



SS John Fisher & Thomas More Catholic Primary School

A Voluntary Academy

"Journeying together with Jesus Christ, we learn to love and love to learn."



Art Planning

Year: Year 1 and Year 2	Topic: 2D printing Unit: 2D Single colour printing Artist: Paul Klee	Term: Autumn Term (Cycle A)
NC Links: <ul style="list-style-type: none"> to 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 taught 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 work. 		
Lesson 1: I can explore and evaluate colour, shape and pattern. Key skills covered: Comparing Identify 2D shapes Name a variety of colours.	Introduce: Introduce the endpoint in terms of technique that we will use. Show some images of Paul Klee's work. The focus of the session is based on colour shape and pattern. Comparing and contrasting other famous artists who worked with print. In Nursery and Reception, you looked at stamping a colour and now in Year 1 we are going to look at how we can carve our own printing block to create a single colour print using potatoes. Why are we studying Paul Klee? Who is he and what did he do? What shapes did he use? Look at a brief bio of Paul Klee. https://en.wikipedia.org/wiki/Paul_Klee https://www.artsy.net/article/artsy-editorial-what-you-need-to-know-about-paul-blee	Sketchbook work: In Sketchbooks include: a brief bio of Paul Klee that the children have looked at. Evaluation of two pieces of work-Children to use key vocab to look at similarities and differences, such as shape and colour. Children's views and understanding of two different prints. Can the children with support research and find an artist with similar work to Klee?
Lesson 2: I can gather ideas and skills. Key skills covered: Researching pattern	Gather shapes and colours that the children may base their design, research and gather own stimulus for ideas of printing. Pay particular attention to colour and shape. Stick and sketch ideas. Collect children's choice of shape and colour both digitally and physically,	Sketchbook work: Stick and sketch ideas. Collect children's choice of shape and colour both digitally and physically, and recreate by sketching design possibilities.



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Art Planning

<p>Shape and colour Showing ability to drawing lines and shapes.</p>	<p>and recreate by sketching design possibilities. A collection of children's choice of appropriate stimulus for printing showing detail and space.</p>	<p>Display a collection of children's choice of appropriate stimulus for printing showing detail and space.</p>
<p>Lesson 3: I can gather ideas and practice new skills (creating printing blocks).</p> <p>Key skills covered: To use potatoes to create a printing block. To use simple carving tools.</p>	<p>Explain today that we are going to practise creating a printing block on potatoes and the processes involved. Key point of today's session is understanding about relief, how to achieve this, and its meaning – e.g. paint will only be applied to the surface and not the recessed area so placing importance on how the potato is carved to achieve a finished shape</p> <p>Model: Model how to sketch an outline onto the flat side of the potato, Then, using plastic tools children must cut away parts of the drawing they don't want to show up on the print (reiterate relief). The raised areas that are left are what will be printed.</p>	<p>Sketchbook work: Practise drawing an outline of two desired shapes onto potato and using the tools safely create a relief printing block. Photo of finished designs into sketch books. Which shape are you going to choose next session? Why have you chosen this? Were you able to create a relief carving?</p> <p>All children should use the equipment safely and properly. Spending time on relief process.</p>
<p>Lesson 4: I can gather ideas and practice new skills (carving).</p> <p>Key skills covered: To use a range of carving tools. Develop techniques of shape, colour and line.</p>	<p>Analyse and compare blocks created in previous session. What makes successful printing i.e accuracy and shape. Go back and look at Klee's prints and discuss success criteria-compare to own printing block.</p> <p>This week we are going to perfect our technique of carving a desired shape effectively, ensuring accuracy around the outline depth of carving to create a relief impression. Finished potato blocks will then be placed in a freezer to preserve for next session.</p>	<p>Sketchbook work:</p> <p>Perfecting their carving skills to create a simple printing block -Picture for sketchbook.</p> <p>All children should create own printing block</p>



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Art Planning

<p>Lesson 5 and 6: I can create a printing block</p> <p>Key skills covered: To apply paint evenly and accurately onto potato block to create a series of repeating patterns.</p>	<p>Create a repeating pattern onto card with their potato printing block. Pay attention to colour chosen, size of paintbrush and application of paint</p> <p>Lesson 6: Demonstrate ways of adding on-tessellation/detail to create something more than just the print. Now the paint has dried children will use felt tips to add to their printed shape to make a chosen selection of shape creations. Creation: Children will select colour of paint, and apply paint to their block to create a repeating pattern onto card. Following this detail will be added, once paint has dried by way of coloured felt tips to design own shape creations.</p>	<p>Sketchbook work: Children to understand where to place paint on their potato to achieve desired shape. Pay attention to how much paint is applied and how to space their prints out on the card to create a repeating pattern</p> <p>Make note/words around their finished printed shape creations. What went well? Stick finished print into sketch books ready to add final features on to create a shape creation next session</p>
<p>Lesson 7: I can evaluate my work</p> <p>Key skills covered: To begin to evaluate their own work with reference to colour and shape</p>	<p>Have a copy of the child's finished printed shape monster in their sketchbooks ready for evaluation.</p> <p>Ideas of how to evaluate: Improve own stages/work/compare to original starting point/artwork. Refer back to Klee's work and the shapes he used, make comparisons.</p>	<p>What did I find difficult? What shape would I carve next time? Why? Would I choose a different colour/how could I create a different colour? Can I talk about the carving and printing process and what I have learnt this half term?</p> <p>Finished evaluation of own shape print.</p>
<p>Key Vocabulary: Tier 2 – compare, similar, different, colour, line, shape, stamping, pattern, print, creating, perfecting, choosing, repeating pattern Tier 3 – artist, Paul Klee, 2D printing, technique, contrast, relief, recess, surface, raised area, carving application, designing, evaluate, improve</p>		



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Art Planning

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<p>Lesson 3: I can gather ideas and practice new skills (creating printing blocks).</p> <p>Key skills covered: To use potatoes to create a printing block. To use simple carving tools.</p>	<p>Explain today that we are going to practise creating a printing block on potatoes and the processes involved. Key point of today's session is understanding about relief, how to achieve this, and its meaning – e.g. paint will only be applied to the surface and not the recessed area so placing importance on how the potato is carved to achieve a finished shape</p> <p>Model: Model how to sketch an outline onto the flat side of the potato, Then, using plastic tools children must cut away parts of the drawing they don't want to show up on the print (reiterate relief). The raised areas that are left are what will be printed.</p>	<p>Sketchbook work: Practise drawing an outline of two desired shapes onto potato and using the tools safely create a relief printing block. Photo of finished designs into sketch books. Which shape are you going to choose next session? Why have you chosen this? Were you able to create a relief carving?</p> <p>All children should use the equipment safely and properly. Spending time on relief process.</p>
<p>Lesson 4: I can gather ideas and practice new skills (carving).</p> <p>Key skills covered: To use a range of carving tools. Develop techniques of shape, colour and line.</p>	<p>Analyse and compare blocks created in previous session. What makes successful printing i.e accuracy and shape. Go back and look at Klee's prints and discuss success criteria-compare to own printing block.</p> <p>This week we are going to perfect our technique of carving a desired shape effectively, ensuring accuracy around the outline depth of carving to create a relief impression. Finished potato blocks will then be placed in a freezer to preserve for next session.</p>	<p>Sketchbook work:</p> <p>Perfecting their carving skills to create a simple printing block -Picture for sketchbook.</p> <p>All children should create own printing block</p>



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Art Planning

<p>Lesson 5 and 6: I can create a printing block</p> <p>Key skills covered: To apply paint evenly and accurately onto potato block to create a series of repeating patterns.</p>	<p>Create a repeating pattern onto card with their potato printing block. Pay attention to colour chosen, size of paintbrush and application of paint</p> <p>Lesson 6: Demonstrate ways of adding on-tessellation/detail to create something more than just the print. Now the paint has dried children will use felt tips to add to their printed shape to make a chosen selection of shape creations. Creation: Children will select colour of paint, and apply paint to their block to create a repeating pattern onto card. Following this detail will be added, once paint has dried by way of coloured felt tips to design own shape creations.</p>	<p>Sketchbook work: Children to understand where to place paint on their potato to achieve desired shape. Pay attention to how much paint is applied and how to space their prints out on the card to create a repeating pattern</p> <p>Make note/words around their finished printed shape creations. What went well? Stick finished print into sketch books ready to add final features on to create a shape creation next session</p>
<p>Lesson 7: I can evaluate my work</p> <p>Key skills covered: To begin to evaluate their own work with reference to colour and shape</p>	<p>Have a copy of the child's finished printed shape monster in their sketchbooks ready for evaluation.</p> <p>Ideas of how to evaluate: Improve own stages/work/compare to original starting point/artwork. Refer back to Klee's work and the shapes he used, make comparisons.</p>	<p>What did I find difficult? What shape would I carve next time? Why? Would I choose a different colour/how could I create a different colour? Can I talk about the carving and printing process and what I have learnt this half term?</p> <p>Finished evaluation of own shape print.</p>
<p>Key Vocabulary: Tier 2 – compare, similar, different, colour, line, shape, stamping, pattern, print, creating, perfecting, choosing, repeating pattern Tier 3 – artist, Paul Klee, 2D printing, technique, contrast, relief, recess, surface, raised area, carving application, designing, evaluate, improve</p>		



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Art Planning

Year: Year 1	Topic: 2D Painting and Drawing Artist: L S Lowry & Ana Schmidt	Term: Spring (Cycle A)
<p>NC Links:</p> <ul style="list-style-type: none"> to 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 <p>taught 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 work.</p>		
<p>Lesson 1: I can explore and evaluate colour, shape and pattern.</p> <p>Key skills covered: Analysing, comparing and researching a range of artists work.</p>	<p>Introduce the endpoint in terms of technique that we will use.</p> <p>Compare and Evaluate: Show some images of Lowry's work. Critical dialogue- colours, content/context of picture etc.</p> <p>Compare second artist Ana Schmidt within the dialogue-concentrating on colour, form, shape and space when examining the Landscape features.</p> <p>In Reception you looked at a variety of houses and homes. Now we are going to look at urban landscapes. What's an urban landscape? Discuss differences of what the children think they may see.</p> <p>Why are we studying Lowry and Schmidt? Who are they, what did they paint, with which media and where was the focus of their landscapes?</p> <p>https://en.wikipedia.org/wiki/L. S. Lowry (Lowry Bio) https://en.wikipedia.org/wiki/L. S. Lowry (images of Lowry) https://www.tate.org.uk/art/artists/l-s-lowry-1533 (Lowry's work)</p>	<p>Sketchbook work: Brief bio of Lowry and his work.</p> <p>Evaluation of two pieces of work-Children to use key vocab to look at similarities and differences. Children's analysis and understanding of two urban landscape images.</p> <p>Can the children research and find another artist with similar work?</p>



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Art Planning

<p>Lesson 2: I can gather ideas and skills.</p> <p>Key skills covered: Researching detail, distance, what colours to use to create light, shadow and atmosphere.</p>	<p>Gathering Ideas: Gather a range of 2d urban images to build a visual guide of ideas. Lowry focused on mill scenes and industrial landscapes and Schmidt focused on abandoned urban spaces painting and drawing from a birds eye view(Use magazines, pictures, paintings, parts of images etc.)</p> <p>To research and gather own stimulus for ideas of landscapes to start the building ideas process. Paying particular attention to shape, space, form and colour.</p>	<p>Sketchbook work: Children to arrange ideas into Sketchbook labelling what they want to feature in their own landscapes. Focus on buildings.</p> <p>A collection of children's choice of appropriate stimulus for their landscapes.</p>
<p>Lesson 3: I can gather ideas and practice new skills (mixing colours).</p> <p>Key skills covered: Colour exploration. Mixing to create a secondary colour and a lighter or darker one too.</p>	<p>Discuss and compare the difference in colour and style between the two artists. Lowry used a palette of only five colours black, white, red, blue and yellow. Schmidt used more colours and blended them together to sometimes create foggy scenes. Which style do you wish to convey and what atmosphere? How can this be created?</p> <p>Children to decide what style they would like their urban landscape painting to be. Explore the colours used and how to create them by possibly mixing together from block colours, or ready mixed paint. Discuss the importance of sketching before painting to achieve a planned effect</p>	<p>Sketchbook work: Colour block and ready mix painting in sketch books after deciding which style to recreate. Explore how to make colours lighter and darker with the addition of both black and white as well as how to make secondary colours</p> <p>A colour palette of primary colours and black and white.</p>
<p>Lesson 4: I can gather ideas and practice new skills (drawing outlines).</p> <p>Key skills covered: Observational skills to draw landscape and simple additional features.</p>	<p>To look at the features and colour palette already gathered into sketchbooks to design pencil drawn urban landscape. Discuss what design ideas the children have. What would you like to include in your own urban landscape? How can this be achieved?</p> <p>Model: Model how to draw your outline for your landscape. Look at foreground and background. Build towards the foreground adding detailed features such as, figures and buildings.to create a relief impression.</p>	<p>Sketchbook work: Practise drawing their landscape using a chosen image/images already in sketchbook. Look at drawing outlines. For example, Lowry used simple bold outlines and Schmidt focuses sometimes on fainter, lighter outlines</p> <p>An outline of their chosen landscape complete with additional features if chosen</p>



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Art Planning

<p>Lesson 5 and 6: I can create a landscape drawing</p> <p>Key skills covered: Observational drawing from designs.</p> <p>Using colour block and/or ready mix paint with appropriate brush strokes/thicknesses and effects. Mixing colours and blending.</p>	<p>Look at the build-up of ideas so far and recreate/edit landscape design sketch from previous session. Recap the end points and what the aims are.</p> <p>Draw an urban landscape onto A4 cartridge paper ensuring children work from the top of the page down to the bottom and include additional features such as people, animals, buildings, sky line etc</p> <p>Paint will be added to complete their chosen design. Think about blending and parts that may need to be lighter or darker. How can this be achieved? Look at brush sizes and types ensuring chosen tools are suitable for purpose.</p>	<p>Sketchbook work: Copy of finished landscape drawing and painting in sketchbook by the end of session 6. Drawing a final design of chosen urban landscape.</p> <p>Adding block and/or ready mix colour.</p>
<p>Lesson 7: I can evaluate my work</p> <p>Key skills covered: Analysis Comparing Evaluating</p>	<p>A copy of the child's finished urban landscape in their sketchbooks ready for evaluation.</p> <p>Ideas of how to evaluate: Look everybody's landscapes through display of work on the IWB. Talk about similarities and differences within own creation.</p> <p>Model how to evaluate own stages/work/compare to original starting point/artwork according to design, colour and detail.</p>	<p>Sketchbook work: Make notes/words around their finished urban landscape in Sketchbooks. What went well? What do I like? Can I talk about the process and what I have learnt this half term? What, if anything would I do differently next time? Finished evaluation of own urban landscape drawing and painting.</p>
<p>Key Vocabulary: Tier 2 – colour, detail, similarities, differences. colour, distance, form, shape, shadow, light, dark, shadow, darker, lighter, detail, paint, mix, Tier 3 – urban landscape, detail, Primary colour, Secondary colour, blend, mix, Landscape, sketch, bold, outline, background, foreground, draw, analyse, evaluate</p>		



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<p>Lesson 1: I can explore and evaluate colour, shape and pattern.</p> <p>Key skills covered: Analysing, comparing and researching a range of artists work.</p>	<p>Introduce the endpoint in terms of technique that we will use.</p> <p>Compare and Evaluate: Show some images of Lowry's work. Critical dialogue- colours, content/context of picture etc.</p> <p>Compare second artist Ana Schmidt within the dialogue-concentrating on colour, form, shape and space when examining the Landscape features.</p> <p>In Reception you looked at a variety of houses and homes. Now we are going to look at urban landscapes. What's an urban landscape? Discuss differences of what the children think they may see.</p> <p>Why are we studying Lowry and Schmidt? Who are they, what did they paint, with which media and where was the focus of their landscapes?</p> <p>https://en.wikipedia.org/wiki/L. S. Lowry (Lowry Bio) https://en.wikipedia.org/wiki/L. S. Lowry (images of Lowry) https://www.tate.org.uk/art/artists/l-s-lowry-1533 (Lowry's work)</p>	<p>Sketchbook work: Brief bio of Lowry and his work.</p> <p>Evaluation of two pieces of work-Children to use key vocab to look at similarities and differences. Children's analysis and understanding of two urban landscape images.</p> <p>Can the children research and find another artist with similar work?</p>



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<p>Lesson 2: I can gather ideas and skills.</p> <p>Key skills covered: Researching detail, distance, what colours to use to create light, shadow and atmosphere.</p>	<p>Gathering Ideas: Gather a range of 2d urban images to build a visual guide of ideas. Lowry focused on mill scenes and industrial landscapes and Schmidt focused on abandoned urban spaces painting and drawing from a birds eye view(Use magazines, pictures, paintings, parts of images etc.)</p> <p>To research and gather own stimulus for ideas of landscapes to start the building ideas process. Paying particular attention to shape, space, form and colour.</p>	<p>Sketchbook work: Children to arrange ideas into Sketchbook labelling what they want to feature in their own landscapes. Focus on buildings.</p> <p>A collection of children's choice of appropriate stimulus for their landscapes.</p>
<p>Lesson 3: I can gather ideas and practice new skills (mixing colours).</p> <p>Key skills covered: Colour exploration. Mixing to create a secondary colour and a lighter or darker one too.</p>	<p>Discuss and compare the difference in colour and style between the two artists. Lowry used a palette of only five colours black, white, red, blue and yellow. Schmidt used more colours and blended them together to sometimes create foggy scenes. Which style do you wish to convey and what atmosphere? How can this be created?</p> <p>Children to decide what style they would like their urban landscape painting to be. Explore the colours used and how to create them by possibly mixing together from block colours, or ready mixed paint. Discuss the importance of sketching before painting to achieve a planned effect</p>	<p>Sketchbook work: Colour block and ready mix painting in sketch books after deciding which style to recreate. Explore how to make colours lighter and darker with the addition of both black and white as well as how to make secondary colours</p> <p>A colour palette of primary colours and black and white.</p>
<p>Lesson 4: I can gather ideas and practice new skills (drawing outlines).</p> <p>Key skills covered: Observational skills to draw landscape and simple additional features.</p>	<p>To look at the features and colour palette already gathered into sketchbooks to design pencil drawn urban landscape. Discuss what design ideas the children have. What would you like to include in your own urban landscape? How can this be achieved?</p> <p>Model: Model how to draw your outline for your landscape. Look at foreground and background. Build towards the foreground adding detailed features such as, figures and buildings.to create a relief impression.</p>	<p>Sketchbook work: Practise drawing their landscape using a chosen image/images already in sketchbook. Look at drawing outlines. For example, Lowry used simple bold outlines and Schmidt focuses sometimes on fainter, lighter outlines</p> <p>An outline of their chosen landscape complete with additional features if chosen</p>



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<p>Lesson 7: I can evaluate my work</p> <p>Key skills covered: Analysis Comparing Evaluating</p>	<p>A copy of the child's finished urban landscape in their sketchbooks ready for evaluation.</p> <p>Ideas of how to evaluate: Look everybody's landscapes through display of work on the IWB. Talk about similarities and differences within own creation.</p> <p>Model how to evaluate own stages/work/compare to original starting point/artwork according to design, colour and detail.</p>	<p>Sketchbook work: Make notes/words around their finished urban landscape in Sketchbooks. What went well? What do I like? Can I talk about the process and what I have learnt this half term? What, if anything would I do differently next time? Finished evaluation of own urban landscape drawing and painting.</p>
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Medium Term Planning Creative Learning Journey

Subject: Art	Topic: 3D-Clay Mosaic Tiles Artist: Invader & Gaudi	Differentiation
NC Links: <ul style="list-style-type: none"> to 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 taught 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 work. 		
Lesson 1: I can explore and evaluate colour, shape and pattern. Key skills covered: Analysing, comparing and researching a range of artists work.	<p>Introduce the endpoint in terms of technique that we will use.</p> <p>Show some images of Invaders mosaic tiles through his interests. Discuss rubikcubism, retro links, pixilation etc. Look at second artist Gaudi to compare and contrast. Repeating pattern etc. Discuss modern art. Critical dialogue with some discussion around the varying colour, shape, form and texture of Invader's and Gaudi's work.</p> <p>In Reception - you used play dough and salt dough, you looked at moulding and designing shapes. You also learnt how to collage with paper. Now we are going to combine those skills to look at how we can add media to clay to create a clay mosaic tile.</p> <p>Context: Why are we studying Invader? Who is he, where is his work and what did he do?</p>	Sketchbook work: Brief bio of Invader and his work. Evaluation of two pieces of work- Children to use key vocab to look at similarities and differences. Children's analysis and understanding of two contrasting tile images. Can the children research and find another artist with similar work?
Lesson 2: I can gather ideas and skills.	Gathering Ideas: Gather a range of 2D collage shapes/colour to build a visual vocabulary. (Use paper, shiny, glossy, card different colours etc.)	Sketchbook work: Have a square already in the books for children to collect ideas and build



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Medium Term Planning Creative Learning Journey

<p>Key skills covered: Researching colour and shape. Cutting shapes.</p>	<p>Research and gather own stimuli for ideas of collage to start the mosaic process. Paying particular attention to matching colours only use 3-4 colours, cutting shapes using angles and lines only, concentrate on size and filling the given space.</p>	<p>visual library with initial colour and texture groups. (Children to put collage pieces that match together-colour-texture.) A collection of children's choice of appropriate stimulus for mosaic showing thought about colour, size and shape.</p>
<p>Lesson 3: I can gather ideas and practice new skills (mixing colours).</p> <p>Key skills covered: Making sure design fits the space. Drawing straight lines and edges for outline. Expression of personal ideas.</p>	<p>To look at the colours and shapes already gathered into sketchbooks. Discuss which design could be on a tile. Invader used things he liked and was interested in-i.e. computer, retro games etc. What would the children like on their own tiles? Match to their interests.</p> <p>Model: Model how to draw your chosen design using a range of lines and angles on large squared paper. Taking care and emphasis over using straight lines for the outline of the design.</p>	<p>Sketchbook work: Practise drawing their chosen design into the sketchbook on squared paper using the model the teacher has shown.</p> <p>Children will have a completed design with a straight edged outline.</p>
<p>Lesson 4: I can gather ideas and practice new skills (manipulating plasticine).</p> <p>Key skills covered:</p>	<p>Analyse and compare designs created in previous session. What makes a successful mosaic design? Discuss a simple design and why it cannot be too intricate. Go back and look at Invader's tiles and discuss success criteria-compare to own design. Manipulate play dough/plasticine for children to gain a clear understanding of indentation and thickness of base, not too deep etc.</p>	<p>Sketchbook work: Finished picture of practise design. To create own mosaic design using plasticine and media.</p>



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Medium Term Planning Creative Learning Journey

<p>Selecting appropriate colour schemes. To stick and compose accurately.</p>	<p>Explore size of base, how to roll and square accurately using given tools such as clay boards, rods to square off, rollers, cutters etc.</p>	
<p>Lesson 5 and 6: I can create a 3D moosaic</p> <p>Key skills covered: To select media from a large selection. To construct from a planned design.</p>	<p>5- Gather 3D materials i.e. beads, buttons, tiles. Demonstrate sorting and looking closely at colour to find the nearest match to original design. To gather mixed media tiles/beads/glass etc into a bag each for their finished design. Concentrate on the colours and quantity needed for their design.</p> <p>6-Discuss the required thickness of clay base tile, refer back to session 4 regarding thickness, indentation, rolling and squaring. Recap the importance of what happens if it is too thin and what happens if too thick. Give the children the clay. Children to roll out and square clay using rods and boards. Copy design onto clay pressing the mosaic/media pieces in not to deep or too shallow.</p>	<p>Sketchbook work: To have required amount of planned mixed media and tools ready for next session.</p> <p>Children will have created finished 3D original Clay Mosaic Tile of their own idea.</p> <p>Stick photo of finished mosaic tile in the book.</p>
<p>Lesson 7: I can evaluate my work</p> <p>Key skills covered: To evaluate work referring to: line, colour and accuracy.</p>	<p>A copy of the child's finished Clay Mosaic Tile print in their sketchbooks ready for evaluation. Ideas of how to evaluate: Look at everybody's original designs on a large scale picture of all their tiles side by side on the IWB. Talk about similarities and differences within own creations. Model how to evaluate own stages/work/compare to original starting point/artwork. According to design, colour and process.</p>	<p>Sketchbook work: Make note/words around their finished tile. What went well? What do I like? Can I talk about the process and what I have learnt this half term? What, if anything would I do differently next time? Finished evaluation of own Clay Mosaic Tile.</p>



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Key Vocabulary:

Tier 2 – tile, colour, shape, create, arrange, shape, size, space, gaps, plan, space, sorting, practise,

Tier 3 – form, texture, mosaic, media, outline, design, manipulating, recreating, impression, manipulating, designing, design, indent, manipulate, analyse,



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Subject: Art	Topic: 3D-Clay Mosaic Tiles Artist: Invader & Gaudi	Differentiation
NC Links: <ul style="list-style-type: none"> to 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 taught 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 work. 		
Lesson 1: I can explore and evaluate colour, shape and pattern. Key skills covered: Analysing, comparing and researching a range of artists work.	<p>Introduce the endpoint in terms of technique that we will use.</p> <p>Show some images of Invaders mosaic tiles through his interests. Discuss rubikcubism, retro links, pixilation etc. Look at second artist Gaudi to compare and contrast. Repeating pattern etc. Discuss modern art. Critical dialogue with some discussion around the varying colour, shape, form and texture of Invader's and Gaudi's work.</p> <p>In Reception - you used play dough and salt dough, you looked at moulding and designing shapes. You also learnt how to collage with paper. Now we are going to combine those skills to look at how we can add media to clay to create a clay mosaic tile.</p> <p>Context: Why are we studying Invader? Who is he, where is his work and what did he do?</p>	Sketchbook work: Brief bio of Invader and his work. Evaluation of two pieces of work- Children to use key vocab to look at similarities and differences. Children's analysis and understanding of two contrasting tile images. Can the children research and find another artist with similar work?
Lesson 2: I can gather ideas and skills.	Gathering Ideas: Gather a range of 2D collage shapes/colour to build a visual vocabulary. (Use paper, shiny, glossy, card different colours etc.)	Sketchbook work: Have a square already in the books for children to collect ideas and build



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