




## Art Medium Term Plan / Planning Sequence

Term: <b>Autumn 1</b>	Year group: 6	Key Concept: <b>Drawing and Painting</b>
<p>Classes: <b>Egypt &amp; Tanzania</b></p> <p>NC Objectives:</p> <ul style="list-style-type: none"> <li>• Create sketch books to record their observations and use them to review and revisit ideas</li> <li>• Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>• Learn about great artists, architects and designers in history.</li> </ul>		<p>Key Artist/Movement/Style:</p> <p><b><i>The Highway Man</i></b></p> 
<p>Prior Learning:</p> <ul style="list-style-type: none"> <li>• Confidently use sketchbooks for a variety of purposes including recording observations; developing ideas; testing materials; planning/recording information</li> <li>• Analyse and evaluate own artwork and the work of others</li> <li>• Know about and explain the ideas and approaches of various artists, craftspeople, designers, and architects. considering cultural context and intentions</li> <li>• Confidently investigate and exploit the potential of new and unfamiliar materials (for example, trying different ways of using tools and materials that are new to them)</li> <li>• Experiment with colour and space</li> <li>• Develop composition and scale using diagonal lines and a vanishing point to show perspective</li> <li>• Understand and use complementary and harmonious colours</li> <li>• Explore texture and mark making techniques – loops and interlocking</li> </ul>		<p>Substantive Knowledge</p> <ul style="list-style-type: none"> <li>• Independently develop a range of ideas which show curiosity, imagination and originality</li> <li>• Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches</li> <li>• Create original, knowledge informed outcomes</li> <li>• Analyse and evaluate own artwork and the work of others, making links and comparisons</li> <li>• Understand that artwork is made for a purpose and has a specific audience</li> </ul>

	<u>Progression Statement</u>	<u>Lesson Objective</u>	<u>Lesson Sequence</u>
Lesson 1	Use vertical lines and a vanishing point to show perspective	To explore vanishing points and perspective	<p>Use must knows to discuss vanishing point and perspective            What do the words mean and how do we show them in our art?  <a href="https://www.accessart.org.uk/street-drawing-exploring-vanishing-points-with-masking-tape/">https://www.accessart.org.uk/street-drawing-exploring-vanishing-points-with-masking-tape/</a></p> <p><b>TASK</b>  <a href="https://www.accessart.org.uk/street-drawing-exploring-vanishing-points-with-masking-tape/">https://www.accessart.org.uk/street-drawing-exploring-vanishing-points-with-masking-tape/</a>            Use the corridor or reference photos to replicate this            You will need:</p> <ul style="list-style-type: none"> <li>- A3 paper</li> <li>- Masking tape</li> <li>- Black fine liner</li> <li>- Graphite pencils/sticks</li> </ul> <p>Use the masking tape to construct the street/corridor on the paper.            Stick lengths of masking tape, attached to a point on the far side of the paper (vanishing point).            These lines represent the perspective and the horizon. Encourage and show/model the skill of looking, measuring and drawing carefully, maybe squinting to understand the scale and perspective.            Children to add details, drawing accurately what they see, in correspondence with the vanishing point, perspective and scale.</p>
Lesson 2	Make independent choices and thought out decisions as to which paint medium, marks and	To explore water soluble graphite	<p>In this lesson, children will explore water soluble graphite before using these skills and knowledge to create a monochromatic 'Highway Man' using the graphite. Water soluble graphite sticks and powdered graphite enable you to create exciting and dynamic marks</p> <p><b>TASK</b>            Allow children to explore freely. Have reference photos or objects on the tables for the children to refer to and recreate. Children will use the water-soluble graphite then add water with a brush.            Model how to do this and effects/texture you can create</p> <p><a href="https://www.youtube.com/watch?embeds_referring_euri=https%3A%2F%2Fwww.google.com%2F&amp;source_ve_path=MTY0NTA2LDE7NDUwMw&amp;feature=emb_share&amp;v=vedjfo-L54U">https://www.youtube.com/watch?embeds_referring_euri=https%3A%2F%2Fwww.google.com%2F&amp;source_ve_path=MTY0NTA2LDE7NDUwMw&amp;feature=emb_share&amp;v=vedjfo-L54U</a> – video for teachers</p>

	<p>techniques are best to use</p> <p>Apply a variety of techniques to create tone and texture in their work</p>		<p><a href="https://www.accessart.org.uk/developing-a-drawing-through-exploration-of-drawing-media-2/">https://www.accessart.org.uk/developing-a-drawing-through-exploration-of-drawing-media-2/</a></p> <p>Use sketch books and allow them to do this freely and get a feel for the new medium and technique.</p>
Lesson 3	<p>Make independent choices and thought out decisions as to which paint medium, marks and techniques are best to use</p> <p>Explain their colour choices and understand the mood/feeling they create</p>	<p>To use vanishing points and perspective to create 'The Highway Man'</p>	<p><b>Starter</b> Explore mark making techniques from previous year groups using graphite - loops and interlocking, broken, lines and dots, continuous and diagonal, ragged and sharp, stippling and blending, dots, dashes, hatching</p> <p>Look at reference photos/art of the highway man. Explain the context and how it relates to the poem.</p> <p><b>TASK</b> Using vanishing point and perspective, children will re-create the highway man art work. Children will have the choice between using water colour or water soluble graphite. Water soluble graphite sticks and powdered graphite enable you to create exciting and dynamic marks</p> <p>Encourage children to think about how they can create texture in the trees, road, horse etc. Allow them to think about their colour choice. What mood or feeling are they trying to create?</p>

Lesson 4	Reflect upon the artists' work, & share their response, expressing likes/dislikes and making links	Present and evaluate their artwork and that of their peers	<p>Children to have their sketch books and final pieces on their desk. Place the water colour and graphite piece side by side. Allow them to have the time and space to look at their art work.</p> <ul style="list-style-type: none"> <li>• What do they like? Why do they like it? Which one do they prefer and why?</li> <li>• What do they dislike? Why?</li> <li>• Would they change anything?</li> <li>• What features/skills/techniques have they used?</li> <li>• What colours have they used? How did they create that colour?</li> <li>• What tools and mediums did they use? Why did they make that choice?</li> </ul> <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? What could they do better with next time?</p>
Vocabulary	Vanishing point, distance, perspective, horizon, scale, landscape, background, foreground, overlap, layer, graphite, water colour, water soluble graphite, texture, mood		
Assessment opportunities	<p>Tell me about what you are making. Tell me about what you are doing/creating What are you going to do next? Why? What colours/tools are you using? What is a landscape? What are the key elements of a landscape? What is the vanishing point? What is scale? What is the horizon? Explain how to use this medium.</p>		