



*Art – Year 4/5– Medium Term Plan
Autumn 1, Unit 1: Drawing: power prints*

<i>Lesson</i>	<i>Learning Objective</i>	<i>Success Criteria</i>	<i>National Curriculum Links</i>	<i>Vocabulary</i>	<i>Resources</i>
<p>One:</p> <p>3D pencil drawings</p>	<p>To draw using tone to create a 3D effect.</p>	<ul style="list-style-type: none"> - I can experiment with shading to create different tones. - I can use contrasting tones to make a drawing look three-dimensional. - I can explore more than one way of holding a pencil to create different effects. - 	<ul style="list-style-type: none"> - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<ul style="list-style-type: none"> - contrast - gradient - observational drawing - shading - shadow - three dimensional (3D) 	<p>Watch:</p> <p>Teacher video: 3D pencil drawings</p> <p>Have ready: Presentation: 3D drawing. At least two different grades of pencil, HB (outlines and shading) and 2B, 3B or both. Sketchbooks or drawing paper. Erasers. Some wide, plain ribbons OR long strips of thin card that can be twisted, curled and folded to create a similar effect as the ribbon. Sticky tape. Link: 'Google Arts and Culture s Eye' by Ed Ruscha (1971)'. Link: 'Google Arts and Culture - The Black Bow' by Georges Seurat (1882)'. </p>

<p>Two:</p> <p>Sense of proportion</p>	<p>To explore proportion and tone when drawing.</p>	<ul style="list-style-type: none"> - I can explore charcoal as a drawing material. - I can look for light and dark areas and recreate these using tone. - I can show how big one object is compared to another when I draw. 	<ul style="list-style-type: none"> - develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. - to create sketch books to record their observations and use them to review and revisit ideas. - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials for example, pencil, charcoal, paint, clay. - about great artists, architects and designers in history. 	<ul style="list-style-type: none"> - blend - charcoal - mark making - proportion - shading - shadow - tone 	<p>Watch:</p> <p>Teacher video: Sense of proportion</p> <p>Pupil video: Sense of proportion</p> <p>Have ready: Presentation: Speak like an expert.</p> <p>Presentation: Key questions. Sketchbooks or loose paper. Sharp drawing pencils. A selection of objects to draw; set these up in a suitable area of the classroom Charcoal sticks Erasers Paper towels.</p> <p>Link: Tate.org.uk - 'Man Pointing (1947) by Alberto Giacometti'. Link: Metmuseum.org - 'Dancing in Colombia (1980) by Fernando Botero'.</p> <p>Print in advance: Activity: Take a pencil for a walk</p>
<p>Three:</p> <p>Drawing with scissors</p>	<p>To plan a composition for a mixed-media drawing.</p>	<ul style="list-style-type: none"> - I can use scissors with precision. - I can make decisions about how to place drawn elements in my composition. 	<ul style="list-style-type: none"> - use a range of materials creatively to design and make products. - develop their techniques, including their control and their use of materials, with creativity, 	<ul style="list-style-type: none"> - collage - composition - contrast - mixed media - precision 	<p>Watch:</p> <p>Pupil video: Drawing with scissors</p>

		<ul style="list-style-type: none"> - I can create contrast by combining different shapes, sizes and textures. - 	<ul style="list-style-type: none"> - experimentation and an increasing awareness of different kinds of art, craft and design. - to create sketch books to record their observations and use them to review and revisit ideas. - about great artists, architects and designers in history. 	<ul style="list-style-type: none"> - symmetrical - wax-resist 	<p>Have ready: Presentation: Draw it! Sketchbooks. Scissors Glue. Thin A4 card Wax crayons. Black ready-mix paint. A few drops of hand soap. Paint brushes. Link: Google Arts and Culture 'The Circus' (1947) collage by Henri Matisse Print in advance Activity: Collage images</p>
<p>Four: Wax resist</p>	<p>To use shading techniques to create pattern and contrast.</p>	<ul style="list-style-type: none"> - I can draw tone by 'hatching' parallel pencil lines. - I can choose an interesting part of my composition to recreate. - I can use a range of scratched marks to add contrast and patterns. 	<ul style="list-style-type: none"> - develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. - to create sketch books to record their observations and use them to review and revisit ideas. - about great artists, architects and designers in history. 	<ul style="list-style-type: none"> - contrast - cross-hatching - hatching - parallel - pattern - shading - symmetry - three-dimensional 	<p>Watch: Teacher video: Wax resist drawings Pupil video: Wax resist drawings Have ready: Sketchbooks. Drawing pencils. Crayon and paint-covered card backgrounds made in Art and design. Year 4, Drawing, Lesson 3: Drawing with scissors. A range of tools for scratching</p>

					<p>into the paint: kebab sticks, plastic knitting needles, forks and paintbrushes. Sticky tak L-shaped pieces of cardboard to be used as viewfinders. Link: Tate.org.uk - The Artist's Hand V by Henry Moore (1979)</p>
<p>Five: Power prints</p>	<p>To work collaboratively to develop drawings into prints.</p>	<ul style="list-style-type: none"> - I can work co-operatively with my group. - I can experiment with printing techniques. - I can include contrast and pattern in a print. 	<ul style="list-style-type: none"> - develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. - to create sketch books to record their observations and use them to review and revisit ideas. - about great artists, architects and designers in history. 	<ul style="list-style-type: none"> - abstract - block print - collaborate - composition - contrast - engraving - figurative - hatching 	<p>Watch: Teacher video: Print power! Pupil video: Print power! Have ready: Presentation: Speak like an expert. Presentation: Print compositions. Sketchbooks. Table coverings. Large pieces of plain fabric (cotton bed sheets are perfect- these can be cut to size) OR large pieces of packaging card. Acetate sheets suitable for printing OR Polystyrene sheets suitable</p>

				<p>for printing (OR offer a choice). String. Objects that can be used to print with, e.g. egg boxes, bubble wrap, corrugated card, cardboard rolls, interestingly shaped and safe rubbish, e.g. small boxes or tubes, textured fabric. Print trays. Ready-mixed paint. Printing rollers Paintbrushes of varying thicknesses. A suitable space for the large prints to dry. Print in advance: Activity: Print evaluations</p>
<p>Assessment:</p> <ol style="list-style-type: none"> 1- What does a pencil grade tell you? 2- Which pencil would make the darkest mark? 3- When drawn objects appear the right size in relation to each other, this is called 4- What picture shows people in proportion? 5- Which artist was famous for 'drawing with scissors'? 6- What is the correct order to create a wax resist background? 7- Which technique, shown below, is used to add contrast and pattern? 8- Pick three words to write a sentence to describe this print. 				



Art – Year 4/5– Medium Term Plan
Spring 1, Unit 2: Painting and mixed media: Portraits

<i>Lesson</i>	<i>Learning Objective</i>	<i>Success Criteria</i>	<i>National Curriculum Links</i>	<i>Vocabulary</i>	<i>Resources</i>
<p>One:</p> <p>Poem portrait</p>	<p>To explore how a drawing can be developed.</p>	<ul style="list-style-type: none"> - I can draw a portrait using the continuous line method. - I can vary the size, shape and position of the words for interest. - I can explore the way a background can change the effect of a drawing. 	<ul style="list-style-type: none"> - to create sketch books to record their observations and use them to review and revisit ideas. - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials for example, pencil, charcoal, paint, clay. 	<ul style="list-style-type: none"> - background - collage - continuous line drawing - paint wash - portrait - self-portrait - texture 	<p>Watch:</p> <p>Teacher video: Poem portrait</p> <p>Pupil video: Poem portrait</p> <p>Pupil video: Creating a background</p> <p>Have ready: Sketchbooks/A4 paper Pencils</p> <p>A photograph of themselves or a mirror</p> <p>Tracing paper</p> <p>A poem or piece of text that will form the outline of the portrait they create; this could be a poem you have studied as a class or simply a list of words that the children think describe themselves</p> <p>Plain or coloured paper for creating backgrounds on</p> <p>Table coverings</p> <p>Equipment for painting; paint, brushes, water</p> <p>Paper for collage</p>

					ideally a range of colours and textures Glue sticks/PVA glue
Two: Developing drawings	To combine materials for effect.	<ul style="list-style-type: none"> - I can explain what I want my photo composition to be. - I can decide the best position for my line drawing when copying it onto the background. 	<ul style="list-style-type: none"> - to create sketch books to record their observations and use them to review and revisit ideas. - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials for example, pencil, charcoal, paint, clay. 	<ul style="list-style-type: none"> - background - carbon paper - composition - mixed media - monoprint - printmaking - portrait - self-portrait - transfer 	<p>Watch: Pupil video: Developing drawings Have ready: Presentation: Explain the answer. Presentation: Portraits. Digital cameras OR ipads/tablets, for taking photographs Children's drawings on tracing paper from Art and design, Year 5, Painting and mixed media, Lesson 1: Poem portrait. Children's prepared backgrounds from lesson 1.</p>
Three: Self-portraits	To identify the features of self-portraits.	<ul style="list-style-type: none"> - I can use art vocabulary to describe similarities and differences between portraits. 	<ul style="list-style-type: none"> - to create sketch books to record their observations and use them to review and revisit ideas. - about great artists, architects and designers in history 	<ul style="list-style-type: none"> - evaluate - justify - mixed media - multi-media - portrait 	<p>Have ready: Presentation: Key words (portraits and self-portraits).</p>

		<ul style="list-style-type: none"> - I can justify my opinion when discussing the message behind a self-portrait. 		<ul style="list-style-type: none"> - research - self-portrait 	<p>Presentation: Self-portraits. Presentation: Chila Kumari Singh Burman. Access to devices with internet access for research task Link: Who is Chila Kumari Singh Burman? Tate Kids Link: Who is Vincent van Gogh? Tate Kids Print in advance: Activity: Artist research questions Activity: Artist research text for reduced reading</p>
<p>Four: Changing faces</p>	<p>To develop ideas towards an outcome by experimenting with materials and techniques.</p>	<ul style="list-style-type: none"> - I can justify my opinion when discussing the message behind a self-portrait. - I can give a definition of mixed media. - I can try out at least three different ideas when adapting my photograph. 	<ul style="list-style-type: none"> - to create sketch books to record their observations and use them to review and revisit ideas. - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials for example, pencil, charcoal, paint, clay. - about great artists, architects and designers in history. 	<ul style="list-style-type: none"> - atmosphere - collage - composition - mixed media - photomontage - self-portrait 	<p>Watch Teacher video: Changing faces Pupil video: Changing faces Have ready: Presentation: RxR. Presentation: Changing faces. Photocopies of the children's photographs from Art and design, Year 5, Painting and mixed media,</p>

					<p>Lesson 2: Developing drawings, copied to a light density so they can be worked on (ideally at least 3 copies per child, either A3 or A4). Sketchbooks Scissors Glue sticks A range of paper that can be used for collage Paint and paintbrushes Pastels/coloured pencils Any other materials that would work well for your class. Link: The Beautiful Ones by Njideka Akunyili Crosby on Google Arts and Culture Print in advance: Activity: Ideas for adapting photographs</p>
<p>Five: Mixed-media portraits</p>	<p>To apply knowledge and skills to create a mixed media self-portrait.</p>	<ul style="list-style-type: none"> - I can describe the intention of my self-portrait. - I can explain why my choice of medium matches my idea. - I can use my chosen medium to create a self- 	<ul style="list-style-type: none"> - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials for example, pencil, charcoal, paint, clay. 	<ul style="list-style-type: none"> - art medium - atmosphere - collage - composition - mixed media - self-portrait 	<p>Watch: Teacher video: Self-portraits Pupil video: Self-portraits Have ready: Presentation: Fact tennis.</p>

		<p>portrait that represents an aspect of my identity.</p>		<p>Sketchbooks Photocopies of the photo portraits from Art and design, Year 5, Painting and mixed media, Lesson 2: Developing drawings Paper/card in a range of sizes and colours for creating the finished self-portraits Scissors Glue sticks/PVA A range of paper that can be used for collage Equipment for painting: paint, palettes, brushes and water pots Pastels/coloured pencils Any other materials the children were using in Art and design, Year 5, Painting and mixed media, Lesson 4: Changing faces. Print in advance: Activity: Portrait evaluation grid</p>
<p>Assessment: 1. What is a portrait?</p>				

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| <ol style="list-style-type: none">2. When an artist makes an artwork of themselves, it is called a3. Who painted this famous self-portrait?4. What does mixed media mean?5. What materials has the artist Chila Kumari Singh Burman used to make mixed-media artworks? Choose three.6. What is Chila Kumari Singh Burman's artwork 'auto-portrait' made from?7. What can colour choices represent in a self-portrait?8. How could photos be used to create a mixed-media self-portrait? Write a few sentences to describe techniques. | |
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*Art – Year 4/5– Medium Term Plan
Summer 1, Unit 3: Sculpture and 3D: Mega materials*

<i>Lesson</i>	<i>Learning Objective</i>	<i>Success Criteria</i>	<i>National Curriculum Links</i>	<i>Vocabulary</i>	<i>Resources</i>
<i>One: From 2D to 3D</i>	<i>To develop ideas for 3D work through drawing and visualisation in 2D.</i>	<ul style="list-style-type: none"> - <i>I can use my whole arm to draw big shapes.</i> - <i>I can use curved lines to suggest three dimensional shapes.</i> - <i>I can name key features of Magdalene Odundo's artwork.</i> 	<ul style="list-style-type: none"> - <i>develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</i> - <i>to create sketch books to record their observations and use them to review and revisit ideas.</i> - <i>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials for example, pencil, charcoal, paint, clay.</i> - <i>about great artists, architects and designers in history.</i> 	<ul style="list-style-type: none"> - <i>ceramics</i> - <i>form</i> - <i>organic shape</i> - <i>sculpture</i> - <i>sketching</i> - <i>three dimensional</i> - <i>tone</i> - <i>two dimensional</i> - <i>visualisation</i> 	<p><i>Watch:</i> <i>Teacher video:</i> <i>Magdalene Odundo</i> <i>Have ready:</i> <i>Presentation:</i> <i>Magdalene Odundo.</i> <i>Presentation:</i> <i>Is it sculpture?</i> <i>A sheet of paper or thin card per child</i> <i>Pavement chalk in various colours</i> <i>Outside space for drawing, ensuring you have permission and make arrangements with ground staff for cleaning</i> <i>Dark sugar paper</i> <i>Cameras/tablets with cameras</i> <i>A whistle</i> <i>A selection of 3D containers with curved sides e.g.</i></p>

					buckets, vases, jugs, mugs Link: Celebrated ceramicist Magdalene Odundo on VideoLink. Link: Tate - Sculpture Print in advance: Activity: From 2D to 3D
Two: Soap sculptures	To use more complex techniques to shape materials.	<ul style="list-style-type: none"> - I can draw a simple design for a three dimensional piece. - I can use tools and my hands to carve, model and refine my sculpture. - I can work safely with the carving tools. - 	<ul style="list-style-type: none"> - develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. - to create sketch books to record their observations and use them to review and revisit ideas. - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials for example, pencil, charcoal, paint, clay. - about great artists, architects and designers in history. 	<ul style="list-style-type: none"> - Abstract - Carving - Detail - Figurative - Hollow - organic shape - quarry - sculpture - surface - texture 	Watch: Teacher video: Soap sculptures Pupil video: Soap sculptures Have ready: Presentation: Brain dump. Presentation: Barbara Hepworth sculptures. Images or objects to work from to create soap sculptures, either natural objects such as eggs, pebbles, sea shells, etc. or other objects related to a theme of your choice

					<p>Sketchbooks. Pencils. Bars of soap (not too hard or too soft) Carving tools, e.g. cocktail sticks, old teaspoons, clay modelling tools, large paper clips, lollipop sticks Containers for water. Newspaper to cover the desks Link: Visit Dorset - Tout Quarry Sculpture Park in Portland, Dorset</p>
<p>Three: Working with wire</p>	<p>To explore how shapes can be formed and joined in wire.</p>	<ul style="list-style-type: none"> - I can bend the wire to make shapes. - I can join wire by twisting and looping it. - I can add details using smaller pieces of wire. - I can work safely with the tools and equipment I am using. 	<ul style="list-style-type: none"> - develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. - to create sketch books to record their observations and use them to review and revisit ideas. - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials for example, pencil, charcoal, paint, clay. - about great artists, architects and designers in history. 	<ul style="list-style-type: none"> - Bending - Joining - Mesh - Pliers - Sculpture - Secure - Template - Twisting - wire 	<p>Watch: Pupil video: Working with wire Have ready: Presentation: 3, 2, 1. Charcoal, soft pastels or B- grade pencils for each child Lengths of plastic-coated wire (1 mm thick) It is easy to bend and can be cut with round- ended scissors.</p>

					<p>Prepare: two lengths of approximately 15 cm per child for practice two lengths of 50 cm per child for children using the car or dragonfly template only two lengths of 40 cm per child for children using any template other than the car or dragonfly Pipe cleaners as an alternative to wire, if needed Masking tape (one or two rolls per table). Scissors A few pairs of small pliers if possible Tissue paper PVA glue Print in advance: Resource: Wire templates Activity: Wire techniques</p>
<p>Four: Shadow sculpture</p>	<p>To consider the effect of how sculpture is displayed.</p>	<ul style="list-style-type: none"> - I can make decisions about how to display my sculpture. - I can compose photographs that present my shadow sculpture as a finished piece. 	<ul style="list-style-type: none"> - develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. - to create sketch books to record their observations and use them to review and revisit ideas. - to improve their mastery of art and design techniques, including drawing, painting and 	<ul style="list-style-type: none"> - found objects - recycled - reused - sculpture - typography - welding 	<p>Watch: Pupil video: Shadow sculpture Have ready: Presentation: Explain the answer.</p>

			<p>sculpture with a range of materials for example, pencil, charcoal, paint, clay.</p> <ul style="list-style-type: none"> - about great artists, architects and designers in history. 		<p>The children's sketchbooks. Cardboard packaging (e.g. cereal box packaging) cut into rectangles approximately 25 cm x 15 cm Scissors. Ribbon, ideally in black and enough to run twice the length of each child's word OR thin strips of sugar paper/card Black paint. PVA glue or staplers. Devices for taking photos Link: 1-54 New York Studio Visit Series - Sokari Douglas Camp on Videolink, used with permission from '1-54', an international art fair dedicated to contemporary art from the African continent Print in advance: Resource: Typography</p>
<p>Five: Recycle and recreate</p>	<p>To choose and join a variety of materials to make sculpture.</p>	<ul style="list-style-type: none"> - I can try different ways of joining materials to make something three dimensional. - I can explore combinations of colour and texture. 	<ul style="list-style-type: none"> - develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. 	<ul style="list-style-type: none"> - recycle - sculpture - three dimensional - weaving 	<p>Watch: Pupil video: Recycle and recreate</p>

		<ul style="list-style-type: none"> - I can decide how to display my sculpture. 	<ul style="list-style-type: none"> - to create sketch books to record their observations and use them to review and revisit ideas. - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials for example, pencil, charcoal, paint, clay. - about great artists, architects and designers in history. 	<p>Have ready: Presentation: Can you recall? Presentation: El Anatsui. A variety of clean used packaging destined for the recycling bin e.g. food boxes, magazines and newspapers, plastic wrappers and bags, parcel paper, foil PVA glue. Glue spreaders or old brushes if using glue Scissors. String. Staplers. Hole punch. Cereal box, cardboard or similar if pupils choose to attach their 3D creations to a background</p>
<p>Assessment:</p> <ol style="list-style-type: none"> 1. What is a ceramicist? 2. What is the name of the ceramicist who uses drawings to prepare for her work? 3. What most inspired sculptor Barbara Hepworth? 4. What technical word is used to describe the process of shaping a material with a specialist tool? 5. What material does Jaume Plensa like to use? 6. Typography is 7. What materials does El Anatsui use to create his sculptures? 8. Write a sentence or two explaining which image you think best represents sculpture. You can use the words below to help you. 				