

Summer Term Year 1 Flora and Fauna		Topic: Collaborate and Community		Cultural Capital: Watch art videos online to increase access to places you are unable to visit. Visit local galleries, museums, crafts groups, artists.		
<u>National Curriculum Objectives (KS1):</u>						
<ul style="list-style-type: none"> 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 to know 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. 						
<u>Enquiry Question: How can we use shape, line and colour to make collages inspired by flora and fauna around us?</u>						
Previous Learning:						
Reception:						
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Future Learning (KS2):						
<ul style="list-style-type: none"> Continue to develop understanding of how we can use line, shape and colour to make imagery, developing composition skills. Understand the importance of observation and imagination in making art. Appreciation that when we make art we can work alone or collaboratively to make work. 						
Lesson Theme	Retrieval	Learning Target:	Activity	Success Criteria	Vocabulary	Key Concepts
Lesson 1: Introduce artists	How are artists inspired by flora and fauna?	To respond vocally and visually to the work of artists who are inspired by flora and fauna.	Pupils will become familiar with the work of artists who are inspired by flora and fauna. Pupils will think about and articulate what they think about the work in discussion and in sketchbooks.	I have enjoyed looking at art made by other artists inspired by flora and fauna.	Flora Fauna Line, Shape, Colour, tones, hues, tints	That artists can be inspired by the flora and fauna around them.

			Pupils will have the opportunity to choose their favourite piece of art and make studies of it, enabling them to begin building a collection of experiences relating to line, mark making and colour.			
Lesson 2: Observational drawing	How can I be inspired by flora and fauna?	To respond to images and film of flora and fauna by creating observational drawings of the things I can see.	Pupils will spend time engaged in close looking and drawing to communicate what they can see verbally and visually. Pupils will develop their seeing and drawing skills using a hand-writing pen and experimenting with scale in sketchbooks.	I can look closely at insects and plants and make drawings using pen to describe what I see.	Observe, Graphite, Handwriting Pen	That we can use careful looking to help our drawing. And use drawing to help looking.
Lesson 3: Develop drawing skills	How can I expand mark making when drawing flora and fauna?	To continue close and careful looking of flora and fauna to develop my mark making.	Pupils will develop their looking and drawing skills and will introduce the use of colour and a variety of materials into their drawings. Pupils will demonstrate an ability to explore with new materials (oil pastel and chunky graphite), and will adapt to the new materials by working in large scale.	I can experiment using graphite and oil pastel and make my own insects.	Oil Pastel, Graphite, Handwriting Pen	That we can use a variety of materials to make images, and that the images we make can become imaginative.
Lesson 4 & 5: Minibeast collage	How can I use collage to invent a	To use collage to invent and create	Pupils will spend time practising cutting and	I can cut out shapes in different colours and use	Collage, Painted paper, cut, tear,	That we can use a variety of materials

	unique minibeast?	your own unique minibeast.	collage skills to explore shape and colour to build images. Pupils will demonstrate an ability to make choices about shape, colour, and composition by inventing their own unique minibeast. Pupils will communicate their thoughts and feelings about the work of artist Eric Carle in a class discussion.	these shapes to make an insect or bug. I can think about its body parts and what I would like them to look like. I have enjoyed looking at the illustrations in 'The Very Hungry Caterpillar', made by Eric Carle.	arrange, play, composition, elements. Minibeast/Insect Author, Illustrator	to make images, and that the images we make can become imaginative.
Lesson 6: Share, reflect, discuss	How can I reflect on my work and the work of my classmates?	To display the work made through the half term and reflect on the outcomes.	Pupils will display the work they have created in sketchbooks and on paper, and will demonstrate an ability to reflect on what they like and what they would like to try again through peer discussion.	I can share my artwork with the class. I can listen to what my classmates like about it, and I can share what I like about their work.	Present, Reflect, Share, Discuss	That we can reflect on our own work and the work of others in a peer discussion. That displaying our work in a clear space can make us reflect on it more clearly.

Learning Outside of the Classroom?

- Explore the local environment to spot insects in their own habitat.
- Make drawings outside in sketchbooks.
- Visit local museums with collections of insects.

Cross Curricular Opportunity:

- **English: Explore** The Very Hungry Caterpillar, or books illustrated in similar style.
- **Geography:** Explore habitats, soil, vegetation, cities/towns/villages, seasonal weathers. Use language which supports these ideas.
- **Science:** Identify common and wild plants, insects, food chains, life cycle, living and decay
- **PSHE:** Responsibility to the planet, Collaboration, Peer Discussion

Impact/Assessment

- Monitored by sketchbook work, one to one or small group conversation, whole class discussion, final outcome.
- Identify any personal challenges preventing meeting “I Can” statements
- Identify any weaknesses common to many in class which might help identify areas you need to focus on again as a teacher.
- Identify areas of particular strength which might benefit from being developed.
- No grades to be applied, no learning objectives in the sketchbooks, no teacher marking in sketchbooks.