

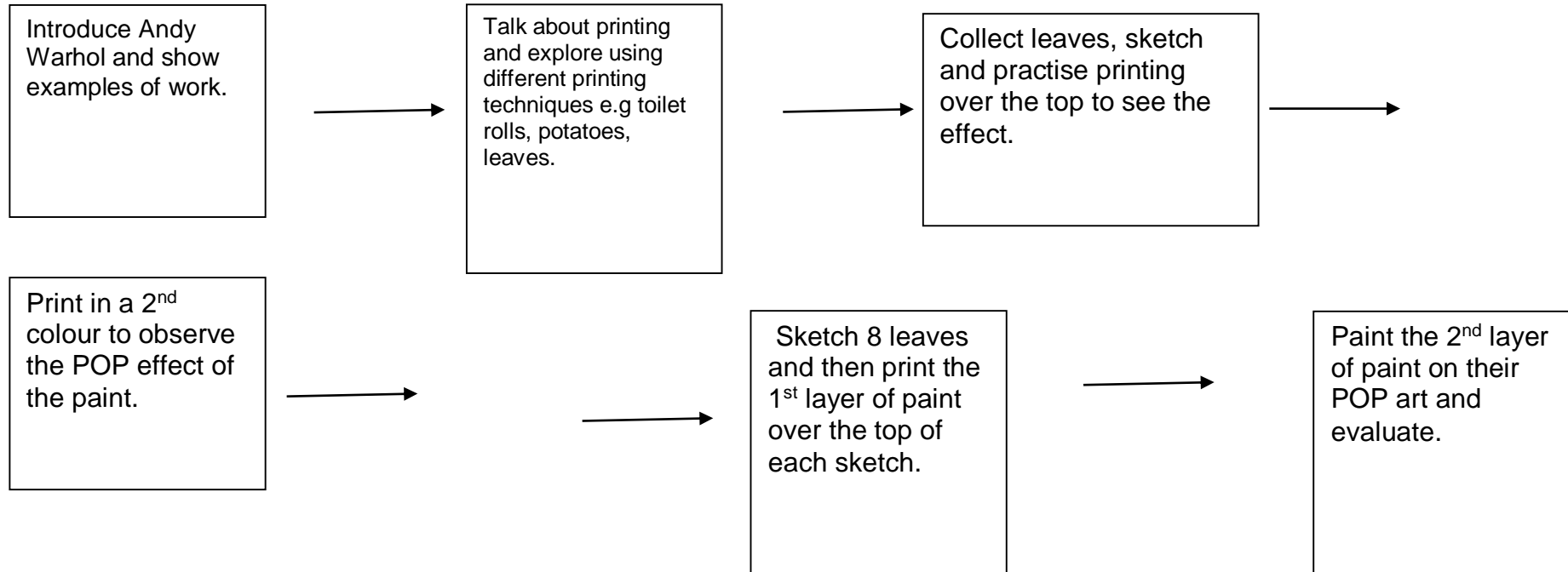
National curriculum:

- ± Use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- About the work of a range of artists, craft makers and designers describing the differences and similarities between different practices and disciplines and making links to their own works.
- Evaluate and analyse.

Vocabulary:

line, texture, pressure, space, curve, straight, artists, form, materials, create, draw, sketch, light, dark, similarities, differences, features, pale, colour mix, blend, mix, fade, canvas, outlines, paint, tools, tone, effects, tonal., abstract , Pop Art

Snapshot overview



Art Medium Term Planning

Year Group: 1

Term: Spring 2

Topic: Art

	Learning Objective	Input (including key questions and vocabulary)	Task including scaffold and challenge	How will the learning be assessed?
Session 1	I can explore an artist and discuss the techniques they used.	<p>Share Key Vocab for this topic which could be used when looking at paintings-</p> <p>Introduce Andy Warhol and talk about his life when he was alive where he lived etc. focus on POP ART Have a variety of examples of Warhol art on tables and get children to look at each piece. How does Andy Warhol use Colour? How does he make the picture stand out ? (contrasting colours, layers, printing) How do you think he bet this effect? What has he added to the picture to give detail? Does he put the same colours together every time?</p> <p>Plenary- Watch on you tube- Elementary Art Project- Andy Warhol hands- ensure clear understanding of contracting colours, print, layers</p> <p>Definition of contrasting colour-- Contrasting colours, also known as complementary colours, are colours from opposing segments of the colour wheel. Colours that are directly across from one another on a basic colour wheel provide maximum contrast.</p>	Mixed ability groups. Question prompt cards.	Through discussion

Session 2	<p>I can explore using contrasting colours to create an effect.</p>	<p>Recap last lessons learning on contrasting colours including definition. Introduce the colour wheel and model how to find contrasting colours. Use the colour wheel- 5 to 10 minutes looking at Andy Warhol pictures and how he uses colours- do you they contrast- check using your colour wheel.? Feedback what they have found out about how he uses contrasting colours? Which is the most effective and why. Model choosing a colour and paint a small circle. Model using the colour wheel and paint the contrasting colour next to it. CUTBACK – choose most effective colour pair and model, using colour mixing, how to make it lighter or darker but still contrasting. CUTBACK 2- do they think the new colours they have made still contrast? Why? Introduce the new vocab of hue and explain they have made 3 hues of pink for example.</p>	<p>Children paint in sketch books 4 contrasting colour pairs – use colour wheel. Then CUTBACK 1</p> <p>Children choose their most effective colour pair and make a lighter version above and a darker one below.</p> <p>CUTBACK 2</p>	Ongoing observations
Session 3	<p>I can develop a wide range of art and design techniques using colour, pattern, texture, shape, form and space.</p> <p>I can experiment with printing over a sketch.</p>	<p>Look at Andy Warhol paintings- discuss the variety of printing techniques he used – including how he layered paintings using colour and repeated printing of the same image. Create a list of techniques he use e.g. colour on colour on colour, same image but different orientation, colour on colour, use of black, block colour on a patterned back ground and different position of same print</p>	<p>Children to go into the outside area and collect different leaves each.</p> <p>Children to explore different techniques using the leaf as a printing template. Children to do 3 different techniques and rank on order of effectiveness with traffic lights</p> <p>Adults to support with waiting for paint to dry, printing and contrasting colours.</p>	Ongoing observations

I can plan a piece of work in the style of Andy Warhol.

Recap learning about Andy Warhol's style, use of colour and printing.
Children to spend 5 minutes looking at their sketch books to recap what they did.

Give children a simple plan to complete. Deciding what they want to choose for their final piece.

Contrasting colours e.g. How many pairs		
Printing e.g. orientation		
Lay out e.g. 1 background or spilt in 4 or 8		
Style e.g. colour on colour		

Discuss with children they are going to make a picture in the style of Andy Warhol POP ART using contrasting colours and printing which they have been practicing. Discuss the steps they could take to complete final piece in the most effective way.

Will you do the back ground first or Print?
How are you going to make sure the colours don't mix?
Is one leaf going to be enough to print effectively with?
Do you need to section your paper into parts before you begin? Do these need to be equal?

Children to complete plan either written or pictorially.

Adults to support where needed.- annotate work if children have used pictorial planning.
Adults through targeted questioning support children to add more detail and explanation to their plan.

Ongoing observations

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Session 5 and 6</p>	<p>I can create a piece of work in the style of Andy Warhol.</p>	<p>Children to review plan from last lesson. Are there any edits they would want to make?- 5 minute reflection time.</p> <p>Teacher to model how to use plan to create piece of Artwork. As you are modelling ensure that you are giving a verbal commentary explaining what you are doing, your thought process e.g. Do I need to split my page? What will I do first background or print? Do I need to wait for this to dry? Would I need another leaf? Model referring back to the plan. Talk through printing techniques- Where do I apply pressure? For how long? How do I carefully remove printing template?</p> <p>Model evaluation of plan using traffic light system for each part of plan. What went well? Is there anything you would change/do differently?</p>	<p>Children will follow their plan and create their Pop Art.</p> <p>Adults to support with waiting for paint to dry, printing and contrasting colours</p> <p>Children to traffic light own plan to evaluate their techniques. Then write 1 sentence about their finished piece evaluating what went well and why? Challenge-annotate work with what the child says they would do differently next time.</p>	
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Impact:

To be able to explain the process of printing.

To be able to talk about the different technique's and methods Andy Warhol used. (contrasting colours, printing)

To be able to name at least one way he created his artwork. (divided page into 4, 1 background with repeated same print)

To be able to explain contrasting colours and give an example.