**Art Medium-term Plan**

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| Year Group  Year 1 | Term  Spring | | Unit of Learning  Drawing and Painting |
| About the unit  Children will produce a picture of a castle in the style of the artist Paul Klee. | | Where the unit fits in  Theme: Turrets and Tiaras  Children learn about castles and what life was like in a castle. | |
| Prior Learning  In Reception they explored paint independently and through focused activities where they painted people and animals and learnt to mix primary colours to make secondary colours. | Vocabulary  Elements:  Line - curved, thin, thick, bold, vertical, horizontal, diagonal  Shape - 2D shapes, big, small, thin, thick, tall, short, round.  Colour - shades, light, dark | | Resources  Paint, paper, mixing trays / palettes, brushes, scissors. |
| Assessment (By the end of this unit the children will be able to…)  Talk about and compare the work of a range of artists, including their own.  Use a range of materials creatively to design and make products.  Draw and paint to develop and share my ideas, experiences and imagination.  Line - Use a range of materials to explore and make different types of line (straight, curved, horizontal, vertical and diagonal).  Colour - Create different shades of colour.  Shape and form - Produce 2D work in proportion. | | | |
| Learning Objective | Possible teaching Activities | | Learning Outcomes |
| Show your ideas | Children complete a pre-learning assessment activity showing what they think a castle looks like. | | A drawing of a castle using what they already know. |
| Talk about the work of other artists. | Introduce children to the artist Paul Klee and look at his art work titles ‘The Castle and the Sun.’ Ask children to describe the lines, colours and shapes in the artwork.  Shape:  Talk about the 2D shapes – are they all the same? Some are different sizes. What are they showing?  Line:  Talk about the sorts of lines you need to be able to draw in order to create a picture like this (straight and curved, horizontal, vertical and diagonal)  Colour:  Talk about the different colours you can see. There are lots of different shades of the same colour too (Talk about what shade means). Look at the red or orange shades and talk about them.  Have they ever seen a castle that looks like this? | | Art elements have been observed and discussed in the work of an artist. |
| Show your ideas by creating different shapes. | Think about the different ways shapes can be created – drawing shapes freehand, drawing round shapes, cutting out shapes. Practise making shapes of different sizes. | | Developed understanding of how to create shapes of different sizes. |
| Show your ideas by creating different shades of a colour when painting | Learn how to create different shades of colour by adding black, white or maybe a little bit of a different colour to see what effect it has on the colour. | | Developed understanding of how to create different shades of colour. |
| Show your ideas and imagination by creating different shapes and colours to achieve your desired effect. | Draw a picture of what you would like your castle to look like. Think about what you like or what you might change for your final piece.  Apply all of the things you have learnt to create a piece of art work of a castle in a similar style to Paul Klee with cut or drawn shapes painted in different shades of colour. | | A painting incorporating ideas and skills developed. |
| Talk about and compare the work of an artist with their own and others. | Evaluate finished art work. Talk about elements of art evident – lines, shapes and colours incorporated and why you used them in that way. What did you want your art work to show?  Talk about how your artwork is similar / different to the art work you looked at first. Or how it is similar / different to the artwork of others in the class. | | Evaluated artwork.  Comparisons of artwork. |