

Pioneer Federation
Medium term plan
Cycle 2, Term 2
Art



Subject: Art			
Key Concept/ Theme: What makes a war? Collage/WW2			
Prior Learning links: observing, recording ideas, exploring tools and techniques, mark making, discussing likes and dislikes related to artwork			
Vocabulary: embellished, replicate, manipulate, accentuate, enhance, detract, aesthetic, daub, stamp, print, emblem, motif, geometric, stylised, abstract , viewfinder			
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: levels of worksheet with a space to design their collage, pencils/coloured pencils. Session 2/3: Paints and items to make interesting print effects (cotton reels/ corrugated card/ textiles) for the background of the A3 paper for the base. Photocopies of war images and items, photocopied, old magazines and newspapers, glue, tissue paper other found items- tickets, wrappers etc. Session 4:Pencils, charcoal, paints, pastels, (oil/chalk). Session 5: A small card view finder and offer paint/pastels/watercolours/pencils, sketchbooks. Prior learning reconnection LKS2 Cycle 2, Term 4- Romans and Mosaics. KS1 Term 6 Portraits. 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 paint of 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...LKS2 Cycle 2, Term 4- Romans and Mosaics. KS1 Term 6 Portraits. What is collage? What type of art is ABSTRACT? Deeper learning question: What is collage? Which artist do you like/dislike and why? LO: Let's learn about collage artists.</p>		

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	<p>Need to have a discussion about how artists use sketchbooks- jottings, samples, tiny fragments of interesting items- links to collage. They might know someone who ‘scrapbooks’. How does a sketchbook look? Show some examples.</p> <p>Activity: Review previous artists work, Pablo Ruiz Picasso, Kurt Schwitters, Hannah Höch, Andy Goldsworthy and Morgan Jesse Lapin. Covers the make do and mend theme of WW2 I would like you to express what you like/dislike about the artists we have looked at today. Next week we will be collecting and creating images for your own collage- do you want to create a Blitz sky line? Or a strange war monster? Or a poppy field? The image you choose will be made out of newspapers and magazines and any other paper ranging from tissue/recycled paper from packaging.</p>
2/3.	<p>Deeper learning question: What is your theme/style/effect?</p> <p>Reconnection: Remember the Artists from last week? Can you name and recall any of their works of art?</p> <p>LO: Let’s learn to layer and make decisions about a collage.</p> <p>Activity: Using last week’s plan, choose to paint/print on the A3 paper. Practise in sketchbooks. Then collect colours/ images from magazines provided, start arranging, cutting, putting some in their sketchbook .When placing on the A3 paper, try to encourage not immediately sticking but place items around the paper and experiment items in different places.</p> <p>Check what effect you would like and why? Refer back to how the modern artists overlapped and covered the whole page, looking at shade and tone. Use over lays- thinner papers, tearing, cutting, different craft scissors.</p> <p>At the end of the session have a walking gallery- encourage children to give kind, helpful and specific feedback. Take photos.</p>
4.	<p>Deeper learning question: How did the artists create texture and depth?</p> <p>Reconnection: Looking back at the artists how did they create texture and depth?</p> <p>LO: Let’s learn how to add texture and depth.</p> <p>Activity: Using pencils, charcoal, paint, pastels (oil/chalk) Encourage the children to add to their work carefully- not to over work, shading and adding texture. Encourage them to consider less is more, gentle shading, smudging keep referring back to Picasso and the others, Practise shading and toning in sketchbooks. How did the artists successfully do this? What did they use?</p> <p>At the end of the session have a walking gallery- encourage children to give kind, helpful and specific feedback. Can they develop their work using someone else’s effective technique? Take photos.</p>
5	<p>Deeper learning question: What is art?</p> <p>Reconnection: Looking at a range of abstract artists- how do they create their work? Some use a viewfinder.</p> <p>LO: Let’s learn to create another image from our collage</p> <p>Activity: Using a small A5 piece of paper, folded into half, cut out a small rectangle. Use this as an aperture to find an interesting section on their collage work. The children can then make this small image they see through the viewfinder, fill a whole page in their sketch book. They can decide to change the colours/ shading and any other effects to create an abstract piece of work based on their original work.</p> <p>End of unit assessment: To write a short statement (in their sketchbooks about the skills they have developed and what was effective and why. Does it look like an artist they know?</p>

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End points: The children will have produced a carefully considered A3 collage, linked to WW2 with a reference to an artist. They will have had the opportunity to create an abstract piece of work in their sketchbook from their original art work/collage.

The children will have been developing their sketchbook as working journal to explore their thought processes and choices, with examples and notes.