

Pioneer Federation
Medium term plan
Cycle 2, Term 3
Art



Subject: Art			
Key Concept/ Theme: What makes a hospitable environment? Illustration and character design			
Prior Learning links: observing, recording ideas, exploring tools and techniques, mark making, discussing likes and dislikes related to artwork			
Vocabulary: Cross Hatching, Blending, Stippling, Contour hatching, Scumbling, tonal shading, colour blending, cool, warm, tones,			
School specific areas to cover (Add in any local areas of study, trips and people)			
CP	EH	SMV	PM
	<p>Resources needed for unit: Session 1- 3: Pencils, rubbers, sharpeners, sketchbooks Session 2: mirrors, pastels, watercolours, pencils, photocopies of Manga images. Session 3: storyboards, story in words from Midnight Cross. Session 4: Session 5: Pencils, rubbers, sharpeners, sketchbooks, watercolours, brushes, water pots A Prior learning reconnection Future learning links: Sketchbooks SEN support: Provide different types of scissors if some children have fine motor difficulties. Different types of pencils- triangle grip/ chunky. Different types of paintbrushes- short/long/thick/thin. Opportunity to sketch/paint on a slope if needed. Choice to stand rather than be seated. Give examples of different works of art made by children of the same age to provide inspiration. Teacher to demonstrate and model a work in progress.</p>		
1.	<p>COMPLETE FRONT COVER SHEET- What do the children remember from previous years? Hint back to EYFS/KS1/LKS2 Deeper learning question: What is sketching? Which techniques do you like/dislike and why? LO: Let's learn about tonal shading with pencils Need to have a discussion about how artists use sketchbooks- jottings, samples, tiny fragments of interesting items. How does a sketchbook look? Show some examples from the power point.</p>		

Pioneer Federation
Medium term plan
Cycle 2, Term 3
Art

	<p>Activity: Use ppt/video clip to develop shading techniques; Cross Hatching, Blending, Stippling, Contour hatching, Scumbling, Using the ppt you can develop the children's tonal skills sketching items around the classroom in their sketchbooks. Model how to draw and develop note taking on the pages. Plenary- Ensure the children have time to completed their note taking/reflections on their sketchbook pages. At the end of the session have a walking gallery- encourage children to give kind, helpful and specific feedback.</p>
2.	<p>Deeper learning question: How do artists make their illustrations look 3D? Reconnection: Let's look at last week's vocabulary- Cross Hatching, Blending, Stippling, Contour hatching, Scumbling, LO: To develop a Manga style Activity: To draw a self- portrait in Manga style. What is Manga, illustration, features, subject? New vocab from the front cover sheet. Match the illustrations with their artist- warm up session. Share the key features of Manga style. Model how to draw eyes in the Manga style. When drawing faces remember to take a single detail first or the shape of the face. Use the whole page of the sketchbook, remember all the facial features. Discuss placement of the features (look at how eyes are usually one eye width apart, ears in line with eyes, eyes are half way down the face) SECOND PART –MIXING COLOURS- to use colour blending warm/cold/earthy colours, use tone for colour blending. Discuss these skills, let the children experiment these skills. At the end of the session have a walking gallery- encourage children to give kind, helpful and specific feedback. Describe the features used to create an emotion. What elements make it look like Manga?</p>
3/4	<p>Deeper learning question: How do Manga artists make the characters look 3D? Reconnection: What elements make it look like Manga? LO: To develop a Manga character- following a design brief Activity: Create a character for a design brief. What is personality, caricature, expression, portrait? Vocabulary from the front cover. Share the design brief for the character and story. The client needs a person who is pulling a sword from a stone watch the clip- Midnight Cross. Children to think about their story and in in words/images on a simple storyboard- you can supply one/ask them to make their own. SEND might only need 3 boxes. Children to create the main character and then complete the story board. At the end of the session have a walking gallery- encourage children to give kind, helpful and specific feedback.</p>

Pioneer Federation
Medium term plan
Cycle 2, Term 3
Art

5.	<p>Deeper learning question: How do Manga artists' creation emotion and action?</p> <p>Reconnection: Review the colour mixing lesson tones and colour blending</p> <p>LO: To develop colour mixing skills- create tone and shade- watercolours</p> <p>Activity: To add tones and colouring blending to the story board ready for the client.</p> <p>Discuss how to carefully colour the background first before adding colour and tone to the figures/foreground- explain why this is necessary- prevents painting over carefully drawn images.</p> <p>End of unit assessment: At the end of the session have a walking gallery- encourage children to give kind, helpful and specific feedback. Describe how the image meets the client brief Does the first page hold the attention of the reader? Is the order clear and easy to follow? Did your buddy follow their story board plan Children to write a compliment slip to place inside their peers sketchbook.</p>
<p>End points:</p> <p>A completed storyboard in the style of a Manga artist, designed to fulfil a brief from an imaginary client.</p> <p>The children will have been developing their sketchbook as working journal to explore their thought processes and choices, with examples and notes.</p>	