



Medium Term Plans

Year 1, Term 1

Year 1, Term 1	Print Making
	<p>Vocabulary</p> <ul style="list-style-type: none"> words related to print making <i>base boards, rollers, inks, natural, manmade, reproduce, repeat, arrange, design, pattern, overlap,</i>
<p>Learning Intentions</p>	<p>Activities</p>
<p>Exploring and Developing Ideas Children will learn :</p> <ul style="list-style-type: none"> To record from first hand observation, the similarities and differences of surface textures used in buildings. Recognise that different objects have different surfaces and that many can be recorded in a quick and simple way. to build on their findings and to extend them into patterns Examine a collection of objects and tools to use for printing. To increase manipulative skills through printing with a variety of objects To understand simple printing methods Begin to understand that patterns are applied to other materials wallpaper, cloth etc <p>Investigating and Making</p> <ul style="list-style-type: none"> Make photographs of houses in street near school to use for reference and as a resource Make objects to use for printing 	<p>Look at line, shape, texture and pattern</p> <p>Make a display of pictures and photographs with interesting shape, texture and pattern on buildings.</p> <p>Making a rubbing Examine surfaces. Discuss texture and appearance. Make rubbings on different surfaces found in the Playground and around school. Ask children: <i>What sort of textures did you find? What objects did you take the rubbings from? Were they natural/ man made surfaces?</i> Cut these out and make a large display. Make rubbings at home.</p> <p>Make a collection of objects to use for printing Explore the use of the objects. Print regular patterns in straight lines and columns. Also make irregular patterns. Try rotating the shape. Try changing the colour of the print. Ask: <i>What shapes did you use? Which is regular/ irregular? What is a line/ column? Do the patterns remind you of anything?</i> Make a book with examples of the printing</p> <p>Draw a simple outline of a house on cardboard Build up the surface of the cardboard by gluing fabric, string and other objects to the surface Use for printing.</p>



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Year 1, Term 1 - <i>Continued</i>	Print Making
Learning Intentions	Activities
<p>Investigating and Making Children will learn:</p> <ul style="list-style-type: none"> • The techniques of mono printing. • Use printing techniques for design tasks and to make pictures of houses 	<p>Children could:</p> <p>Make a group mural with printmaking designs.</p> <p>Make a variety of small prints to be used for a cut out or torn picture of houses.</p>
Evaluation	
Learning Intentions	Activities
<ul style="list-style-type: none"> • To review what they and others have done and say what they think and feel about it, including changes and further ideas 	<p>Help the children by asking questions.</p> <p><i>Is there any part you would like to change?</i></p> <p><i>How could you change it (by printing over the top, by adding another print)?</i></p> <p><i>Would you like to add anything?</i></p> <p><i>Can anyone suggest where something could be added?</i></p> <p><i>What would you like to do with your print now?</i></p>



Medium Term Plans

Year 1, Term 1 - <i>Continued</i>	Painting
	<p>Vocabulary Paint can be: <i>thick, thin, smooth, lumpy, runny, dry</i> Colours may be described: light, dark, pale, weak, shade, vivid, bright, strong, bold, rich, match</p>
<p>Learning Intentions</p>	<p>Activities</p>
<p>Children should learn:</p> <ul style="list-style-type: none"> To mix water and powder paint to a smooth consistency. To know how to make variations on a single colour To be able to apply colour to a surface using different sized brushes, sponges, card, fingers Children will match colours to achieve different effects in tone, shade and intensity. Know how to collect, tidy and take care of materials 	<p>Children should be taught basic techniques for colour mixing</p> <p>Collect a range of colour samples. Challenge children to make colours to match the samples</p> <p>Children practise mixing colour and experiment with different tools and brushes</p> <p>Look at colour charts (paint colour cards, fabric or wallpaper samples)</p> <p>Look at different tones or shades of the same colour e.g. <i>blue sky blue, ink blue, sea blue.</i> Consider the names given to paint on the charts.</p> <p>Look at colours in the environment. Look at photographs and pictures</p> <p>Experiment with colour, painting on different surfaces and using different brushes.</p> <p>Mix colours to match colour samples.</p>



Medium Term Plans

Year 1, Term 1 - <i>Continued</i>	Drawing
	<p>Vocabulary Children will use language related to drawing <i>Pencil, crayon, charcoal, pastel, line, curved, straight,, long, shape, square, rectangle, triangle, marks, smooth, rough</i></p>
<p>Learning Intentions</p>	
<p>Observing and Recording Children will learn:</p> <ul style="list-style-type: none"> To understand the differences and similarities between houses from different places and different times. To use the houses adjacent to the school to make first hand observations and recordings To visit a building and record aspects first hand To develop drawing skills. <p>Investigating and Making Learning Intentions</p> <ul style="list-style-type: none"> To apply previous learning and information gathered to design and draw a large picture with others To work together sharing ideas 	<p>Look at photographs and drawings of houses Collect and cut out pictures of homes <i>What are they made of? What shape are they?</i> Make line drawings of a home, referring to the pictures collected. Make a display of the drawings and add to this the pictures collected. Take photographs of local houses.</p> <p>Look at a local home. Encourage children to notice details such as the bricks, windows, window frames, gutters, slates tiles etc. Use viewfinders to look for shapes, patterns and decorations. Make drawings of the building.</p> <p>Talk about the shapes and textures in the buildings they have drawn. Provide opportunities for children to consider details of windows, chimneys, textures</p> <p>Children work in groups to produce a large picture of a group of houses. Suggest drawing the buildings with strong lines, followed by colour work with ink or paints.</p>