






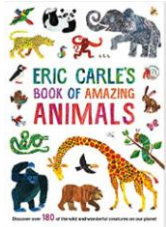




KS1 - Cycle A		Skills focus:		
Summer 1 – Where can I go on holiday? Contrasting locations – savannah and the coast.		Drawing, Painting, Collage		
Summary of activities	1) Creativity/ Generating ideas	2) Making skills/techniques	3) Factual knowledge and understanding	4) Evaluating/ reflecting
<p>Megan Coyle Explore collage works of art by Megan Coyle exploring the use of collage – what do the children like/ dislike about them? How do the colours contrast between the animals that live in the savannah and the ocean? Explore the idea of warm and cool colours. Explore creating warm and cool colours with paint to draw/paint an animal from the savannah in sketchbooks.</p> <p>Explore Megan Coyle's images of lions. Explore how to draw a lion's face with details. Use a range of coloured pencils/ oil pastels to demonstrate the warm colours.</p> <p>Explore adding collage to the lion face – cut/tear and layer different papers to create different effects. Explore making rubbings on papers to create effects/ printing on paper using found objects such as bubble wrap/cotton reels</p>  <p>e.g.</p> <p>Eric Carle Explore art by Eric Carle and discuss responses, likes and dislikes. Children to design/ label their own Eric Carle</p>	<p>Develop/share ideas</p> <ul style="list-style-type: none"> - To start to introduce a 'sketchbook' as a place to record individual response to the world – planning and developing ideas. - To respond to ideas and starting points. - To explore ideas and collect visual information. - To explore different methods and materials as ideas develop - To discriminate between choices and express their thoughts about the type of art they want to make. <p>Experiences/ Imagination</p> <ul style="list-style-type: none"> - To study the work of artists and cultures and use elements of this to influence their own work. - To have opportunities to work from imagination. 	<p>Drawing</p> <ul style="list-style-type: none"> • To begin to explore drawing exercises <p>Purpose:</p> <ul style="list-style-type: none"> • Create drawings from observation and from imagination <p>Lines/Shape:</p> <ul style="list-style-type: none"> • To explore a variety of drawing materials to make marks; e.g. pencil, graphite, pen, chalk, soft pastel, wax crayons, felt tips, charcoal. • To begin to control lines/ marks with a range of media. • To explore how to control the pressure of drawing materials <p>Surfaces:</p> <ul style="list-style-type: none"> • Draw on different surfaces with a range of media <p>Pattern/ Texture:</p> <ul style="list-style-type: none"> • To investigate how to show an expanding range of patterns and textures (e.g. describing, naming, rubbing, copying) <p>Painting</p> <ul style="list-style-type: none"> • To explore a range of paint, brush sizes and tools; (use thick and thin brushes) • Use different techniques to create effects - spattering, stippling, dripping, pouring etc to paint expressively. <p>Scale/surfaces:</p> <ul style="list-style-type: none"> • Paint on different surfaces, papers <p>Colour:</p> <ul style="list-style-type: none"> • To recognise and know the names of the primary and secondary colours. • To mix primary colours to create all secondary colours. 	<p>Factual knowledge:</p> <ul style="list-style-type: none"> - Study and describe the work of significant artists, crafts people and designers learning how and when they were made. - They describe the content, feelings and emotions conveyed by the work. <p>Formal elements:</p> <ul style="list-style-type: none"> - Learn the meaning of the words: colour, line, tone, shapes, textures and patterns. - Begin to use them in their art. - Recognise when they are using formal elements and describe how they are using them. <p>Suggested artists/ art movements: Collage -Megan Coyle</p> 	<p>Identify similarities and differences to other's work:</p> <ul style="list-style-type: none"> - To describe their work and the work of others; describing the formal elements of colour, line, shape, textures and patterns. - To compare their work to pieces of art – recognising what is the same and what is different - To share/ give an opinion about the work of others (as a class, in small groups and on a 1:1 basis) - To develop/ ask questions about a piece of art and/or stimulus. • Describe what you can see. • Describe what you like? Why? • How does it make you feel? • What would you like to ask the artist? - To create a piece of art in response to the work of another artist.

<p>inspired collage choosing an animal from the African savannah or ocean.</p> <p>Create collaborative group textured papers in the style of Eric Carle for everyone to use using large paper - Explore using different brush strokes, patterns and textures – scraping, stippling, adding prints. salt, sand effects.</p> <p>Children to cut and layer the painted papers/ mix materials to make their animal collage - layering papers, exploring different textures</p> <p>Finish by adding decoration – sequins, foils, glitters where necessary.</p> <p>Example – Eric Carle animal</p> 		<ul style="list-style-type: none"> • To share colour charts to compare variations of the same colour, describing collections of colours (finer variations). • To discuss, recognise and use warm and cold colours. • To mix a range of secondary colours and create tertiary colours with paint. <p><u>Pattern/Textures:</u></p> <ul style="list-style-type: none"> - To make textures such as sand, grit, salt. - To identify natural and man-made patterns. - Create patterns of their own- repeating/nonrepeating <p>Collage</p> <ul style="list-style-type: none"> - Develop collages, based on a simple drawing, using papers and materials - To use a combination of materials that are cut, torn and glued. - To develop tearing, cutting and layering paper to create different effects - To sort and arrange materials to different backgrounds (including in nature) - To use scissors in a controlled way, to cut with accuracy - To mix materials to create texture – fold, crumple, tear and overlap papers. - To have experience of adhesives and decide on the most effective for a given task. 	  <p>Eric Carle – illustrator</p>   	<ul style="list-style-type: none"> - To take photos of their own work to place in Seesaw. To use this documentation as a chance to use digital media and a discussion about how to present work to others. <p>Making choices and decisions</p> <ul style="list-style-type: none"> - To develop skills in orally describing their thoughts, ideas and intentions about their work, - To form opinions about the process of their work – saying what went well and how they might improve it. - To learn that it is normal to feel anxious about the outcomes. - To offer critical advice to others understanding that all artists do this and give confidence and praise. - To evaluate work as a class, in small groups and in a 1:1 situation
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