



Art Medium Term Plan

Year A		Term:	Autumn 2	Unit:	Healthy Humans
Big Question:	How can we create our own				
Prior Substantive Knowledge	3D ➤ To confidently use sculpting techniques to confidently explore the use of line, texture, colour, shape, to create different effects. ➤ To begin to demonstrate control of tools and materials of their choice to create a desired effect Textiles ➤ To confidently use sculpting techniques to confidently explore the use of line, texture, colour, shape, to create different effects. ➤ To begin to demonstrate control of tools and materials of their choice to create a desired effect			Cross-curricular	D.T
				Key Vocab	Texture: Both 3D sculptures and textiles have tactile and visual textures that contribute to their aesthetic and conceptual qualities. Pattern: Both fields can involve repeating designs or motifs that create visual rhythm. Structure: Refers to how a piece is physically organised or assembled, whether it's a textile's weave or a sculpture's form. Running stitch, blanket stitch, Papier Mache, natural, synthetic, stitching, threading, decoration, viewpoint
Substantive Knowledge:			Disciplinary Knowledge (Think like)		
Declarative Knowledge (Know what)		Procedural Knowledge (Know how)		Textiles	
➤ To discuss the styles of artists, craft makers or designers and use this to inform their own work. ➤ To analyse the styles of artists, craft makers or designers. ➤ To begin to understand the historical and/or cultural significance of a chosen artist/ art form.		To show confidence and independence when working creatively e.g. range of media on different scales.		➤ To begin to use learnt techniques in textiles in different contexts e.g. work on different scales both independently and collaboratively. ➤ To demonstrate control of chosen tools and materials to create a desired effect. ➤ To use learnt techniques in textiles in different contexts and with a variety of materials. 3D ➤ To begin to use learnt techniques in sculpture in different contexts e.g. work on different scales both independently and collaboratively. ➤ To demonstrate control of chosen tools and materials to create a desired effect. ➤ To use learnt techniques in sculpture in different contexts and with a variety of materials.	



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Teacher Knowledge		FRUITS		Faith Relationships Uniqueness Intellect Treat Others with Respect Salvation	
Key concept	Learning objective	Key components	Main input	Activity	Adaptive strategies
Visual Literacy	To be able to look at different artists and see how they portray fruit within art	Understand why the artists have painted/ created these pieces. Draw the fruit from eye and add in the textures Shade the fruit to show the different textures.	Show the children the different artists on the PowerPoint. Ask the children these questions: How are these artists similar? How are these artists different? How have they brought their design to life? Which one is your favourite piece and why? Show the children a fruit bowl and ask them to pick a piece to draw. Show the children some real fruit e.g. strawberries, apples, pears, pineapple	Children to draw their own piece of fruit and look at the different shades	Give the children a printed picture of the fruit bowl and allow them to touch and feel the fruits they are drawing.
Generate ideas	To be able to plan and create a realistic fruit using Papier Mache		Papier Mache- plan and make Show the children some pictures of Papier Mache fruit and vegetables. Get the children to decide if they want to make an apple, pear or orange (these will be the easiest to make) Ask the children to draw their chosen fruit and shade it in to help with the final product.	Children will need to plan their own piece of fruit	



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			Begin to model how to do Papier Mache and talk about how many layers are needed- 3 to 4 is the recommended layers.		
Create	To be able to add different shades of colour to create a realistic fruit		Papier Mache- paint Show the children a finished one and how to the shading of painting can be done to show the different textures and gradients of the shade of colour. 	Children will need to paint their fruits using watercolours or poster paints. Paint the fruit white to start with.	Have different colours and shaded painted on some paper to allow the children to know how to make these shades.
Textiles	To be able to understand different stitches		Stitching- practise		
Generate	To be able to plan a simple design and include the stitch		Stitching- Planning Show the children the Christmas pudding		
Present	To be able to apply the stitch to make a finished piece		Stitching, stuffing and sticking		