

# St Ann's Curriculum - Medium Term Planning: Create Y1

## Core Skills:

### Active Learning

- To seek out and enjoy challenges
- To collaborate with others
- To show commitment and perseverance
- Assess themselves and others

### Basic Skills

- To speak clearly and convey ideas confidently
- To read and communicate ideas in writing efficiently and effectively
- To calculate efficiently and apply skills to solve problems
- To use new technologies confidently and purposefully

### Creative Thinking

- To ask questions to extend thinking
- To generate ideas and explore possibilities
- To overcome barriers by trying out alternatives
- To connect ideas and experiences in inventive ways

## Themed Skills: Create

- Show flexibility
- Organise time and resources
- Communicate their learning in relevant ways
- Work towards a goal
- Adapt ideas as circumstances change

## Curriculum Content:

Pupils should be taught

- 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
- 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

## Key Concepts:

**Care, Choice, Responsibility, Consequences, Protest**

# St Ann's Curriculum - Medium Term Planning: Create Y1

## Enquiry Question: Should we care about things we can't see?

Key learning (What will the children learn?)	How What opportunities am I going to give the children so that they can learn?	Outcomes (What will the learning look like? How will the learning be recorded?)
<p>Immerse - What the ladybird Heard Literacy Link</p> <p>Introduce the children to the new Project</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Look at pieces of artwork and begin to <b>describe</b> what they can see.</li> <li>• Begin to <b>describe</b> pieces of artwork in terms of line, shape and colour.</li> </ul>	<p>Display the enquiry question 'Should we care about things we can't see? Encourage the children to look at each letter which make up the words of the enquiry question Q- What is the same and what is different about each letter which makes up the enquiry question? and share concept words.</p> <p>Look at pieces of art work by the artist Henri Matisse especially Matisse's garden as well as other artists and describe Q- What do they see?</p> <p>The children to begin to describe the pieces of artwork and describe <b>HORIZONTAL, VERTICAL AND DIAGONAL LINES</b>. Long, short, thick, thin, straight, curved; line to show where to look. As well as Lines to show feelings- strong black vertical lines to give a sense of strength, whereas wavy curved lines may be felt as calm and relaxing. <b>SHAPES</b> which represent nature and shapes inspired by the natural environment and shapes which are more fixed and firm which represent our man made environment such as skyscrapers and roads. To encourage a concrete feeling of being strong. <b>COLOUR</b> to describe the tint and shade of the colour. Colours may have been lightened with white which are known to as tints and colours that have been darkened with black are called shades. Certain colours are linked with particular moods</p>	<p>Children to identify that each letters have been created using a different technique.</p> <p>Children to be able to clarify the key concept words.</p> <p><b>Knowledge</b></p> <p>The children will develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>The children will describe the line shapes and colours used by the artist Henri Matisse</p>

# St Ann's Curriculum - Medium Term Planning: Create Y1

<ul style="list-style-type: none"><li>• Begin to <b>clarify</b> ideas by recording first-hand observations</li><li>• <b>Demonstrate</b> increased skill with a range of techniques and materials (pencil, crayon, paint, collage)</li></ul>	<p>and feelings. Whether a colour is warm, cool or neutral can support different frames of mind and control the space in which it is displayed.</p> <p>The children to make a map of the farm where the ladybird heard the robbers who are going to steal the fine prize cow, using the techniques used by Henri Matisse to create the ducks and create pictures of the different animals using textured materials, gather lots of leaves and try to arrange them to make a picture look at the work of Andy Goldsworthy to find more examples of how nature can be used to make art. The children to use these inspirations to make their own</p>	<p>The children will be able to make links between their own work and that of Henri Matisse and Andy Goldsworthy their practices and disciplines</p>
---	--	--



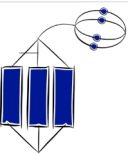
# St Ann's Curriculum - Medium Term Planning: Create Y1

<p>Immerse – The Very Hungry Caterpillar Literacy Link</p> <p><b>Skills</b></p> <ul style="list-style-type: none"><li>• Begin to <b>analyse</b> pieces of artwork by describing what they can see and explaining what they think or feel about it</li><li>• Begin to use first hand observation to <b>plan</b> their work.</li><li>• Begin to <b>compare</b> some of the techniques used in their own and others' work.</li></ul>	<p>Analyse the work of Henri Matisse cut outs and paintings, compare to the art work within the story The Hungry Caterpillar. Children to explore different techniques. Q- What can you see? Q- How does the art work make you feel? Q- What is the same and what is different about Matisse and Carle's art work? Q- Why do you think they chose to use this technique, colours shapes?</p> <p>The children to plan the lifecycle of a butterfly using techniques of their choosing, to create the different stages thinking about feelings, shapes and colours</p> <p>Working in pairs the children to identify the techniques they have chosen and why they have chosen them, thinking about feelings shapes colours. The children to compare the different techniques used and how their experiences influenced their choices</p>	<p><b>Knowledge</b></p> <p>The children to develop and share their ideas, experiences and imagination.</p> <p>The children to identify the links in their own work to the work of Henri Matisse and Eric Carle</p> <p>The children to use a range of materials creatively to design and make products, and share their ideas with others.</p>
---	---	---

# St Ann's Curriculum - Medium Term Planning: Create Y1

<p>Immerse - The Very Greedy Bee Literacy Links</p> <p><b>Skills</b></p> <ul style="list-style-type: none"><li>• Begin to use critique to <b>evaluate</b> their work and the work of others.</li><li>• <b>Develop</b> an understanding of some of the differences and similarities in the work of artists, craftspeople, and designers.</li><li>• Begin to <b>develop</b> their ideas – try things out and change their minds.</li></ul>	<p>Using the concept word the children to design their own protest board to 'save the bees' the children will research the work of different artists and explain how their ideas captures the feeling they are trying to express</p> <p>The children to develop their ideas using the similarities of the artists. Using feedback from others and having viewed other's techniques children to edit their boards.</p>	<p><b>Knowledge</b></p> <p>Use drawings painting and sculpture to develop their experiences</p> <p>Use a range of materials creatively to design and make products</p> <p>Develop a wide range of art and design techniques in using colour pattern texture line shape form and space</p> <p>Look at similarities and differences of a range of artists</p>
--	---	---

# St Ann's Curriculum - Medium Term Planning: Create Y1

Art Assessment		
<p>Multi-structural</p> 	<ul style="list-style-type: none"> <li>• Look at pieces of artwork and begin to <b>describe</b> what they can see.</li> <li>• Begin to <b>describe</b> pieces of artwork in terms of line, shape and colour.</li> <li>• Begin to <b>clarify</b> ideas by recording first-hand observations.</li> </ul>	<p>Names of children</p>
<p>Relational</p> 	<ul style="list-style-type: none"> <li>• <b>Demonstrate</b> increased skill with a range of techniques and materials (pencil, crayon, paint, collage)</li> <li>• Begin to <b>analyse</b> pieces of artwork by describing what they can see and explaining what they think or feel about it</li> <li>• Begin to use first hand observation to <b>plan</b> their work.</li> <li>• Begin to <b>compare</b> some of the techniques used in their own and others' work.</li> </ul>	
<p>Extended Abstract</p> 	<ul style="list-style-type: none"> <li>• Begin to use critique to <b>evaluate</b> their work and the work of others.</li> <li>• <b>Develop</b> an understanding of some of the differences and similarities in the work of artists, craftspeople, and designers.</li> <li>• Begin to <b>develop</b> their ideas – try things out and change their minds.</li> </ul>	