



Sacred Heart Primary School Curriculum Theme Plan

Expressive Art and Design: Famous Artist - Eric Carle Reception - Term 2



Rationale: We look at art by children's author Eric Carle and we give children the opportunity to learn to use paint in new ways to create texture explore bright, textured paintings. They have the opportunity to develop and refine their own painting skills as documented in the painting progression of skills.

Attention Grabber: Show a variety of textured prints and let the children discuss what animals the prints make them think of. Share ideas and review some vocabulary learned in our Materials unit in Term 1.

Learning Objectives:

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.

Skills developed in this unit:

- Select and use a variety of tools in different sizes
- Develop brush stroke technique to add paint evenly to paper
- Look and talk about work produced describing simple techniques and media used

Overview:

Lesson 1: Who is Eric Carle? Brush techniques including sweeping motions to get a solid block of colour

Lesson 2: Adding texture. Children will learn to use a variety of tools to create textures over their block of colour

Lesson 3: Carle inspired flower art. Children use their textured paintings to create an Eric Carle inspired collage flower.

Lesson 4: Animal pattern exploration. Children experiment with different patterns and textures to make animal inspired prints.

Lesson 5: Animal patterns. Children choose which pattern they want to use for their animal and create an A4 sheet for their project.

Lesson 6: Animal construction. Children cut out the shapes they need for their animal body parts and paste them together in a collage for display.

SMSVC Links

Social – children compare how their work similar and different.

Discerning about the choices they make and the effects of those choices.

Social/Moral- Understanding that everyone has different talents and that it is important to try our best no matter what ability we have.

Vocational: using our gifts and talents and persevering with extended pieces of art work

Cross-Curricular Links

Science – using a variety of materials to create textures. Practising the vocabulary linked to this unit of work.

Physical development - fine motor skills developed by using different painting tools

Resources

Powerpoints, Eric Carle books, oil pastels, water colours, various paintings, paint, brushes, sponges, bubble wrap, brillo pads, pegs, cotton buds, foil, carpet pieces, fake grass.

Opportunities for enrichment:

Assembly - perform our class version of *Polar Bear, Polar Bear* using all 5 senses and show our textured animal creations.

Hold a painting “workshop” for preschool where the children have the chance to teach painting techniques to the younger children.

Impact/Assessment

Most Children will: learn to use a paintbrush in a sweeping motion to create a solid block of colour on paper – there may still be gaps in the paint; use a variety of materials to layer textures on top of a block of colour; manipulate a variety of materials to print different patterns, look and talk about the work produced.

Less Able Children will: need support to use a sweeping motion with a paintbrush to make a block of colour – it may not be a solid block; use materials to create textures with support; need support to select the tools needed to have the desired effect; look and talk about the work produced.

More Able Children will: learn to use a paintbrush in a sweeping motion to create a solid block of colour on paper; use a variety of materials to layer textures on top of a block of colour; manipulate a variety of materials to print different patterns, understand that different materials will produce different effects and textures, look and talk about the work produced and the effect they were hoping to create.