point children can add additional layers if desired:Layer 4 - backgroundChildren create the fill effect in the primary colour of their choice. The other layers can be stuck on top of this or children can create a further layer (layer 5) before sticking all the layers together.Layer 5 - triangle striking effect.Children can create the fill effect in the primary colour of their choice on an A5 piece of card and once it is dry, cut out long triangle shapes to stick on layer 4. | Produced a final piece of artwork based on the knowledge they have gained and the ideas they have developed. |
| Talk about and compare the work of an artist with their own and others. | Children evaluate their finished art work. Encourage them to talk about elements of art evident – lines, shapes and colours incorporated ↑ Ask "Why did you choose to use them in that way?"Get children to talk about how their artwork is similar / different to the art work they looked at first. Or, how it is similar / different to the artwork of others in the class. | Evaluated their own artwork and compared it to that of others. |

Additional activity - during independent learning times, children could explore different colour combinations of primary colours on a pop art word printout.