



## Medium Term Planning

### Subject: Art & Design



<b>Term and Year:</b>	Spring Term 2022 – Year 5 & 6
<b>Teacher:</b>	Mr. Churchill and Mrs. Appleby
<b>Subject:</b>	Every picture tells a story
<b>Key Themes:</b>	Famous artists
<b>Memorable Experience:</b>	
<b>Vocabulary that will be taught:</b>	Democracy, law, rule, liberty, respect, tolerance, belief, emoji, symmetry, ceramics, ceramicist.

#### **National Curriculum Objectives:**

##### **Key Stage Two:**

Pupils should be taught to 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.

Pupils should be taught:

- 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.

#### **Art Skills that will be taught and assessed:**

##### **Making Skills:**

Knowing and applying the formal elements – colour:

- Select and mix more complex colours to depict thoughts and feelings.

Knowing and applying the formal elements – form:

- Further extend their ability to describe and model form in 3D using a range of materials.

Knowing and applying the formal elements – line:

- Extend and develop a greater understanding of applying expression when using line.

Knowing and applying the formal elements – pattern:

- Construct patterns through various methods to develop their understanding.

Knowing and applying the formal elements – shape:

- Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists' use of shape.

Knowing and applying the formal elements – texture:

- Develop understanding of texture through practical making activities.

Knowing and applying the formal elements – tone:

- Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone.

### **Generating ideas:**

Sketchbooks:

- Develop ideas through sketches; enhance knowledge, skill and technique using experimental media in sketchbooks.

Create original artwork:

- Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes.

### **Knowledge:**

- Study the work of artists: Banksy, Andy Warhol, John Singer Sargent, Magdalene Odundo.

### **Evaluation:**

- Develop a greater understanding of vocabulary when discussing own and others' work.

<b>Focus of each lesson</b> <b>'Can I...' Statement(s)</b>		<b>Activities/Key points</b>
Lesson 1	<b><u>Learning Objective:</u></b> Can I explain both the meaning and message of a piece of art?  <b><u>Success Criteria:</u></b> <ul style="list-style-type: none"> <li>• I can evaluate and analyse a work of street art and relate it to the news and current affairs and to British Values.</li> <li>• I can suggest how an image could be altered to change its message.</li> </ul>	Looking at Banksy's Clacton pigeon mural, children consider what message Banksy was trying to convey, and alter the image to reflect British Values.
Lesson 2	<b><u>Learning Objective:</u></b> Can I create a symmetrical, abstract art form?  <b><u>Success Criteria:</u></b> <ul style="list-style-type: none"> <li>• I can work in the style of Rorschach to create a symmetrical abstract image.</li> <li>• I can use my imagination to interpret and add detail to my image.</li> </ul>	Children learn about abstract art and the inkblots that inspired Andy Warhol's 'Rorschach, 1984' then have a go at creating and interpreting their own symmetrical ink drawings.

Lesson 3	<p><b><u>Learning Objective:</u></b> Can I use visual symbols to create a meaningful message?</p> <p><b><u>Success Criteria:</u></b></p> <ul style="list-style-type: none"> <li>• I can create a meaningful message using visual symbols.</li> <li>• I can describe how people throughout history have used visual symbols.</li> </ul>	Children use the ever-prevalent pictogram of the 21st century, the emoji, to create sentences and convey meaning.
Lesson 4	<p><b><u>Learning Objective:</u></b> Can I use drama as a tool to explore the meaning behind a piece of artwork?</p> <p><b><u>Success Criteria:</u></b></p> <ul style="list-style-type: none"> <li>• I can express how a piece of artwork makes me feel.</li> <li>• I can compare events in a piece of artwork to current news and the 'Fundamental British Values'.</li> <li>• I can use drama to demonstrate my understanding of the meaning of a piece of artwork.</li> </ul>	Pupils explore the human side of the image 'Gassed' by John Singer Sargent and work in groups to re-enact the scene from WW1, positioning themselves like the soldiers in the piece and taking a photo of the final composition.
Lesson 5	<p><b><u>Learning Objective:</u></b> Can I develop ideas for 3D work through sketching, drawing and visualisation in 2D?</p> <p><b><u>Success Criteria:</u></b></p> <ul style="list-style-type: none"> <li>• I can use my whole arm to draw big shapes.</li> <li>• I can describe the importance of 2D drawings in developing three-dimensional work.</li> <li>• I can name key features of Magdalene Odundo's artwork.</li> </ul>	Children work in the same way as Kenyan artist Magdalene Odundo - who plays around with shapes to create ideas for her ceramic pots - using two different colours of chalk and their whole bodies to make long sweeping arm movements