

Area of learning and experience:

Expressive Arts

Statements of what matters:

WM1: Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.

WM2: Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.

WM3: Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.

Descriptions of learning

Progression step 1:

- I can explore and experiment with a variety of creative techniques, materials, processes, resources, tools and technologies.
- I can share my creative work.
- I am beginning to design my own creative work.

Progression step 2:

- I can compare my own creative work to creative work by other people and from other places and times.
- I can use creative materials safely and with some control under supervision.
- I can give and accept feedback as both artist and audience.
- I am beginning to apply techniques in my creative work with guidance and direction.

Progression step 3:

- I can reflect upon how artists have achieved effects or communicated moods, emotions and ideas in their work.

Learning objectives

- Use simple shapes, lines and colours to decorate an egg.
- Create repeating patterns using shapes and colours.
- Design an egg using symmetry and planned patterns.
- Explore pattern and simple symbolic meaning in egg designs.
- Create a themed egg design inspired by culture, nature or ideas.
- Design a detailed egg using symbolism, refinement and personal meaning.

Resources needed

- Lesson Presentation
- Egg Outline
- Design Planner
- Egg Art Evaluation Sheet
- Pencils
- Rubbers
- Colouring materials (felt tips, crayons, coloured pencils, paints)

Prior learning

Children should have experience using basic drawing and colouring tools.

Time	Teaching activity	Teacher notes
10 mins	Introduce the theme of egg decoration to the children and show them the range of decorated egg images using the Lesson Presentation . Lead a class discussion using the observation questions on the slide.	<i>Use talk partners to support participation and children's confidence during the discussion activity.</i> <i>KS1 children should focus on naming colours and shapes.</i> <i>LKS2 children should discuss symmetry and repeating patterns.</i> <i>UKS2 children should discuss symbolism, cultural context, and intention.</i>
10 mins	Model planning a design using the Design Planner . Explain to the children that they should always plan their ideas before decorating and that mistakes are part of the creative process. Encourage children to be creative in their designs, there is no wrong design.	<i>You could model two different designs, simple and more detailed.</i> <i>Demonstrate that the children could start with light sketching first so that it is easier to erase and redo if required. This approach may help children that are less-confident artists.</i>

Time	Teaching activity	Teacher notes
10 mins	Give each child a Design Planner and explain that they are now going to plan their egg design before decorating.	<i>Differentiation by year group:</i> Year one: Draw shapes and choose their favourite colours to fill the egg with a design. Year two: Plan a repeating pattern using shapes and colours. Year three: Use symmetrical patterns and plan individual sections. Year four: Think about patterns that are inspired by cultural designs and think about the meaning of the design. Year five: Plan a themed design. Year six: Plan a detailed symbolic design showing personal meaning.
20 mins	Give each child an Egg Outline and, using the resources provided, explain to the children that they are now going to decorate their eggs according to their plans.	<i>Whilst children are completing their designs, circulate the room prompting thinking with questions such as, 'Why did you choose these colours?', 'Can you make a repeating pattern?', 'What does this symbol mean to you?'. Record pupil voice as appropriate.</i>
	Lead the children in sharing their work through a gallery walk, partner discussion or a whole-class showcase, dependent on time and class structure. Prompt the children to reflect using the questions on the slide. As a closing activity, give each child an Egg Art Evaluation Sheet to complete.	<i>KS1 children can use the sentence starters for their reflections.</i> <i>KS2 children's voice could be captured.</i>

Lesson reflections / next steps / teacher notes

Assessment opportunities

- Observe children's use of colour, pattern and control during their creation.
- Analyse children's answers to questions about their design and intentions.
- Evaluate the finished outcomes against the learning objectives.

Suggestions for future learning

- For future art lessons, this could link to exploring cultural art traditions in more depth or a deeper look at a specific artist.

Home learning opportunities

- Children could design a different egg inspired by a celebration, culture or a personal idea.
- Encourage children to research eggs around the world and identify patterns and colours.