

Pioneer Federation
Medium term plan
LKS2 Cycle 1, Term 2
Art



Subject: Art			
Key Concept/ Theme: Local landscape: How has our local area been impacted by change?			
Prior Learning links: KS1: Cycle 2- T6 Do you need a castle to conquer? (portraits) Cycle 2 T2 What happens if my environment changes? (collage)			
Vocabulary: Core vocabulary: proportions, tone, landscape, collage, emotions, print, line Aspirational vocabulary: expressionism, observational drawing, mixed media, fauvism			
School specific areas to cover (Add in any local areas of study, trips and people)			
CP	EH	SMV	PM
Visit to local area to draw observationally	Visit to local area to draw observationally	Visit to local area to draw observationally	Visit to local area to draw observationally
Resources for each lesson: Lesson 1: Photos of local area, paint, pencils Lesson 2: a visit to the local area to draw significant local features and landscapes, pencils/charcoal for drawing Lesson 3: printing ink, Styrofoam, rollers, paper plates for ink rolling, a range of paper to print onto Lesson 4: mixed media collage materials (fabric, card, paper, prints from the previous lesson, glue, scissors 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: LKS2: Cycle 2- T5 How do rivers change the land? (marbling/collage) UKS2: Parliament and Power (portraits)			
Substantive knowledge: Fauvisms, expressionism, Henri Matisse, David Hockney, André Derain			
1.	Deeper learning question: Does colour always evoke the same emotion for everyone? Prior learning links: KS1: Cycle 2- T6 Do you need a castle to conquer? (portraits) Cycle 2 T2 What happens if my environment changes? (collage) <i>Let's learn how artists use colour to express emotion.</i> Vocabulary: emotion, expressionism, fauvism Start of unit assessment task: Prior to starting the lesson, ask children to use the photos of their local area and re create it in any form they wish 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 is that the progression of skills can be clearly seen not only within the sketchbook, but between the first task and end goal task. (This will be instead of an end of term quiz). Activity: Explain the end goal of the unit of work: To create an observational drawing of a feature of our local landscape. These drawings will then be simplified and used to create a styrofoam print that we will use to create multiple prints of the same image. We will then explore how to layer these prints to create a collage.		

Pioneer Federation
Medium term plan
LKS2 Cycle 1, Term 2
Art

Explain that we will look today at artists who use colour to express a mood or a feeling.
Introduce and explain about expressionism <https://www.tate.org.uk/art/art-terms/e/expressionism> (In expressionist painting, colours may appear intense and non-naturalistic, forms become distorted, brushwork is typically free and paint application tends to be generous and highly textured. Typical images of reality, such as a landscape painting or a portrait, become dramatic expressions of the artist's inner feelings or emotions.) You may also introduce Fauvism which is similar in its use of bold colour (Matisse falls into this group) <https://www.tate.org.uk/art/art-terms/fauvism>

Study some examples of the following artists who use colour to express feeling/mood:

Henri Matisse
David Hockney
André Derain

This video explains how artists can use colour to express emotions. <https://www.youtube.com/watch?v=T5vFBH19kXc>

You might want to do a fun warm up by playing a piece of music and asking children to draw the shapes, colours and lines they imagine/feel when they hear it!

(for those who may need a boost of confidence to have a go <https://www.youtube.com/watch?v=Ke-byMYAcrI> this is a nice video about expressing feelings through art. A reminder that it isn't about creating 'perfect' art.)

After this, you might give them examples of the artists' work and in sketchbooks children annotate what they observe in the art. They may even have a go at drawing parts of them or labelling. E.g. *I like...because.../I like this technique because.../I can see that X has used Y because... /This makes me feel x.*

Next, they look again at the photo of the earlier landscape they re created and this time they paint it by mixing colours to help them express how they feel about it. How does the image make you feel? What colours might you use to help you show this?

As they work in sketchbooks, encourage children to reflect/evaluate verbally and if able, children could write their own comments. If scribing do so on a post it note as not to interfere with pupil's work.

2. **Deeper learning question:** Does everything have to be in proportion when creating art?
Reconnection from previous learning: why is colour important in art? How can colour be used to express emotion/feeling? Recap the work of the artists studied in the last lesson
Let's learn to explore proportions when drawing observationally.
Vocabulary: emotion, proportions, observational drawing, landscape
Activity:

Pioneer Federation
Medium term plan
LKS2 Cycle 1, Term 2
Art

	<p>Explain that today they will be going on a visit to the local area to draw observationally. This could be a view of a section of landscape or significant features of the village. (Before you go out you might look at photos of how their local area used to look to link to history learning.) You might consider using a viewfinder so they don't get overwhelmed by drawing everything.</p> <p>Introduce work by the artist David Hockney https://www.tate.org.uk/kids/explore/who-is/who-david-hockney and discuss his use of colour and what that might mean in his work. What can you say about what you can see? What do you notice about the art? How does he use colour? Why has he used x colour? They should glue in an example of his work in books and annotate with their thoughts/comments.</p> <p>Explain that when they draw observationally they will have to consider the proportions of what they are drawing. <i>What are proportions?</i> The number of measured parts that make something look the correct size next to something else. For example on the face it means the number of measured parts that make a face. It tells us about the distance between each of the features of the face i.e. eyes, nose, lips. How has Hockney used proportions? Highlight that when they are drawing observationally they are unlikely to get the proportions correct the first time so several sketches on the same page might be needed. There is no rule about how big or small their drawings should be. Teacher to model this in teacher sketchbook. These should be a series of quick sketches. (As a warm up you might get them to draw what they see without taking their eyes off the thing they are drawing/draw something in 1 minute, then again in 5 mins etc. This should help shake off the need for the work to be 'perfect')</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>
3	<p>Deeper learning question: Does tone have to be used?</p> <p>Reconnection from previous learning: recap what they learned about Hockney. What are proportions and how are they used to draw?</p> <p><i>Let's learn to create a print</i></p> <p>Vocabulary: print, tone, line</p> <p>Activity:</p> <p>Explain that today they will use their observational drawing of their local area and draw it in it's simple form using lines onto styrofoam for printing.</p> <p>Print: A print is an impression made by any method involving transfer from one surface to another</p> <p>How to print: https://www.youtube.com/watch?v=ls62PSy4qkE</p> <p>Year 3 should remember learning about Hugh Ribbans' lino prints in cycle 2 https://www.ribbon.co.uk/ . Can children say how he has used line to create dark and light areas? (thicker line/cross hatching/lots of little lines) <i>What is tone?</i> (How light and dark a colour is.)</p> <p>They should have a go at re drawing their landscape observational drawing from the last lesson by only using a series of simple lines to create dark and light areas. This could be done in sketchbooks before doing it on styrofoam. They select the colours they want to use to print. They should print several prints in preparation for the next lesson.</p>

Pioneer Federation
Medium term plan
LKS2 Cycle 1, Term 2
Art

	<p>They could explore layering prints using multiple colours depending on the emotion they want to evoke. They could print one example in books as evidence, but they should print the other prints on separate paper ready for layering in the next lesson.</p> <p>Children could annotate and evaluate by writing comments next to the print in their sketchbook. What has gone well? What do they like? What they might do differently next time.</p>
4	<p>Deeper learning question: What is the impact of layering?</p> <p>Reconnection from previous learning: how did you create tone using line? What is a print?</p> <p><i>Let's learn to create a mixed media collage.</i></p> <p>Vocabulary: mixed media, collage</p> <p>Activity:</p> <p>Mixed media: Mixed media is a term used to describe artworks composed from a combination of different media or materials</p> <p>Explain that today they will use their prints as well as a range of other media to build up layers to create an expressionist collage of their local area.</p> <p>Show examples of mixed media collage: https://www.tate.org.uk/art/art-terms/m/mixed-media https://scottishmountaineeringpress.com/creatives/publication/entry/fragments-of-the-land-mountain-memories/</p> <p>Also study the works of Henri Matisse including his technique for collage. (references to Matisse should be made in their sketchbooks. This could be done by doing a 10 minute collage of their landscape using simply cut shapes of coloured paper/card following the technique of Matisse)</p> <p>https://www.tate.org.uk/kids/explore/who-is/who-henri-matisse https://www.tate.org.uk/kids/make/cut-paste/collage-matisse-snail</p> <p>Then children to create their own collages.</p> <p>Children will have the freedom to layer and add to their prints as they wish. Encourage them to reflect on their use of proportions, tone, simple shapes and colour to express emotion as they work. This could be done in sketchbooks or on larger paper as they might be nice to display and it doesn't restrict children in terms of area to work. A photo can be glued in their books of the final work with an evaluation of their work.</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>

Pioneer Federation
Medium term plan
LKS2 Cycle 1, Term 2
Art

5	<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/photo 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 information have you learned?</p>
---	---

End points:

To create an observational drawing of a feature of our local landscape.

To use these drawings to create a styrofoam print that will be used as a base for a collage.

To explore how to layer materials to create a collage.

To use their prints and a range of mixed media to build up layers and create an expressionist collage of their local area.

To learn about expressionist artist and understand how colour can be used to express emotion.