**Art Medium-term Plan**

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| Year Group  Reception | | Term  Spring 1 | | Unit of Learning  Drawing and painting | |
| About the unit  Children will develop their skills of observational drawing and will gain knowledge and experience of colour mixing. They will apply what they have learnt to create a wild animal painting. | | | Where the unit fits in  Theme: Animals (wild animals)  Children learn about other animals, habitats, similarities and differences. | | |
| Prior Learning  Reception children have had experience of observational drawing when drawing minibeasts in the Autumn term.  They have had the opportunity to explore paint in their independent art work. | | Vocabulary  Elements:  Line - curved, straight, thin, thick, little, long.  Shape - 2D and 3D shapes, big, small, thin, thick.  Colour-primary, secondary, mix | | Resources  Photos of Henri Rousseau’s Tiger in a Tropical Storm.  Animals( visit to the zoo)  Photographs of flamingos (taken at zoo)  Ipad for photos  Paper, pencil, paint, mixing tray, brushes | |
| Assessment (By the end of this unit the children will be able to…)  EAD (BI) 30 – 50  • Captures experiences and responses with a range of media.  EAD (UM&M) 30 – 50  • Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.  • Explores colour and how colours can be changed.  EAD (BI) 40 – 60  • Create simple representations of events, people and objects.  • Chooses particular colours to use for a purpose.  EAD (UM&M) 40 – 60  • Explores what happens when they mix colours.  • Understands that different media can be combined to create new effects.  • Uses simple tools and techniques competently and appropriately. | | | | | |
| Learning Objective | Possible teaching Activities | | | | Learning Outcomes |
| Talk about art work. | Introduce children to the artist Henri Rousseau. Display his painting of 'Tiger in a Tropical Storm' but don't tell the children the title. TTYP about the picture - what you can see, what is happening, where it might be, colours, shapes etc. Can you guess what the title might be? Then tell children what the title is - why do you think it is called that? Is the tiger easy to spot? Talk about the colours, lines and patterns that can be seen. Tell children that we are going to produce our own picture a bit like the ‘Tiger in a Tropical Storm’ but we are going to create a picture of a different animal (flamingo). Show them an example of a tiger one and ask what how we could make a picture like this with a flamingo instead. | | | | Increased knowledge of art elements.  New knowledge of an artist and their work. |
| Explore colour and shape.  Make observations. | Encourage children to look at the colour and shape of flamingos when they visit the zoo. What special features do they have. Encourage them to notice things anout the flamingos. Where do they live in the zoo. What are they surrounded by? Take photographs of the flamingos to use in future sessions. | | | | Observational skills developed through real life experience. |
| Create simple representations. | Show children step-by-step how to draw a flamingo. Draw in sketchbooks. Photocopy onto A4 paper for children to paint the following week. | | | | Drawn representation of a flamingo. |
| Explore what happens when two primary colours are mixed together.  Choose particular colours to use for a purpose. | This week we are going to paint the flamingo and the grass it is hiding in. What colour do we need for the grass? We have a challenge - we are only allowed to use red, yellow and blue paints to paint the grass. What could we do?  Introduce colour mixing to children. Show them three pieces of card and get them to name the colours - red, yellow and blue. Tell children that these are called primary colours because they can't be made by mixing other colours. They can be used to mix other colours though. Can children predict what colours the different combinations could make? Use talk partners and share predictions. Show children the primary colourspowerpoint and the clip of the song 'There are 3 primary colours'. | | | | Knowledge of mixing primary colours and the coloursthey produce. |
| Explore what happens when two primary colours are mixed together. | Experiment with colour mixing. Show children how to use blocks paints to mix primary colours together. Children put water on their brush and mix it in the block (lightest colour first). They put this paint in a pallet tray. They wash their brush and then do the same with the second colour and add it to the first colour in the pallet to create a new colour. The best results have more of the lighter colour and a little bit of the darker colour. Record findings in sketchbook by painting blobs of the colours being used:  + =  Children then paint grass on a photocopied picture of their flamingo using the green paint they have made. | | | | Experience of mixing primary coloursto make secondary colours.  Applied knowledge of colour mixing in children’s work. |
| Explore colour mixing. | Learn how to make pink. Explore adding different amounts of white to get different shades of pink. Paint the flamingo pink. | | | |  |