

**Pioneer Federation**  
**Medium term plan**  
**KS1 Cycle 1, Term 3**  
**Art**



<b>Subject:</b> Art (painting and drawing)			
<b>Key Concept/ Theme:</b> painting: How does the weather affect our lives?			
<b>Prior Learning links:</b> Cycle 2 - T1 Why does change happen? Cycle 2- T6Do you need a castle to conquer?			
<b>Vocabulary:</b>  <b>Core vocabulary:</b> line, charcoal, record, primary colours, secondary colours, evaluate, record, complimentary colours  <b>Aspirational vocabulary:</b> observational drawing, compare			
<b>School specific areas to cover (Add in any local areas of study, trips and people)</b>			
<b>CP</b>	<b>EH</b>	<b>SMV</b>	<b>PM</b>
<b>Resources needed for unit:</b> Lesson 1: twigs and sticks to draw, pastels, felt pens, charcoal, pencils of different grades, ballpoint pens, photos of local winter scenes. Lesson 2: twigs and sticks to draw , chalk, pencil and charcoal Lesson 3: colour wheels (LA and SEN), paint Lesson 4: pastels, felt pens, charcoal, pencils of different grades, ballpoint pens, photos of local winter scenes Lesson 5: images of Berry and Turner’s works <b>SEN support:</b> 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, colour wheels <b>Future learning links:</b> Cycle 2- T2 Why do we remember the Tudors? <a href="#">Cycle 1- T4 What kind of world do we want to create</a>			
<b>Substantive knowledge:</b> colour mixing, Wassily Kandinsky, Hester Berry, Piet Mondrian, JMW Turner, Franz Mark			
1.	<b>Deeper learning question:</b> How many different ways can you create a mark? <b>Prior learning reconnection</b> (year group, cycle & term): Cycle 2 - T1 Why does change happen? Cycle 2- T6Do you need a castle to conquer? <i>Learning question:</i> <b>Can I explore and create different marks using line?</b> <i>Why am I learning this?</i> <b>To develop my skills using line to help me create a winter scene</b> <b>Core Vocabulary:</b> line <b>Aspirational vocabulary:</b> record, observational drawing, abstract <b>Start of unit assessment task:</b>		

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Prior to starting the lesson, ask children to draw a snow scene from a photograph 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).

**Activity:**

Complete the Cover Sheet as a class and reflect on what we know already about drawing and painting. Look at the sheet and explain the topic and the areas we will be covering. Explain the end goal- to develop skills using line and tone to draw a winter scene that we look at closely (observational drawing) and to explore mixing colour. We will also learn about how to evaluate our work and the work of others through lots of discussion.

Introduce artist Wassily Kandinsky and refer to where he would sit on the history timeline. See video <https://www.bbc.co.uk/bitesize/articles/zr7cdnb> They should glue in a painting by Kandinsky and label what they notice. What shapes do you see? What lines do you see? (long, short, pointy, wavy, thin, thick, bumpy, straight, zig zag). Discuss the meaning of line. Ask them to create different kinds of line in their sketchbooks.

Then give them the following warm up using a continuous line drawing (pencils are enough) of twigs and sticks. Teacher to complete too! The key is to explore with the marks that are on the paper. There is no right/wrong and encourage this amongst the children. **SEN: offer chunks of chalk and bigger paper.**

Warm up: <https://www.accessart.org.uk/continuous-line-drawing-exercise/>

After warming up, share examples of work and the lines that have been used. (long, short, pointy, wavy, thin, thick, bumpy, straight, zig zag) What are the different types of line? HA can make a comment about the quality of line they like/dislike in their sketchbooks and why.

Go outside and observe trees/nature and use senses to support our observations. (Slowing down and using the senses can help you experience your surroundings differently.) Teacher to take some photos for sketchbooks which chn can label as part of the recap next lesson. Link observations to the seasons learning in science. (Observe pictures of different landscapes from different seasons if too cold to be outside).

Back in the class, chn to use their observations to draw what they saw/ draw winter scenes from photos on tables. Encourage them to explore different types of lines to record and interpret what they are observing. Provide a range of dry media (pastels, felt pens, charcoal, pencils of different grades, ballpoint pens). You might do this as part of a carousel moving around using different media.

Reflect: Why is using a variety of line important? How many different ways can you create a mark?

2.

**Deeper learning question:** Is tone always important in a drawing?

**Reconnection from previous learning:** Use the photos in sketchbook to remind us how we observed the outside. Chn to label how they used their senses to help them to observe. What is line?

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Learning question: **Can I create dark and light tones?**

Why am I learning this? **To develop my skills using tone to help me create a winter scene.**

**Core Vocabulary:** tone, line,

**Aspirational Vocabulary:** observational drawing, record

**Activity:**

Recap with the y2s about what tone is as they covered it during cycle 2. What can you tell me about tone? How do we use tone? Why is it important?

“Tone” is the word we use to describe light and dark, or light and shadows. We can use dark or light paint to make our pictures look as if there is light shining within them, or to make them look as if objects, people or places are in shadow.

<https://www.accessart.org.uk/toner/> Look at the image by current artist Hester Berry and discuss the use of light and dark/tone. What materials do you think were used?

How might the artist create light and dark? <https://www.hesterberry.co.uk/>

Look at traditional artists **JMW Turner’s** Snow Storm - Steam-Boat off a Harbour’s Mouth and discuss the use of tone.



We will compare their works later on in the unit.

In sketchbooks, children to learn by exploring about the variety of dark and light tones that can be created using the different materials. (Introduce pressure on paper, angle of material on paper, rubbers and fingers to vary tones.) You can model doing this in a straight line left to right/dark to light, or let them have a go freely in their sketchbooks and decide how they want to explore this. At this point they are not drawing something specific, but just mark making with a focus on tone. (allow children to explore mark making using chalk, pencil and charcoal)

Come together and discuss the quality of LINE used to create the TONE. How did you hold the tool to create this?

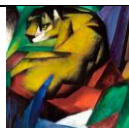
E.g. Why is tone used? Does every material and technique create the same tone? What are the different ways of creating tone? How have you used tone? What has worked well?

Send them off again to use tone to draw the sticks/twigs from the previous lesson. Before sending them off encourage them to look closely at where the light and dark parts are. If needed you could use lamps to help highlight the light and dark through increased shadows. This might be tricky, so you could set this up on a table which they could all spend time on during the lesson.

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	<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 <b>why</b> 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> <p>Reflect: Is tone always important in a drawing?</p>
3	<p><b>Deeper learning question:</b> How many tones of one colour can you make? <b>Reconnection from previous learning:</b> what is tone? What is line? How do we use them when we draw? <i>Learning question:</i> <b>Can I create secondary colours by mixing paints?</b> <i>Why am I learning this?</i> <b>To build on my knowledge of colour to help me create a winter scene.</b></p> <p><b>Core Vocabulary:</b> primary colours, secondary colours, complimentary colours <b>Aspirational Vocabulary:</b> abstract</p> <p><b>Activity:</b> Explain that in this lesson they will be using paints and exploring the colours that can be created by mixing with other colours. What are the primary colour? Assess y2's understanding from the previous year (C2 term 2).</p> <p>Explain what primary colours are <a href="https://www.bbc.co.uk/bitesize/guides/z3bqycw/revision/2">https://www.bbc.co.uk/bitesize/guides/z3bqycw/revision/2</a>. The primary colours are <b>red, yellow and blue</b>. They cannot be made by mixing other colours together. The primary colours sit equal distances apart on the colour wheel. All other colours can be mixed from red, yellow and blue. Piet Mondrian often used primary colours in his works. In <i>Composition with Yellow, Blue and Red</i> (1937-42) the solid blocks of colour are relatively small. But because they are bright, pure primary colours, they stand out boldly against the white background and black grid lines.</p> <p><b>Secondary</b> colours are made by mixing equal amounts of primary colours together: <b>Blue and red</b> mixed together make <b>purple</b> <b>Yellow and red</b> mixed together make <b>orange</b> <b>Blue and yellow</b> mixed together make <b>green</b> Purple, orange and green are <b>secondary</b> colours. On the colour wheel, each secondary colour sits halfway between the two primary colours it is mixed from.</p> <p>Franz Marc uses primary and secondary colours in <i>The Tiger</i>. The tiger is made from bold yellow and black shapes. They stand out against the blue leaf shapes in the bottom left of frame and the purple areas to the top right. There is a closer harmony with the green and orange – both secondary colours that contain yellow. These colour relationships and the similar shapes used suggest the tiger is at home in its surroundings.</p>

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Use colour wheels for additional support or allow children to mix and paint marks on card to be glued later in sketchbooks, encourage children to use the primary colours to create secondary colours. Share the colours created with each other and compare the depth of colour created depending on how much of one colour is added. This could be done by painting small areas within the sketchbook. This helps to refer back to the use of tone.

**Discuss how Complementary colours** sit across from each other on the colour wheel.

These are often referred to as **opposite colours** and even **contrasting colours**. Don't be confused by the three different names, they all mean the same thing.

When complementary colours are placed next to each other, a very strong contrast is created. The colours appear more vivid and brighter. Some people say these colours clash when used next to each other and create very visually stimulating artwork. The complementary colours are:

Green and red

Orange and blue

Yellow and purple

Yellow-green and red-purple

Yellow-orange and blue-purple

Red-orange and blue-green

Children can create pairings of complimentary colours in their sketchbooks.

HA: discuss and label the tone of colour they have created. Can they create a lighter tone? Why do artists use primary colours and secondary colours? Can you label the complimentary colours?

Reflect: How many tones of one colour can you make?

4

**Deeper learning question:** who has inspired you?

**Reconnection from previous learning:** primary and secondary colours, what have you learned about them?

*Learning question:* **Can I apply my skills and knowledge to create an observational drawing?**

*Why am I learning this?* **To practice the skills I have learned to create my own piece of work.**

**Core Vocabulary:** record, line, tone

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	<p><b>Aspirational Vocabulary: observational drawing</b></p> <p><b>Activity:</b></p> <p>In this lesson children to use the knowledge and skills from the previous lesson to create an observational drawing of a winter scene. As it is too cold to sit out and draw, they can observe a photo and draw it.</p> <p>Emphasise the importance of applying the skills of tone and variation of line.</p> <p>Throughout the lesson, children to look at each other's work and discuss what they observe. What line has been used? Can you see a variation in tone? What effect does this have?</p> <p>They should be able to use a range of dry media for this lesson</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 <b>why</b> 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>
5	<p><b>Deeper learning question:</b></p> <p><b>Reconnection from previous learning:</b> Discuss the skills they applied in their winter scene drawings from previous lesson</p> <p><i>Learning question:</i> <b>Can I compare and evaluate art work?</b></p> <p><i>Why am I learning this?</i> <b>To help me know what I can do next time to get better .</b></p> <p><b>Core Vocabulary: evaluate</b></p> <p><b>Aspirational Vocabulary: compare</b></p> <p><b>Activity:</b></p> <p>Discuss the meaning of compare and evaluate and how artists use these in their work to learn and get better.</p> <p>The purpose of this lesson is to compare and evaluate their work and the work of famous artists. First they should look at their first drawing of a winter scene in lesson 1, and discuss what they like/dislike about it, (they should always be referring to what they know about line and tone). They should make a comment/or scribe a comment in their sketchbooks referring to this.</p> <p>Next, model looking back at the teacher's initial example in lesson 1 of a winter landscape before any teaching of skill was given, and then look at the one drawn in the last lesson after skills were taught. Discuss the comparisons between them and model making comments in teacher about the differences and how you have applied tone/line. What are the differences? What is the effect of using a variety of line and tone?</p> <p>Send the children away and encourage them to do the same.</p>

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	<p>Next take two examples of artist's work i.e Turner and Berry's. They glue in the images and say what they like about one of the works (HA can offer opinions and reasons about the two artists), then compare their use of tone. i.e they label the light and dark tones and the effect they have. HA can write about how they learned from these artists and how they showed this in their work.</p>
6	<p><b>End of unit assessment:</b> 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. 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><b>End points:</b></p> <ul style="list-style-type: none"><li>- to develop skills using line and tone in order to draw a winter scene</li><li>- to explore mixing colour (primary and secondary colours).</li><li>- To learn how to evaluate our work and the work of others through lots of discussion</li><li>- To create a winter scene by either drawing or painting</li></ul>	