



Art Medium Term Plan

Mixed Key Stage Planning - Semi-formal / EYFS / KS1

Year	Apple Blossom – SEN Semi-Formal/EYFS/ KS1	Term:	Spring 1	Unit:	Penguins Possums and Pigs
Big Question:	How can we create penguins using different artistic techniques? Drawing, painting and modelling with clay				
Prior Substantive Knowledge	Knowledge about what a penguin looks like			Cross-curricular	Science, Geography, Understanding the World
	Understanding that things can be represented in different ways			Key Vocab	Look, shape, size, draw, paint, model, pencil, shade, paintbrush, colour, shape, pull, roll, knead, clay, pinch, squeeze, shade, tone, smudge, pressure, circle, oval, triangle, evaluate, like, dislike, change, tool, scrape, cut, poke
	Exposure to creative activities such as mark making and playing with playdough			Essential vocab	Paint, draw, mould, pencil, clay, tool, look, change, paintbrush
			Understanding of the cause and effect nature of their actions and movements in creative activities		
Substantive Knowledge (Know what)				Disciplinary Knowledge (Think like)	
EYFS Visual Literacy - Respond to ideas and starting points (e.g. a painting, an object, an experience, a person) - Give my opinion about artist's work. - Know that art comes in many forms. Generate Ideas - To explore different materials freely to develop their ideas about how to use them and what to make. - To develop their own ideas and then decide which materials to use. Create - To use colours for a purpose. - To use a range of tools. - Create collaboratively, sharing ideas, resources and skills. Present/Evaluate - To describe what they like about their work. KS1 Visual Literacy - To describe what they think and feel about the work of a chosen artist, craft maker or designer. - To talk about and answer questions about the starting point and the choices they have made. - To talk about the materials and equipment used in the work of others.				EYFS Drawing - To give meanings to the marks they make. - To draw with increasing complexity and detail; such as: representing a face with a circle and including detail. - Create closed shapes with continuous lines and begin to use these shapes to represent objects. Painting - Explore colour and colour-mixing. 3D - Develop their own ideas and then decide which materials to use to express them. - Manipulate and explore using modelling materials – rolling, kneading, pressing, pinching. KS1 Drawing	



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Generate Ideas - To talk about what they might change in their own work. - Adapt and make changes to their work and the tools they use as it develops - Create and explore with an open mind. - Create original outcomes. Create - To explore and record their own ideas, through painting, drawing, sculpture in response to first hand observations. - To begin to work creatively e.g. range of media on different scales. - To begin to use drawing, painting, sculpture and other art/craft and design techniques to explore the use of line, texture, colour, shape to create different effects. - To begin to demonstrate control of given tools and materials to create a desired effect e.g. change the size of brushes. - To show confidence in working creatively. Present/Evaluate - To talk about their ideas and their choices they have made e.g. chosen tools, media etc. - To describe some of the art and design techniques they have used in their work. - To talk about the features they like in their own work. - To use appropriate language to describe their opinions of their own and others work - Describe how they have changed and adapted their work for a specific purpose e.g. use of a specific tool to create more texture.				- To confidently use drawing techniques to confidently to 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 e.g. pencils, charcoal, pastels etc. Painting - To confidently use painting 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 e.g. brushes, sponges. 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	
Teacher Knowledge	The main shapes that a penguin is made up of are ovals and triangles. Different pressures can be used with mark-making tools to achieve different effects When using watercolours the more water that is added, the lighter the colour will be. Watercolour on a page should be fully dry before adding more layers in order to avoid damaging or tearing the paper. Alternatively, watercolour paper or card can be used. Clay needs to be softened before it can be properly moulded. It can be softened by playing with it for a while. Wetting hands can make clay more slippy and make it easier to create a smooth effect. All clay will dry naturally but air-drying clay will dry more quickly. Clay should be fully dry before it is painted. Clay is best painted on with poster paint or acrylic paint. Children should wear aprons. Acrylic paint does not come off clothes. See final page of MTP for art tools and techniques			FRUITS	Faith – Exploring our natural world through artistic expression Uniqueness – Exploring our individual and unique ways of creating art Treat Others with Respect – Giving feedback in a caring way Salvation – Understanding that even if we make a mistake we can work with it to make something beautiful
Key concept	Learning objective	Key components	Main input	Activity	Adaptive strategies
Visual Literacy and Generating Ideas	To explore monochrome mark making media EYFS - Visual Literacy	Be able to focus on the colours of a penguin	Hook: We will watch the opening scene of Happy Feet. We will then pause the scene and talk about what penguins look like. What can	In their Art books (or for their Learning Journey), children will explore different media to decide	Support with fine motor Adaptive mark making tools as needed



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6/1/25	Respond to ideas and starting points (e.g. a painting, an object, an experience, a person) Generate Ideas To explore different materials freely to develop their ideas about how to use them and what to make. KS1 - Visual Literacy To describe what they think and feel about the work of a chosen artist, craft maker or designer. Generate Ideas Create and explore with an open mind.	Talk about shade and tone Hold mark making tools Control mark making movements Follow instructions Explore smudging Explore pressure used with materials	we see? We will be learning about penguins in Science, Geography and Art this half term. Input We will look at a slide show of different representations of penguins (black and white) and talk about the shapes, tone and shading. We will also look at the mark making tools that have been used (pencil, pen, ink, chalk, charcoal, pastel). (teacher created) Fruit - Uniqueness	what they will be using to make their penguin art next week Pen Pencil Charcoal Chalk Graphite sticks Children to be supported with techniques such as smudging Semi-formal children – To look at one black and white picture of a penguin then to do a minimum of one mark-making tool to explore mark making as a sensory activity	Adult direction 1:1 activity Carpet time support Singing or dancing during Happy Feet to support engagement and sensory needs Makaton and visuals Simplified language Use of tissues for smudging if children have sensory needs
Drawing Create Evaluate 13/1/25	To use shape and shading techniques to create a monochrome drawing of a penguin EYFS – Drawing - To give meanings to the marks they make. - To draw with increasing complexity and detail; such as: representing a face with a circle and including detail. - Create closed shapes with continuous lines and begin to use these shapes to represent objects.	Have a comfortable pencil grip and good control to make marks Draw a continuous line to make a shape Use that shape or shapes to represent a penguin Use shading techniques to enhance the work	Hook: We will watch some funny videos of penguins in the wild. We will discuss the videos of penguins, discuss movement, shades, shapes when swimming or standing, tobogganing. https://youtu.be/Tcx6YyXvvRI?si=gQ9csdzk4X_wFH1L Input We will watch a video of how to draw a penguin and follow along with paper, clipboards and a pencil	Children will follow instructions to draw a penguin on a sheet of white paper. They will then choose a media from last week's lesson to add shading to their art work. We will share our work at home time and evaluate together Art work to be saved for next step as over the next two weeks we will explore colour and make a colour background to stick the penguin picture on	Funny hook video Carpet support Fine motor support and explicit 1:1 instruction Artistic freedom – no expectation of specific result Makaton and visuals Choice of materials



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	KS1 - Drawing - To confidently use drawing techniques to confidently to 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 e.g. pencils, charcoal, pastels etc.		https://youtu.be/H4euirKLH8s?si=cCqvG8WnC72EBY45 Fruit – Faith, Salvation, Respect	Semi-formal – to draw an oval or any shape with a continuous line then colour some of it in black	
Painting Generating Ideas 20/1/25	To explore colour, colour medium and techniques EYFS - Generate Ideas - To explore different materials freely to develop their ideas about how to use them and what to make. Painting - Explore colour and colour-mixing. KS1 - Generate Ideas - Adapt and make changes to their work and the tools they use as it develops - Create and explore with an open mind. - Create original outcomes. Painting - To confidently use painting techniques to confidently	Know and name colours and express favourite colours Understand colours can be layered or mixed to create new colours Be confident to explore colour Use paint brushes and paints to create an effect	Hook: We will sing a colour song https://youtu.be/wmsjmTUVHmc?si=eNltAiHKHS73VlsK Input We will look at a Powerpoint of different artworks of penguins where colour has been used in the background or as an addition (teacher created) Fruit - Uniqueness	Children will explore different paints and paint mixing to decide which paints to use next week. To enable them to fully explore watercolours we will do this on watercolour paper. Adult direction will be needed for more controlled blending etc in order to prevent children just painting the whole page without control Poster paint Watercolour Semi-formal to explore one colour media (child choice between watercolour or poster paint)	A lot of specific instruction and support in order to help children experiment and explore properly in order to focus on colour and technique rather than just sensory painting 1:1 Colour naming Extra time with some children



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	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 e.g. brushes, sponges.				
Create 27/1/25	To use colour and experimental techniques to create a background KS1 - Create - To use colours for a purpose. - To use a range of tools. - Create collaboratively, sharing ideas, resources and skills. KS1 - Create - To begin to demonstrate control of given tools and materials to create a desired effect e.g. change the size of brushes. - To show confidence in working creatively.	Explore colour Explore colour mixing Make choices about colour, tools and techniques Plan ahead Use tools with control and precision to achieve a desired result	Hook: We will watch a video of the story Penguins Love Colour https://youtu.be/2U21KrEhdk?si=DtqQcAiMqSFu7Oip Input We will look again at the colour Powerpoint. Today children will be creating their own colourful background for their penguins Fruit – Faith, Salvation, Respect	Children to choose whether to use poster paint or water colour If using watercolour children to choose whether to paint or whether to use a paintbrush for stippling or spraying If using poster paint children to choose whether to use flicking with a paintbrush or ear buds to dot as their technique. Penguin from previous week to be glued on top of background once dry Art work to be backed on black paper and put on display in class on our Wonderful Work board	A lot of specific instruction and support in order to help children experiment and explore properly in order to focus on colour and technique rather than just sensory painting 1:1 Colour naming Extra time with some children
Visual Literacy Create 3D 3/2/25	To explore clay techniques and tools in order to make a penguin EYFS - Visual Literacy Respond to ideas and starting points (e.g. a painting,	Understanding from previous lessons about the general shape and features of a penguin	Hook: We will watch a short video of Pingu. Pingu is a penguin who is made out of modelling clay https://youtu.be/r-sTMOyDVtU?si=7FwfXZQzml1b7JiE	We will make clay penguins. Allow time for children to investigate and play with clay/play dough, model making sausages and balls, egg shapes. Make a clay penguin; this technique does not add clay but	<i>Due to the sensory avoidant needs of many of the children in class and their difficulties in visualising future possibilities we will be using pre-coloured polymer clay. This will also allow for ease of making by being able to chunk the</i>



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	an object, an experience, a person) - Know that art comes in many forms. Create - To use a range of tools. 3D - Manipulate and explore using modelling materials – rolling, kneading, pressing, pinching. KS1 - Visual Literacy - To talk about the materials and equipment used in the work of others. Create - To begin to demonstrate control of given tools and materials to create a desired effect 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	Manual strength needed to manipulate clay Manual dexterity to use tools Making cognitive links between past experiences of playdough and similarities to clay Exploration of the properties of clay	Input We will talk about clay. Today we will be using polymer clay to make our penguins. We will watch an instructional video https://youtu.be/vTAKUW5-D6E?si=32AVikILD2WDU2t1 Fruit - Uniqueness	artists pull and form shapes from main lump of clay . - Roll a lemon/egg shape from clay. - Gently squeeze a head shape near top of egg. <i>Next step depends on penguin or animal sculpture.</i> - Pull from the clay wing shapes, beak and feet. - Use tools to pierce eyes or textures on wings and feet etc. - Use tools to highlight wing shapes etc, use hands to smooth and sculpt if preferred. - Allow to air dry. Semi-formal – children to roll an oval shape and use a tool to poke eyes. Children to do other steps if attention maintained and they are able to follow instructions but not necessary	steps and make them more visually obvious Support with rolling and squeezing Support for some children with fine motor delays when pinching Hand over hand to support tool use where needed Breaking steps into smaller steps Support for children who struggle to touch clay due to sensory issues
Create Evaluate 10/2/25	To display and show pride in their art work Present/Evaluate	Recall past sessions and what they did to achieve effects – materials, tools, technique	Hook: Mrs Bradley loves art work. Should we phone up and invite her and the children in Cherry Blossom to come to our art gallery?	Mrs Bradley to be invited to see our artwork on display and children to talk about their work Photos for art books	Support to not touch display Support to show Mrs Bradley the work



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	- To describe what they like about their work. Present/Evaluate - To talk about their ideas and their choices they have made e.g. chosen tools, media etc. - To describe some of the art and design techniques they have used in their work. - To talk about the features they like in their own work. - To use appropriate language to describe their opinions of their own and others work	Ability to identify what they like and don't like about their work or other work Ability to identify and state what they would do differently next time Confidence to talk about their own work	Input We will set up an art gallery for Mrs Bradley to look at our amazing work Fruit – Faith, Salvation, Respect	Semi-formal to be supported to go with Mrs Bradley as she looks at work and point to their own work (pre-verbal children)	Open and closed questions about the work Children supported to comment on other children's work
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6 MAIN WATERCOLOR TECHNIQUES



WET ON DRY

These techniques are usually applied over a dry surface.



PAINT LIFTING:

In watercolor, the color can be removed or lifted after it had been applied.



WET ON WET:

This method is mostly used for painting landscapes, simple skies, or soft watercolor washes.



GETTING PRECISE:

This is a very simple activity way to practice painting around the edges of the different shapes in a controlled way.



GRADATION:

Gradation can be created to transition from one color to the next.



FLAT WASH

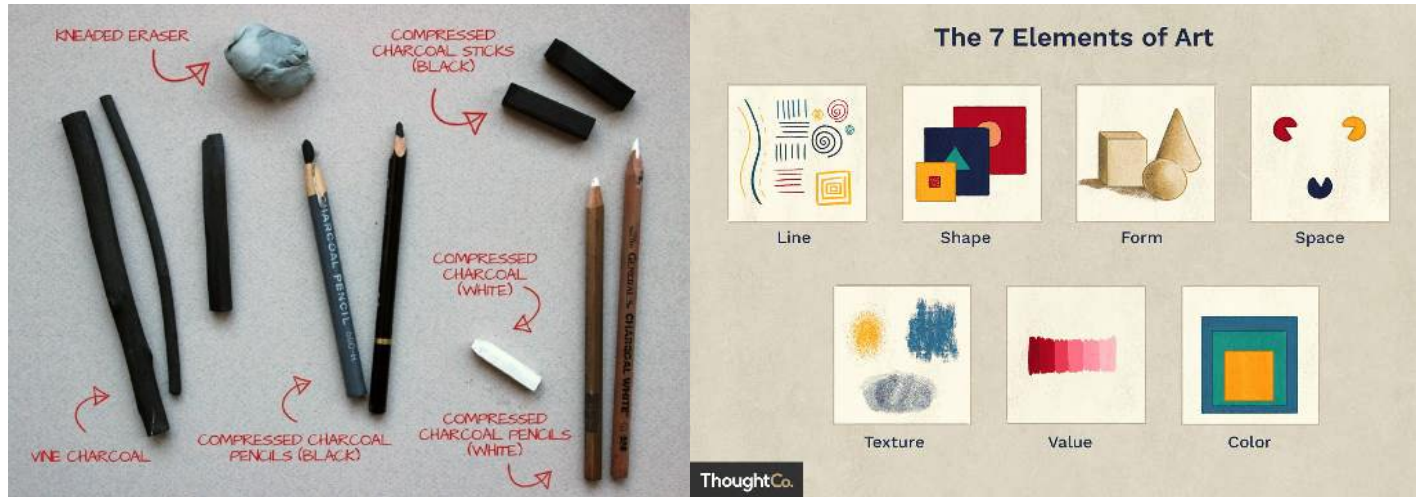
They are the most basic techniques you will need when you are just covering one area with color.

ARTIST HUE



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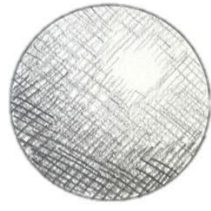
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Graphite Shading Techniques



Hatching



Crosshatching



Stumping



Stippling

