**Art Medium-term Plan**

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| Year GroupReception | TermAutumn 1Theme - All about me / Pets | Unit of LearningSculpture and texture in clay |
| About the unitChildren will develop their knowledge of texture, and skills in using clay. They will apply what they have learnt to create a sculpture of a pet they have met. | Where the unit fits inTheme: PetsChildren learn about what a pet is, what pets need and how to care for different pets, and the similarities and differences between some animals. They will use their knowledge and experiences of animals and pets to help them make decisions about their art work. |
| Prior LearningThis will be the first taught unit of art work that children will complete in school.They have opportunities to mark make and explore patterns and textures during continuous provision. | VocabularyElements: Line - curved, straight, thin, thick, little, long.Shape - 2D and 3D shapes, big, small, thin, thick. Texture - rough, smooth, bumpy, furry, soft, hardForm | ResourcesPhotos of Nick Mackman's art workAnimalsIpad for photosClay, clay tools and boards. |
| Assessment (By the end of this unit the children will be able to…)* Experiment to create different textures.
* Develop their understanding of texture, shape and form.
* Manipulates materials to achieve a planned effect.
* Uses simple tools and techniques competently and appropriately.
* Talk about their artwork and the artwork of others.

Where this fits with the EYFS curriculum (Development Matters 2020 and Early Learning Goals ELG Early adopters):Expressive Arts and Design Development Matters Three and Four Year Old statements* Explore different materials freely, in order to develop their ideas about how to use them and what to make.
* Join different materials and explore different textures.

Expressive Arts and Design Development Matters Reception statements:* Explore, use and refine a variety of artistic effects to express their ideas and feelings.
* Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Creating with Materials ELG* Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
* Share their creations, explaining the process they have used.
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| Learning ObjectiveChildren will: | Possible teaching Activities | Learning OutcomesChildren will have: |
| Talk about the art work of others.Develop an understanding of texture. | Show children a powerpoint / photographs showing the work of sculpture artist Nick Mackman. Tell them key facts about her background, influences and technique. Help children to understand what texture is and how Nick Mackman creates texture in her clay art work to depict animal coverings. Provide children with various texture resources in independent learning to explore and develop texture vocabulary. | Appraised an artists' work.An increased knowledge of texture. |
| Explore texture. | Encourage children to describe the textures of animals they saw during pet morning. Use photographs of the pets and close up photographs of their skin covering textures to use in future sessions. | An increased knowledge of texture. |
| Experiment with textures. | Children choose a pet they saw during pet morning to make a sculpture of (limit to two or three pets that have different skin coverings) Use photographs of the pets to refer to when creating textures. Talk about how the textures of the animals could be recreated in clay e.g. fur created by making lots of different lines, scales created by making bumps and circular shapes - explore different tools that can make these lines. Let children experiment adding texture to flat pieces of clay. | Developed skills in creating textures in clay. |
| Manipulate materials to achieve a planned effect.  | Children follow step by step instructions to create and join shapes to create the form of the pet they chose. They then apply what they know about creating textures in clay to add detail of the animals skin covering to their sculpture. | Manipulated clay in order to produce their desired shape, form and texture. |
| Talk about art work. | Children talk about how they created their artwork. | Explained the process they went through to create their artwork. |