



The Valley Primary School Summer 2 Medium Term Planning Art – Joan Miro

Year Group(s): Nursery, Reception, Year 1 and Year 2.

Prior Learning & Knowledge *(what knowledge of this topic do the children already have/ include pupil interests)*
It will be helpful if the children have an understanding of art styles.

Learning outcomes and skills: *(make it clear which objectives relate to which year group if mixed age)*

Nursery:

C&L – S (6.1)

Use longer sentences of four to six words.

EAD – CWM (6.1)

Begin to draw with detail, such as representing a face with a circle and including some details.

EAD – CWM (6.4)

Make simple models which they can express their ideas about.

EAD – CWM (6.5)

Explore different materials freely, in order to develop ideas about how to use them and what to make.

EAD – CWM (6.7)

Develop their own ideas and then decide which materials to use to express them.

UTW-TNW (6.3)

Talk about what they see, using a wide vocabulary.

EYFS:

C&L – S (9.1)

Participate in small group, class and one-on-one discussions.

EAD – CWM (8.1)

To become confident when using a range of tools and techniques.

EAD – CWM (8.3)

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

EAD – CWM (8.4)

Return to and build on their previous learning, refining ideas and developing their ability to represent them.

EAD: CWM (9.1)

Safely use and explore a variety of materials, tools and techniques

EAD – CWM (9.2)

Share their creations, explaining the process they have used

KS1:

To use drawing to develop and share their ideas, experiences and imagination

To draw a Surrealist picture from my imagination.

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

To design a surrealist sculpture.

To make a Surrealist sculpture from clay

To paint my Surrealist sculpture using bright colours inspired by Joan Miró.

Key concepts:

NC Objectives –

To use a range of materials creatively to design and make products

To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key vocabulary:

Nursery: Joan Miro, painting, colour, size, life, home, colour, line, straight, dream, artist's books, printing, sculpture

Reception: Joan Miro, painting, realistic, colour, size, life, home, colour, line, straight, dream, artist's books, printing, sculpture, illustrate

KS1: Joan Miró, painting, Magical Realism, realistic, size, life, home, myself, surrealism, realistic, colour, line, straight, vertical, horizontal, diagonal, curved, irregular, symbol, automatic drawing, pictorial language, dream, imagination, Livres d'Artiste, artist's books, printing, printmaking, woodcut, relief printing, objects, materials, illustration, sculpture, sculptor

Continuous Provision: See weekly planning sheet for EYFS

Resources: paint, clay, scissors, glue, paper, coloured pencils, objects to print with

Teaching sequence suggestion

	Learning Objectives (for each year group) <i>EYFS- include area of learning and TMPF score E.G. EAD(BI)7</i>	Teaching Activities <i>(To include adaptations in task, questioning and skills for each year group and mixed age year group)</i>
<p>Week 1</p> <p><i>Questioning Support</i> <i>Adapataion/Assessment 3pportunities.</i></p> <p><i>Magical Realism</i></p>	<p><u>Nursery: EAD – CWM (6.7)</u> Develop their own ideas and then decide which materials to use to express them.</p> <p><u>Reception: EAD – CWM (8.3)</u> Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p><u>KS1 –</u> To use drawing to develop and share their ideas, experiences and imagination</p>	<p>Introduce Joan Miro, and explain this is the artist we are going to be focusing on this term.</p> <p>Look at some of Miro's paintings and allow children time to discuss each picture. <i>What can they see?</i></p> <p>Make a focus on The Farm painting. <i>What can they see? What is happening? Is anything strange about this painting?</i> (Point out that some things are strange in sizing.)</p> <p>Explain to the children they are going to draw things from their life, experimenting with the sizing. <i>Model drawing some simple things too big or small.</i></p> <p><i>Task: Children to try and draw some items from their own life, too big or too small. Support where needed.</i></p>
<p>Week 2</p> <p><i>Questioning Support</i> <i>Adapataion/Assessment 3pportunities.</i></p> <p>Surrealism</p>	<p><u>Nursery: C&L –S (6.1)</u> Use longer sentences of four to six words.</p> <p><u>UTW-TNW (6.3)</u> Talk about what they see, using a wide vocabulary.</p> <p><u>EAD – CWM (6.5)</u> Explore different materials freely, in order to develop ideas about how to use them and what to make.</p> <p><u>Reception: C&L – S (9.1)</u> Participate in small group, class and one-on-one discussions.</p> <p><u>EAD – CWM (8.1)</u></p>	<p>Recap learning and the artist we are learning about this term. Explain we are going to look at another art style they used called surrealism.</p> <p>Look at the Tilled Field, <i>what can the children see? How is this painting different from last week?</i> Move onto Catalan Landscape. <i>What shapes can they see?</i></p> <p>Look at the Harelquin's Carnival, and show the children what a harlequin looks like. <i>Can they find him in the painting?</i></p> <p><i>Task: Children to have a go at their own surrealism, using shapes etc to make their picture. Teacher to model first, support where needed.</i></p>

	<p>To become confident when using a range of tools and techniques.</p> <p>KS1: To draw a Surrealist picture from my imagination.</p>	
<p>Week 3</p> <p><i>Questioning Support</i> <i>Adapatation/Assessment Opportunities.</i></p> <p><i>Artist Books</i></p>	<p><u>Nursery: C&L –S (6.1)</u> Use longer sentences of four to six words.</p> <p><u>UTW-TNW (6.3)</u> Talk about what they see, using a wide vocabulary.</p> <p><u>EAD – CWM (6.5)</u> Explore different materials freely, in order to develop ideas about how to use them and what to make.</p> <p><u>Reception: C&L – S (9.1)</u> Participate in small group, class and one-on-one discussions.</p> <p><u>EAD – CWM (8.1)</u> To become confident when using a range of tools and techniques.</p> <p>KS1: To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>Recap previous learning. Explain we are going to be looking at Joan Miro's artist book today. Look at pages from the book, discussing what the children can see on each page. Explain to the children that we are going to try a technique called printing, a technique we have seen in Miro's work. <i>Model using objects to print, showing the children how to use the paint etc.</i></p> <p><i>Children to practice printing with objects. Support where needed.</i></p>
<p>Week 4</p> <p><i>Questioning Support</i> <i>Adapatation/Assessment Opportunities.</i></p> <p><i>Sculptures</i></p>	<p><u>Nursery: C&L –S (6.1)</u> Use longer sentences of four to six words.</p> <p><u>UTW-TNW (6.3)</u> Talk about what they see, using a wide vocabulary.</p> <p><u>EAD – CWM (6.4)</u> Make simple models which they can express their ideas about.</p> <p><u>EAD – CWM (6.5)</u></p>	<p>Recap learning about Miro being a painter and explain that he is also a sculptor. <i>What does that word mean?</i> Explain a sculptor makes sculptures. Have a look at some of Miro's sculptures, discussing what they look like. <i>What do you think he was trying to make?</i> Explain to the children that we are going to design a sculpture to make next week. Show children the Collage handout (Twinkl) <i>Children to cut out the shapes they want to use and make their design with them. Can they explain what they have made?</i></p>

	<p>Explore different materials freely, in order to develop ideas about how to use them and what to make.</p> <p><u>Reception: C&L – S (9.1)</u></p> <p>Participate in small group, class and one-on-one discussions.</p> <p><u>EAD – CWM (8.1)</u></p> <p>To become confident when using a range of tools and techniques.</p> <p><u>KS1:</u></p> <p>To design a surrealist sculpture.</p>	
<p>Week 5</p> <p><i>Questioning Support</i> <i>Adapatation/Assessment Opportunities.</i></p> <p><i>Making sculptures</i></p>	<p><u>Nursery: C&L –S (6.1)</u></p> <p>Use longer sentences of four to six words.</p> <p><u>UTW-TNW (6.3)</u></p> <p>Talk about what they see, using a wide vocabulary.</p> <p><u>EAD – CWM (6.4)</u></p> <p>Make simple models which they can express their ideas about .</p> <p><u>Reception: C&L – S (9.1)</u></p> <p>Participate in small group, class and one-on-one discussions.</p> <p><u>EAD – CWM (8.4)</u></p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p><u>KS1:</u></p> <p>To make a Surrealist sculpture from clay</p>	<p>Recap last week's lesson on sculptures, looking again at the pictures of Miro's sculptures. Explain to the children that they are now going to make their own sculptures using</p> <p>Model how to use the clay, rolling, pinching, putting together etc with the children.</p> <p><i>Children to use their design from last week to help make their model. Support where needed.</i></p>
<p>Week 6</p> <p><i>Questioning Support</i> <i>Adapatation/Assessment Opportunities.</i></p> <p><i>Painting the sculptures</i></p>	<p><u>Nursery: EAD – CWM (6.1)</u></p> <p>Begin to draw with detail, such as representing a face with a circle and including some details.</p> <p><u>EAD – CWM (6.5)</u></p> <p>Explore different materials freely, in order to develop ideas about how to use them and what to make.</p> <p><u>Reception: EAD: CWM (9.1)</u></p>	<p>Recap learning about sculptures and making their sculptures. Explain we are going to paint the sculptures. Discuss painting each part a different colour to make it stand out.</p> <p>Model how to paint the sculpture, discuss having to be gentle so the sculpture does not break as you paint it. What colours could the children use? What parts will they paint?</p> <p><i>Children to paint their own sculptures, support when needed.</i></p>

	<p>Safely use and explore a variety of materials, tools and techniques</p> <p><u>EAD – CWM (9.2)</u></p> <p>Share their creations, explaining the process they have used</p> <p><u>KS1:</u></p> <p>To paint my Surrealist sculpture using bright colours inspired by Joan Miró.</p>	
<p>Week 7</p> <p><i>Questioning</i></p> <p><i>Support</i></p> <p><i>Adapatation/Assessment</i></p> <p><i>Oportunities.</i></p> <p><i>Evaluation</i></p>	<p><u>Nursery: C&L –S (6.1)</u></p> <p>Use longer sentences of four to six words.</p> <p><u>UTW-TNW (6.3)</u></p> <p>Talk about what they see, using a wide vocabulary.</p> <p><u>Reception: C&L – S (9.1)</u></p> <p>Participate in small group, class and one-on-one discussions.</p> <p><u>KS1:</u></p> <p>To evaluate my sculpture.</p>	<p>Recap the previous few lessons about making and painting their sculptures.</p> <p>Explain that they are going to evaluate their sculptures. <i>What does evaluate mean? What needs to be included in their evaluation?</i></p> <p>Model how to set out an evaluation, and what it details.</p> <p><i>Children to evaluate their sculptures. Support where needed.</i></p>

Assessment *(linked to learning outcomes for each year group)*

Emerging	Secure	Exceeding
<p><u>Nursery:</u> <u>C&L -S (5.1)</u> Says 3+ words together in simple sentences</p> <p><u>EAD – CWM (5.1)</u> Begin to make simple models which express their ideas.</p> <p><u>EAD – CWM (5.4)</u> Express ideas and feelings through making marks.</p> <p><u>UTW -TNW (5.3)</u> Notices detailed features of their environment.</p> <p><u>Reception:</u> <u>C&L – S (8.1)</u> Links ideas and sentences, sticking to a main topic</p> <p><u>EAD – CWM (8.1)</u> To become confident when using a range of tools and techniques.</p> <p><u>KS1:</u> With support, to use drawing to develop and share their ideas, experiences and imagination With support, to draw a Surrealist picture from my imagination. With support, to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p><u>Nursery:</u> <u>C&L –S (6.1)</u> Use longer sentences of four to six words.</p> <p><u>EAD – CWM (6.1)</u> Begin to draw with detail, such as representing a face with a circle and including some details.</p> <p><u>EAD – CWM (6.4)</u> Make simple models which they can express their ideas about.</p> <p><u>EAD – CWM (6.5)</u> Explore different materials freely, in order to develop ideas about how to use them and what to make.</p> <p><u>EAD – CWM (6.7)</u> Develop their own ideas and then decide which materials to use to express them.</p> <p><u>UTW-TNW (6.3)</u> Talk about what they see, using a wide vocabulary.</p> <p><u>EYFS:</u> <u>C&L – S (9.1)</u> Participate in small group, class and one-on-one discussions.</p> <p><u>EAD – CWM (8.1)</u> To become confident when using a range of tools and techniques.</p> <p><u>EAD – CWM (8.3)</u> Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p><u>EAD – CWM (8.4)</u></p>	<p><u>Nursery:</u> <u>C&L – S (7.1)</u> Uses sentences of 5-8 words or longer</p> <p><u>EAD – CWM (7.2)</u> Join different materials in a variety of ways.</p> <p><u>EAD – CWM (7.4)</u> Create closed shapes with continuous lines, and begin to use these shapes to represent objects</p> <p><u>EAD – CWM (7.5)</u> To draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p><u>UTW-TNW(7.2)</u> Talk about what they see, in more depth, using a wide vocabulary.</p> <p><u>KS1:</u> To use drawing to develop and share their ideas, experiences and imagination To draw a Surrealist picture from my imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To design a surrealist sculpture. To make a Surrealist sculpture from clay To paint my Surrealist sculpture using bright colours inspired by Joan Miró. To evaluate my sculpture.</p>

<p>With support, to design a surrealist sculpture.</p> <p>With support, to make a Surrealist sculpture from clay</p> <p>With support, to paint my Surrealist sculpture using bright colours inspired by Joan Miró.</p> <p>With support, to evaluate my sculpture.</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p><u>EAD: CWM (9.1)</u></p> <p>Safely use and explore a variety of materials, tools and techniques</p> <p><u>EAD – CWM (9.2)</u></p> <p>Share their creations, explaining the process they have used</p> <p><u>KS1:</u></p> <p>To use drawing to develop and share their ideas, experiences and imagination</p> <p>To draw a Surrealist picture from my imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>To design a surrealist sculpture.</p> <p>To make a Surrealist sculpture from clay</p> <p>To paint my Surrealist sculpture using bright colours inspired by Joan Miró.</p> <p>To evaluate my sculpture.</p>	
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