





Art Medium Term Plan / Planning Sequence

Term: Autumn 1	Year group: 2	Key Concept: Printing monoprinting
<p style="text-align: center;">NC Objectives:</p> <ul style="list-style-type: none"> • Use a range of materials creatively to design and make products • Use drawing, painting and sculpture • Develop and share their ideas, experiences and imagination • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • Learn 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. 	Classes: Morocco, Nigeria & Switzerland	
	<p style="text-align: center;">Prior Learning:</p> <ul style="list-style-type: none"> • Draw from observation using varied mediums - pencil, graphite handwriting pen, pastel, oil pastel and coloured pencils • Explore lines made with a drawing tool – fingers, wrist, shoulder, body – work at scale to allow exploration • Experiment with line, shape and pattern • Explore texture and mark making techniques – dots, dashes, hatching • Explore composition – background and foreground • Experiment with a range of drawing implements to explore lines • Experiment with line - patterns, dots, and colour • Observe and draw from real life using lines and patterns • Draw freely and with pleasure • Explore techniques such as hatching and stippling 	<p>Key Artist/Movement/Style:</p> <p style="text-align: center;">Lynda Thomas Print Artist Local to Hebden Bridge</p> <p>Key art works: Canal at Hebden Bridge</p> 
<p style="text-align: center;">Substantive Knowledge</p> <ul style="list-style-type: none"> • Use contextual knowledge as a stimulus and make links between their own work and the work of others • Experiment with different disciplines and make sensible choices about what to do next • Use sketch books to record experiences, responses and plan simple ideas • Begin to evaluate their own work and articulate their likes and dislikes 		

	<u>Progression Statement</u>	<u>Lesson Objective</u>	<u>Lesson Sequence</u>
Lesson 1 1 hour	<p>Explore composition – background, foreground and distance</p> <p>Draw what they see more accurately and with some detail – animals, human form, landscapes</p>	<p>To know what a landscape is</p> <p>To explore composition</p>	<p>Starter: 5 minutes warm up 5 mins for children to explore and draw whatever they would like using a shape drawn on the board.</p> <p>What is art? Can the children name any art styles, types or artists? Show children some portrait from artists they may recognise from prior learning. What is a landscape? What are the characteristics?</p> <p>Expose children to examples of different local landscapes. Highlight the characteristics of a landscape – foreground, middle ground, background, nature etc.</p> <p>Model drawing a landscape. Emphasise that you are drawing what you see and making sure the scale is appropriate. This can be modelled using the visualisers. Make notes and annotate in class sketch books – modelling how children could add notes if they would like to.</p> <p>TASK Children to observe and draw a landscape (linked to their topic learning) in their sketch books. Do this step by step – I do, you do – if needed to introduce this concept. Use pencils to sketch and coloured pencils to add colour. Remind children of colouring in one direction and show that different tones can be created by applying different pressures.</p>
Lesson 2 1 hour	<p>Reflect upon the artists’ work and share response</p> <p>Understand artists take their inspiration from around them</p>	<p>To know who Lynda Thomas is and explore her work</p> <p>To know what printing is</p>	<p>Starter: 5 minutes warm up 5 mins for children to explore and draw whatever they would like using a shape drawn on the board.</p> <p>Introduce Lynda Thomas, her style of art work and preferred method (printing) Remind children of printing they will have done in previous years – using hands and fingers, objects, sponges etc. look back in sketch books.</p>

			<p>TASK Children to respond to Lynda Thomas's key art works in their sketch books. Give children access to coloured pencils and fine liners. Can they annotate with any new knowledge about who she is and the art she creates?</p>
Lesson 3 1 hour	Explore composition – background, foreground and distance	To draw a landscape in the style of Lynda Thomas using fine liners	<p>Starter: 5 minutes warm up 5 mins for children to explore and draw whatever they would like using a shape drawn on the board.</p> <p>What is a landscape? What are the characteristics? Can children recall this knowledge? Do they know any of the vocabulary? Get them to look back in sketch books.</p> <p>TASK - I do, you do Practise key elements of Lynda Thomas's landscapes in sketch books first – i.e trees, houses, plants. These are simple line drawings. See key art works. Model in class sketch books.</p> <p>Once children have practised the key elements, now they will draw their own landscapes. Do this like Lynda Thomas where the page is not landscape, it is portrait. Explain that this is her style and usually landscapes are landscape. Draw in pencil and then use one colour (monochromatic) of a fine liner to go over the pencil lines. (this is the plan of the landscape children will use to create their monoprint).</p>
Lesson 4 30 mins	Explore texture and mark making techniques – ragged and sharp, stippling and blending Draw what they see more accurately and with some detail – animals, human form, landscapes	To draw what you see more accurately	<p>Starter: Explore mark making and texture techniques – ragged and sharp, stippling and blending Do this in sketch books >>></p> <p>TASK</p> 

			<p>To assist children with developing the skills of drawing more accurately what they see, use the films as a source material. This will enable them to draw the natural world (link to Lynda Thomas landscapes)</p> <p>Ensure the room is quiet and have the video on the board. (if needed print out stills from the video to support where needed). If children are confident, they can draw from the moving video via an iPad.</p> <p>Use your voice to direct their drawing. Choose words which relate to what they can see. E.g focus their attention on vertical line and use words like line, growth, upward, downward, fall. Or attract their attention to the energy of a wave or the curve of an animals back. Think carefully about the words you use – they don't have to be used in sentences – you can speak lists.</p> <p>You can do multiple responses and sketches in sketch books, each on should only take 5 - 10 mins then move onto the next – create momentum.</p> <p>Use a soft pencil, pen or fine liner.</p> <p>https://www.accessart.org.uk/drawing-source-material-the-natural-world/</p>
<p>Lesson 5 30 mins</p>	<p>Draw what they see more accurately and with some detail – animals, human form, landscapes</p> <p>Experiment with line, shape, pattern and tone</p>	<p>To become aware of drawing, looking and mark making</p>	<p>TASK</p> <p>You will need sketchbooks, a pen or pencil and some small objects for children to use as reference. Ensure there is enough for one each.</p> <p>Children will place the object on their sketch book so they have a good view and perception of the object and its detail. Model this for children. Guide them and think outloud as you do this. Children should be come aware of the relationship between looking at the object and what they are sketching. Ideally you should look at the object for a few seconds, then your drawing for a few seconds, then the object, then the drawing and repeat. Each sketch should only take a couple of minutes.</p> <p>https://www.accessart.org.uk/drawingsmall/ - see video for examples</p>

<p>Lesson 6 1 hour</p>	<p>Create simple monoprints.</p>	<p>To explore and experiment with monoprinting, ink and a roller</p>	<p>Recap Who is Lynda Thomas? Where is she from? What type of art does she create?</p> <p>Explain to children that in the next lesson, they will be creating their final piece – a monoprint of a landscape inspired by Lynda Thomas.</p> <p>In this lesson, children will explore monoprinting and learn the method in preparation for next lesson.</p> <p>Monoprinting method</p> <ol style="list-style-type: none"> 1. Draw design on a piece of paper. 2. In a tray, use a good amount of printing ink and roller out evenly with a roller 3. Place the paper over the ink (design side up). Tape to the table if children need this to help keep the paper in place. 4. Go over the design with a pencil. 5. Peel the paper off the tray and the design will be on the back. <p>https://www.youtube.com/watch?v=disyn_sNyGc https://www.accessart.org.uk/trace-monotype/</p> <p>Children to experiment with a few different designs and colours – stick printing into sketch books – flap these, don't use a full page.</p> <p>After, children to verbally discuss and annotate sketch books where possible using these key questions.</p> <ul style="list-style-type: none"> - What do you like about it? - What colours will you choose? Why have you chosen them? - How does it make you feel? - What steps will you use to complete monoprinting? - What will you change? Why?
<p>Lesson 7 40 mins</p>	<p>Create simple monoprints.</p>	<p>To create a monoprint with oil pastels and</p>	<p>Children to draw from skills and learning in lesson 5 (drawing small, looking and drawing)</p> <p>TASK</p>

		carbon copy paper	<p>Use small objects (this could be natural objects that can be collected from school or outside).</p> <p>Use a plain piece of paper and put a sheet of carbon paper FACE DOWN.</p> <p>On top of that, place a sheet of tracing paper.</p> <p>Make marks on this with a sharp pencil. The pressure will enable the carbon to transfer to the paper on the bottom.</p> <p>To add colour, experiment with rubbing oil pastel on the shiny side of the carbon paper BEFORE making the drawing.</p> <p>https://www.accessart.org.uk/monoprinting-with-carbon-paper/</p>
Lesson 8 1 hour	Create simple monoprints.	To create a monoprint landscape in the style of Lynda Thomas	<p>Starter: Recap - Ask children to respond to the key questions</p> <p>Who is Lynda Thomas?</p> <p>What is an artist?</p> <p>What kind of art did she create?</p> <p>Can you re-call the name of one of their pieces of art?</p> <p>What is monoprinting?</p> <p>Using their sketch books, children are to create a plan of their landscape (on a portrait page) look back in sketch books and remind them of the key features of her artwork – houses & plants etc. Give children a reference photo that links to topic learning.</p> <p>Working in steps:</p> <ol style="list-style-type: none"> 1. Draw landscape on a piece of good quality art paper. 2. In a tray, use a good amount of printing ink and roller out evenly with a roller – let children choose their colour. 3. Place the paper over the ink (design side up). Tape to the table if children need this to help keep the paper in place. 4. Go over the design with a pencil. 5. Peel the paper off the tray and the design will be on the back. <p>https://www.youtube.com/watch?v=disyn_sNyGc</p>

			<p>Children who may need more support with this or prefer to can use the carbon paper printing method used in previous lesson.</p>
<p>Lesson 9 30-40 mins</p>	<p>Begin to evaluate their own work and articulate their likes and dislikes</p>	<p>To respond and evaluate their art work and that of their peers</p>	<p>Children to have their sketch books and final piece on their desk. Allow them to have the time and space to look at their art work.</p> <ul style="list-style-type: none"> • Does it look like their original plan? If no, why not? What changed? • What do they like? Why do they like it? • What do they dislike? Why? • Would they change anything? • What features have they used that are similar to Lynda Thomas's style? • What colours have they used and why? What feeling does it create? • What tools and mediums did they use? • What steps did you use to create this? <p>https://www.accessart.org.uk/crit/</p> <p>Children to have an 'art gallery' walk around the classroom to look at each other's pieces of art. What do they like about it? Why? Can they describe how they created it? What could they do better with next time?</p>
Vocabulary	Sketch, detail, landscape, background, foreground, middle ground, scale, tone, line, shape, monoprinting, printing ink, roller, tray, transfer, fine liners		
Key Questions/Lines of Enquiry	<p>Who is Lynda Thomas? Can you name some of her famous art works? What style of art did she produce? How could you describe her art work? What colours did she use? What mediums did she use? What do you like about her artwork? What do you dislike? What do you like about your art work? What do you dislike?</p>		
Assessment opportunities	<p>On- going Tell me about what you are making. Tell me about what you are doing/creating</p>		

What are you going to do next? Why?

What colours/tools are you using?

Why are you using that colour? What effect do you want it to have?

Which medium do you prefer using? Why?