



Medium Term Plans

Year 1, Term 2	Painting
	<p>Vocabulary Paint can be: <i>thick, thin, smooth, lumpy, runny, dry</i> Colours may be described: <i>light, dark, pale, weak, shade, vivid, bright, strong, bold, rich, match</i></p>
Learning Intentions	Activities
<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 explore the use of colour to express a mood or feeling in painting. • Know how to collect, tidy and take care of material 	<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 paintings and discuss how artists have used colour to display mood or feeling e.g. anger, calm, happiness, sadness. Discuss how certain colours make us feel. Red- anger, danger Yellow, happiness Blue – calm Grey- sadness What are moods or feelings Choose a topic relating to a mood or feeling What colours might you use? What colours might you use? When others look at the painting what do you think they will feel?</p>



Medium Term Plans

Year 1, Term 2 - Continued	Drawing
	<p>Vocabulary Language related to drawing: <i>figure, plan, sketch, charcoal, pastel, pens, mark, line, straight, curved, marks, smudges</i></p>
<p>Learning Intentions</p>	<p>Activities</p>
<p>Children will learn to:</p> <ul style="list-style-type: none"> • Children will use a variety of materials and techniques in their drawings. • Children will use line, shape and marks to express moods and feelings in a drawing. • To develop observation and recording skills 	<p>Use lines and shapes to express moods and feelings Make a line shape mark that is happy, lazy, tired, surprised, angry, goes up hill and runs all the way down. Make lines shapes marks that you like/ dislike.</p> <p>Children work in pairs. Encourage them to decide a mood, e.g. angry, sad, happy Draw each other with different expressions. Draw each other from different angles.</p>



Medium Term Plans

Year 1, Term 2 - Continued	Materials
<p>Children investigate the qualities and potential of natural and man-made materials. They learn and extend manipulative skills through weaving, plaiting, tying, folding, fastening, cutting and constructing.</p>	<p>Vocabulary words related to tactile, sensory material; rough, smooth, transparent, patterned, furry, prickly, thin, thick, soft, shiny words related to materials: fleece, fibre, wool, thread, string, natural, man made.</p>
<p>Learning Intentions</p>	<p>Activities</p>
<p>Exploring the tactile and manipulative qualities of materials.</p> <p>Children should learn</p> <ul style="list-style-type: none"> • To use a stimulating collection of materials that will enable them to investigate and understand a range of tactile surfaces. • To use words that describe their experiences and knowledge • To identify and sort materials. • To explore different methods of joining materials <p>Designing and making a weaving Children should learn to:</p> <ul style="list-style-type: none"> • become more familiar with tools, techniques and the possibility for making art using different materials. • To understand the basic principles of weaving. • To become more aware of different forms of art, artists and designers 	<p>Children handle, discuss and describe the materials and sort into different categories Which fabrics do they like best? Use magnifying glasses to look at the fabric. How do they think it was made? Encourage them to touch and discuss the examples and notice similarities and differences in texture, colour and thickness. Using felt tip pens ask them to draw the different directions, thickness, pattern, texture and shapes of the fabric. Talk about the ways children can change the appearance of materials by: folding, scrunching, twisting, tearing, deconstructing, and pleating</p> <p>Explain that working with a partner is easier. One child holds the material while the other ties it. Use paint, ink, felt tips to change the colour of the fabric. Children could make a 'touch' picture using fabrics and threads. Make a piece of sewing threading thick thread through open weave hessian.</p> <p>Talk to the class about weaving, about warp and weft and how materials are woven together. Look at examples of fabric, refer to the work of Artists. Experiment with ideas using strips of fabric and paper. Use wood, straws plastic wire mesh to provide simple weaving frames. Use a wide range of natural and manmade materials to make a woven pattern</p>