

Highlands Primary School

ART Planning

(Topic/Maths/English)

Year Group 1 Week 1-6 Date 05\01\2015 to 13/02/2015

At Highlands Primary School we believe "We can if..."

Learning Intention(s)	Teaching and Learning (Key questions and activities)	Tasks/Organisation/AFL	Resources to enhance learning
<p>Children begin understand how penguins live and about their habitat</p> <p>Children begin to understand the press print process</p> <p>Children will continue to develop their drawing skills</p>	<p style="text-align: center;">POLE TO POLE Press print Penguin</p> <p>Note: this lesson is very short (30mins) so printing may take longer than expected.</p> <ul style="list-style-type: none"> • Week 1: Ask children what they know about 'penguins'. Do they know where they live or what they eat? • Ask children their thoughts on the films they have watched. • Week 2: Give children pictures of penguins to draw in their sketchbooks. • Week 3: show children what the print looks like... penguin print. • Explain a little about this process... age appropriate. • Demonstrate how children will draw onto the polystyrene. • Children begin to draw on their polystyrene • Week 4: While children wait for their turn to print they can draw pictures from the book 'lost and found'. Children can draw these in a hand made book... it will be a series of pictures they like and if they want to write they can. • Week 5: remind children how to draw onto their polystyrene show good examples. • Talk about the pictures from 'lost and found' children say what they like about the pictures 	<p>Tasks/Organisation/AFL</p> <ul style="list-style-type: none"> • What are the tasks? • How are we going to group the children? • How are we going to assess the children's learning? • What is the role of each adult(s)? <ul style="list-style-type: none"> • Week 1: Children to watch a short documentary on penguins. • Have videos docs on laptop • Children have pictures of a variety of penguins. • Adults (volunteers and TLA support) support where needed. • Week 2: Children work independently to draw a penguin • Week 3: have polystyrene cut and ready. Use pens to draw on it. • Children draw onto the polystyrene. Names on the back and on the card (black). • Have pictures from the book 'lost and found' by Oliver Jeffers, explain how they will do this, give each child a mini hand made book that they will draw the pictures in. This could be coloured paper. • Have a printing station set up. 	<p>Resources to enhance learning</p> <p>Sketch Books Doc videos Polystyrene Printing ink Pictures of penguins Pictures from book Lost and found by Oliver Jeffers 30 mini books coloured pencils pens</p> <p>Prompts for differentiation (to use within tasks)</p> <ul style="list-style-type: none"> • Visual support • Speaking and listening activities • Collaborative activities • Word banks/word walls/ friezes/ spelling charts • Vocabulary books (pre-teaching)/washing line words • Drama and role play • ICT including talking books, flip cameras, etc. • Peer support • Teacher modelling • Real experiences/objects • Practical resources • Repetition/revision • Scaffolding/frames/prompts • Sentence starters • Sorting sentences • Sentence completion/matching • Charts/tables/flow
<p>Word aware</p> <p>Penguin Habitat South Pole North Pole</p>		<p>Extension opportunities</p> <p>Drawing penguins and from the book 'lost and found'</p>	
<p>Success Criteria</p> <p>Children will know where penguins live and how they live</p> <p>Children will print using polystyrene, they will have a recognisable print of a penguin</p> <p>Children will have a mini book of favourite pictures of drawings</p>			

from 'lost and found'

- **Week 4-6:** children continue to queue to print and continue drawing their pictures.

Plenary

Week 1: share drawings of penguins. Children say what they found difficult and what they found easy when drawing their penguins. **Week 2:** the teacher picks out good examples, especially those with details! Children can say what they like about someone's work. **Week 3:** ask children who have already started their prints or have been drawing onto the polystyrene how they got on. **Week 4:** children share any helpful hints, or did they help someone today. Talk about how they overcome their problem. **Week 5:** ask children if their print is how they expected. Show some books children say why they chose the pictures they drew. **Week 6:** have a walk around gallery. Do they have a favourite!

Rights Respecting Schools/Spiritual, Moral, Social and Cultural Development

Children talk about animals they might have or their families have. Talk together and share, children give opinions about animals, wildlife, the zoo etc. Children demonstrate respect to each other and adults they work with.

Evaluation of Teaching and Learning the printing was very successful, children got the 'wow' factor, 'printing is like magic' children had a go printing with the teacher and then got on with their books.

charts/mind maps

Differentiation/Activities to support and/or extend learning

SEN support as needed

EAL support by peers and TLA

GAT

More detail in drawings and prints