

THE WINTERTON FEDERATION MEDIUM TERM PLAN ART Autumn Term YEAR 2

Firework Art	Learning Objective	Activity	Success Criteria
Session 1	I can create a firework painting using colours that I have mixed.	<p>Follow the ppt and discuss primary colours with the chn.</p> <p>Explain that secondary colours can be made from mixing primary colours, let the chn have a go at this in their sketchbooks (in the style of the activity sheets).</p> <p>Explain that secondary colours can then be mixed to make lots of different colours.</p> <p>Show the clip of the fireworks to the chn and ask them to write down words to describe what they can hear/see on a slip of paper/post-it.</p> <p>Chn to choose some of their favourite colours that they made earlier and create a firework painting by using a paintbrush to put a dot of paint in the middle and then using a straw to blow the paint outwards.</p>	I can mix paint to create all the secondary colours.
Session 2	I can create and describe a bonfire collage, using warm colours.	<p>Follow the ppt and discuss warm/cold colours.</p> <p>As a class/small group, organise materials into warm/cold colours.</p> <p>Chn to choose some materials and fold/crumple/cut/tear them into small pieces – give them 5/10 minutes to organise them into a picture on their table (take pics to stick in sketchbooks and annotate)</p> <p>Look at the pictures of bonfires and discuss whether they can see warm or cold colours – why?</p> <p>Discuss alliteration and come up with a class bonfire poem for which the class are going to create a bonfire collage for (save this as it might come in handy during session 5)</p>	<p>I can create individual and group collages.</p> <p>I can use different kinds of materials on my collage and explain why.</p> <p>I can set out my ideas using annotation in my sketch book.</p>

		Chn to create their own bonfire collage in their sketch books and annotated when dry– why did you choose this material? Is it warm/cold? Why?	
Session 3	I can create a picture of a sparkler using pastels.	<p>In sketchbooks, the chn are to draw lines of different thickness and decide which ones would be best for the criteria listed on Slide 3 of the ppt – they could annotate a few of these.</p> <p>The chn can then list adjectives to describe a sparkler using their senses.</p> <p>Follow the instructions on Slide 7 and experiment with pastels in sketchbooks and annotate.</p> <p>The chn can then create their own pastel sparkler picture using the different effects that they have found.</p>	<p>I can use different grades of pencil in my drawing.</p> <p>I can use pastels.</p> <p>I can demonstrate my ideas in my sketchbook.</p>
Session 4	I can use ICT to create art.	<p>Look at the photos of Bonfire Night on the ppt and discuss anymore adjectives as a class.</p> <p>Follow the ppt instructions on how to make a piece of firework art on the computer.</p> <p>Once finished, this can be printed out and stuck in sketch books, the children could either type a few sentences to say what they like/dislike about it or can write this underneath.</p>	<p>I can create a picture independently.</p> <p>I can use simple IT mark-making skills e.g. brush/pen tools.</p>
Session 5	I can use my art skills to create a final piece of work.	<p>Follow the ppt and as a class, come up with lots of adjectives on the board to describe fireworks that you have used/seen over the past sessions.</p> <p>Using these, the chn are to come up with an acrostic poem for Bonfire Night (or similar) and present it in their sketchbooks – they could use a repeating border, or any other skills that they have learnt during the past sessions.</p> <p>They can then write a few sentences on the next page to say why they chose the type of art that they did.</p>	<p>I can demonstrate my ideas in my sketchbook.</p> <p>I can set out ideas in my sketchbook using annotation.</p>

Extra Cross- Curriculum Links	English – I can use alliteration. I can write a poem. I can use adjectives to describe. History – Looking at Guy Fawkes.
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