**Art Medium-term Plan**

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| Year Group  Reception | | Term  Summer | | Unit of Learning  Painting | |
| About the unit  Children will produce a painting depicting flowers. | | | Where the unit fits in  Theme: Changes | | |
| Prior Learning  Children have explored painting during independent learning in the creative and outside learning areas. They have experienced exploring the application of paint with brushes, rollers and printing resources. | | Vocabulary  Elements:  Line - curved, straight, vertical, horizontal, diagonal  Shape - big, small, thin, thick  Colour - Pattern - regular, irregular, random, spaced | | Resources  Images of art work, pencils, paint, brushes, sketchbooks, flowers. | |
| Key artists, craft makers and designers to consider:  Vincent van Gogh  Edouard Manet  Clementine Hunter  Georgia O'Keefe  Anna Blatman  Jose Trujillo | |
| Assessment (By the end of this unit the children will be able to…)  1. Talk about the work of artists.  2. Develop painting skills.  3. Make observations that influence their art.  4. Develop their own ideas.  5. Make colour choices. (think about line and colour in their art).  6. Talk about their art work. | | | | | |
| Learning Objective | Possible teaching Activities | | | | Learning Outcomes |
| I can talk about the work of artists. | Set up a display of examples of art work that have flowers as the subject.  Similarities and differences  Paint applied thickly and boldly. | | | | Children will have talked about what is similar and different in pieces of art work. |
| I can develop painting skills | In sketchbooks:  Experiment applying paint in thick bold strokes different styles . Which style did children like the most. Which one would they like to use in their own paintings?  Use simple flower outline  Try adding different materials to the paint to create further texture e.g. sand, glitter, shaving foam, salt, flour, oats Let children think of some ideas  Explore different ways of applying the paint to paper e.g. fingers, matchsticks, brushes, lollysticks, twigs | | | | Children will have observed shapes, lines and details when making drawings from real life. |
| I can use a variety of materials to print with. | Children make observational drawings of flowers for their own art work looking at lines and shapes carefully | | | | Children will have selected their own materials to print with. |
| I can demonstrate a range of techniques when printing e.g. rolling, pressing, stamping. | Children create their own flower paintings using their sketches and painting ideas | | | | Children will have developed printing techniques. |
| I can develop ideas. | Let children play with arrangements, colours etc..  Children make choices for a final design. This could be more of a printed pattern or a picture.  Children could mix their own colours to print with. | | | | Children will have experimented with ideas. |
| I can compare others art work with their own. | Set up a mini gallery or lay out everyone's art work on the tables for children to walk around and look at. Include the pictures from the famous designers.  Children talk about how their artwork is similar / different to the art work by the famous designers. Or how it is similar / different to the artwork of others in the class. | | | | Children will have made comparisons of their own art work with others. |

Can we swap pe over? would like to do some of the art with them