

Pioneer Federation
Medium term plan
KS1 Cycle 1, Term 6
Art



Subject: Art			
Key Concept/ Theme: drawing Why does change happen?			
Prior Learning links: Cycle 1 -T3 How does weather affect our lives? Cycle 1 - T4 What makes Africa unique?			
Core Vocabulary: line, look, shape, outline, silhouette, colour			
Aspirational Vocabulary: observe, abstract, photography, composition, silhouette			
School specific areas to cover (Add in any local areas of study, trips and people)			
CP	EH	SMV	PM
<ul style="list-style-type: none"> Resources needed for unit: cyanotype printing paper (from amazon), acrylic sheet (or the acrylic from the inside of photo frames), crocodile clips, graded pencils, charcoal, thin ink pens, cyanotype paper, chalks, oil pastels, paints 			
SEN support: scribing on post it notes, vary size of chalks/pencils/illustrations, provide easel, choice to stand rather than be seated, teacher modelling, provide examples for inspiration			
Future learning links: Cycle 2 - T1 Why does change happen? Cycle 2 -T2/ What happens if my environment changes?/ Cycle 2- T6 Do you need a castle to conquer?			
1.	<p>Start of unit assessment task:</p> <p>Prior to starting the lesson, ask children to draw a plant from a picture or having it in front of them in their sketchbooks. Then, at the end of the term and after teaching the art skills this term children to repeat the task through the completion of the end task. The purpose being that the progression of skills can be clearly seen not only within the sketchbook work, but between the first task and end goal task. (This will be instead of an end of term quiz). Clearly label in sketchbooks that this is an prior to teaching assessment task.</p> <p>Deeper learning question: Describe what you notice about the way an artist has used a continuous line.</p> <p>Prior learning reconnection (year group, cycle & term): Cycle 1 -T3 How does weather affect our lives? Cycle 1 - T4 What makes Africa unique?</p> <p>We are learning to observe closely and draw what we see.</p> <p>Vocabulary: observe, look</p> <p>Activity:</p> <p>As our topic is growing, we will focus on drawing plants in the following lessons.</p> <p>Explain the importance of looking closely at an object before drawing it. Chn to take a piece of foliage off the table (or go outside to observe) and just look at it, telling their partner exactly what they see. Encourage them to use specific descriptive language linked to the object to describe it (thick, thin, long, bold, lines, patterns, symmetrical, delicate, dark, light etc). You may take an example and put it under the visualiser and really look at all the tiny details.</p>		

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	<p>To help us get to know the item we are drawing, we can do some warm up activities. E.g don't take your eyes off the object and draw it without looking at your paper. Create a continuous line drawing where you don't take your pencil off the paper when drawing. Draw with your non writing hand. All of this helps you to familiarise yourself with the shape of the object.</p> <p>https://mickburton.co.uk/new-work-from-april-2012-2/ Look at examples of work by British continuous line artist. And also https://www.lucyclaytonart.co.uk/journal/tag/continuous+line+drawing Discuss as a class what they like about the work of others using a bank of vocab (thin, thick, bold, strong, faint, free, delicate, light, long, short, patterned, rounded, sharp)</p> <p>Then once chn have chosen their object (you could even go outside and find a piece they want to draw) spend the rest of the lesson drawing the same item with a focus on looking closely at the details in the object. Children can explore using different materials (charcoal, pencil of different grades, thin ink pens (but be careful they don't make a mess by smudging etc. Ensure you model how they are to use an ink pen).</p> <p>At the end of the lesson, encourage children to look at each others' work quietly (modelling an art gallery environment) and talk about what has gone well/could be better and why linked to the LO. (Optional: You might give every child a person's work to focus and to comment on to ensure that the same child isn't being picked on each time). Encourage positive comments. Reinforce that there is no right and wrong and that we are all learning and practising different techniques to help us to achieve the end goal.</p>
2.	<p>Deeper learning question: Why is the quality of line important? Reconnection from previous learning: What does observe mean? Why is observing an object before drawing it important?</p> <p>We are learning to represent objects using line.</p> <p>Vocabulary: line, observe, look Activity:</p> <p>In today's lesson the focus is on line. Ask them to create as many different types of line on the next page of their sketchbook. Why is it important to use different types of line in your work? Reflect on the lines they have created. Can you describe them? i.e. Rough Bold Light Free Rounded Feint Strong Delicate Thick Thin</p> <p>Look at examples of artists who use line https://magazine.artland.com/line-art-follow-where-it-leads/ Jackson Pollock, Picasso, Keith Haring. And local artists Katy McMurray https://twokatsandacow.co.uk/collections/drawings</p> <p>Look at examples of them and discuss how they have used line and why there is a different quality of line depending on what is being drawn. Provide a bank of vocab to support discussion about what they notice. Chn to choose two artists and annotate and then compare the work in their sketchbooks. Is there a variety of types of line? Thick and thin? Darker and lighter areas? What effect does this have? Do we understand what the drawing is telling us with so few lines and tone? Do the lines create movement? Are they bold? Are there lots of lines or just a few long ones?</p> <p>They have a go at imitating one or more of the pieces. They could even have a go at drawing their foliage in the same style as one of the artists. E.g using very simple lines to draw something. Encourage the importance of observing their object carefully and changing the quality of line according to what they are drawing.</p>

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	<p>Again, provide a range of media to be used.</p> <p>Provide an opportunity within the lesson for children to look at what each other have created and comment on the quality of line used.</p>
3	<p>Deeper learning question: Why was it important to Georgia O’Keeffe to paint what she could see? Is painting what you see important?</p> <p>Reconnection from previous learning: Recap artists who use line. Why is the quality of line important?</p> <p>We are learning about Georgia O’Keeffe.</p> <p>Vocabulary: line, shape, abstract, curves, colour</p> <p>Activity:</p> <p>Look at artist Georgia O’Keeffe. Watch video explaining that she is famous for painting flowers (also use twinkl slides) https://www.youtube.com/watch?v=Q1ZziucjLyU</p> <p>She would zoom in and draw the inside of a flower on a big canvas which made her work look abstract. This meant that her paintings looked less like flowers but more of colour, line and shape. She wanted to capture how nature made her feel in her paintings. She often used soft curves and soft colours.</p> <p><i>"If I could paint the flower exactly as I see it no one would see what I see because I would paint it small like the flower is small. So I said to myself - I'll paint what I see - what the flower is to me but I'll paint it big and they will be surprised into taking time to look at it."</i></p> <p>Discuss her quote together. Look together at a piece of O’Keeffe’s art, discuss what they notice focussing on line, shape and colour. Then they annotate an example in own sketchbooks. They could have a go at imitating her work using chalks, oil pastels or watercolour paints (just add water to poster paints if you don’t have watercolour). Then have a go at drawing a piece of foliage/flower close up (it might be easier for the children to focus on a small part if they have an image of a flower and use a viewfinder to focus on a specific section.)</p> <p>Throughout the lesson, encourage them to remember how O’Keeffe looked carefully and represented what she saw and how it made her feel so that people would pay attention and stop to look.</p>
4	<p>Deeper learning question: Compare Anna Atkins’ work with Georgia O’Keeffe’s work.</p> <p>Reconnection from previous learning: Recap how O’Keeffe painted flowers. Why was it important to Georgia O’Keeffe to paint what she could see? Is painting what you see important?</p> <p>We are learning about cyanotype printing.</p> <p>Vocabulary: shape, line, photography, outline, silhouette</p> <p>Activity:</p> <p>Explore the work of Anna Atkins. English botanical artist and photographer Anna Atkins was the first person to illustrate a book with photographic images. Her cyanotypes used light exposure and chemicals to create detailed prints of plants. https://www.nhm.ac.uk/discover/anna-atkins-cyanotypes-the-first-book-of-photographs.html</p>

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	<p>Anna was born in Kent in 1799. Her father worked at the British Museum. Women weren't allowed to be scientists but botany (plant science) was acceptable for women to explore. Anna became a botanical illustrator. To afford to document the plants she found she used cyanotype printing. She is remembered for her photographic contribution</p> <p>Look at examples of her work. What do we like? What do we notice? Think about the line and shape. We can only see the outline (silhouette) of the object. Has she created art like the other artists? She has used a form or photography to record what she sees but by only recording the silhouette.</p> <p>Children to glue in an example of her work in sketchbooks and use line to imitate. Discuss how pressing the pencil hard or light affects the type of line we create. They could have a go at drawing foliage with simple lines and shapes, replicating that of a print.</p>
5	<p>Deeper learning question: Compare a cyanotype print ad an observational drawing.</p> <p>Reconnection from previous learning: What is cyanotype printing? Compare Anna Atkins' work with Georgia O'Keeffe's work. What is Anna Atkins famous for? What is the effect of putting light or hard pressure with a pencil?</p> <p>We are creating cyanotype prints of botanicals.</p> <p>Vocabulary: composition</p> <p>Activity: https://www.youtube.com/watch?v=KQ438yKOEYA</p> <p>Useful vide showing how to create a cyanotype print. Cyanotype paper can be bought on amazon.</p> <p>In this lesson, children will be deciding on the composition of their foliage in preparation for the print. They should remember the meaning of composition from last term's learning. While groups are creating their cyanotype print, the others could be deciding on their composition and creating an observational drawing of their plants in their sketchbooks. They will then use the same plants to create a cyanotype print of them.</p> <p>Children to evaluate their work- describe how they have used different line to represent what they can see and share what they like about their prints. How effective are they?</p> <p>At the end of the lesson, encourage children to look at each others' work quietly (modelling an art gallery environment) and talk about what has gone well/could be better and why linked to the LO. (You might give every child a person's work to focus and to comment on to ensure that the same child isn't being picked on each time). Encourage positive comments. Reinforce that there is no right and wrong and that we are all learning and practising different techniques to help us to achieve the end goal.</p>

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6	<p>End of unit assessment: Instead of a quiz, teachers should compare the initial assessment task with the final task as well as the journey of skills developed throughout the sketchbook.</p> <p>In sketchbooks, glue in a copy of their work, then children to reflect on their first and final piece of work. What was difficult? What have you learned to do that you couldn't do? What new things have you learned?</p>
<p><u>End points:</u></p> <ul style="list-style-type: none">- To learn about the work of artists Georgia O'Keeffe and Anna Atkins- To represent things observed with a variety of tools- To know how to represent objects using different quality of line- To know that the pressure put on a pencil will change the shade on the page.- To create a cyanotype print- To draw observationally	