

THE WINTERTON FEDERATION MEDIUM TERM PLAN ART Autumn Term YEAR 1

Wonderful Winterton Can buildings Speak?	Learning Objective	Activity	Success Criteria
Session 1	To be able to identify shapes in buildings.	Look at different buildings together- What do you think this building is? What is it used for? How do you know? What different shapes can you see? Children to look at picture cards of various buildings and identify shapes that they can see and how many of each there are. Chn to go outside and identify different shapes that they can see around the school building.	I can identify a variety of different shapes. I can describe what I can see and like in the work of another artist.
Session 2	To be able to use a viewfinder to identify patterns and features in buildings.	Show chn a picture of a building – What patterns can you spot? What kind of shapes does the building have? Explain to the chn what an architect is. Chn are to use viewfinders to spot patterns, shapes and interesting features. Chn to use their viewfinders to copy the image into their sketchbooks.	I can draw using pencils and crayons. I can draw lines of different shapes and thickness, using 2 different grades of pencil.
Session 3	To be able to identify and record patterns in buildings.	Explain to chn how to create a rubbing. Show chn different rubbings from around a building and ask them to guess where the rubbing was taken. Chn are to collect 4 different rubbings from around the school/the church(?). Chn can then annotate their rubbings in their sketchbooks.	I can add texture by using wax crayons. I can make different kinds of shapes.
Session 4	To be able to design a mural to represent a particular building.	Explain that the chn will be designing and making a large mural as a class to represent a particular building – decide on the building as a class. Explain that all chn will design an individual ‘tile’ and then these will all be put together to create a mural.	I can use a simple painting program to create a picture. I can use tools like fill and brushes in a painting package. I can go back and change my picture.

		Chn are to design their tiles using ICT – this can then be printed and stuck in their sketchbooks for them to annotate.	
Session 5/6	To be able to create a section of a mural based on a previous design.	<p>Chn to look at theirs/their partners design from the last lesson and discuss/describe what they have created.</p> <p>The chn will be using clay to create their tile – how do you think you can make sure that your section stands out? How can you make it a really good section?</p> <p>Chn to create tile using clay and then paint it with acrylic paint once it is dry.</p> <p>When all chn have finished theirs, it can be arranged to create a mural (placing a paperclip in the tile when wet creates a good hook for hanging them together)</p>	<p>I can describe what I can see and like in the work of another artist.</p> <p>I can cut, roll and coil materials such as clay, dough or plasticine.</p> <p>I can choose to use thick and thin brushes as appropriate.</p> <p>I can paint a picture of something I can see.</p>
Cross-Curricular Links	<p>Maths – Geometry – Properties of shapes - recognize and name common 2-D and 3-D shapes</p> <p>Geography – Use simple fieldwork and observational skills to study the geography of their school and the grounds.</p>		