

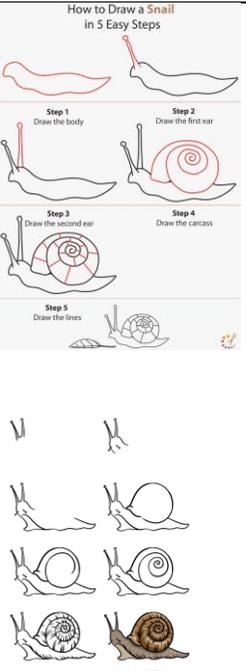
Mendell Primary School

Aspire Challenge Achieve

Medium Term Plan Art & Design



Year Group: 1	Term: Summer#1 2022	Teacher: Nicole Mornings	Subject lead: Dionne Sanati	Overview: Drawing (formal elements), Collage (Paper/ fabric) Artist study: Henri Matisse																											
Links to other learning:	Prior Learning:	Future Learning:	Risk Assessment:		Teacher CPD:																										
<u>Learning Intention</u>	<u>Lesson Outline</u> (Key Questions in colour)			<u>Resources</u>	<u>Vocabulary</u>	<u>Lowest 20% Adaptations</u>																									
<p>1 I can describe texture and shape.</p> <p>I can use soft and hard pencils to create different types of line and shape.</p> <p>I can add texture to a drawing by using linear and cross hatching.</p>	<p>Word of the week to be stuck or written in sketchbooks with definition: texture Texture is the look, feel or consistency of a material or substance</p> <p>Support resources: Display Twinkl textures adjectives word cards on WB to support discussions and the types of lines sheet opposite.</p> <p>Use Twinkl Animal Textures ppt to start initial discussions for chn to begin to describe textures.</p> <p>Hook: Show chn a range of snail shells close up and magnified like examples below.</p>  <p>Task 1: Discuss images using questions below. Teacher to model annotating around images on wb. How would you describe the texture of these shells? What types of lines can you see? Chn to stick in images like those above into sketchbooks and annotate around them using adjectives they feel best describe the textures and types of lines they can see.</p> <p>Task 2: Warm up - Teacher to model how chn can split half of their page into 6 sections - teacher will probably need to section most chn's sketchbooks books for them. Teacher to then model how to chn how hold/ vary the position of their pencil to sketch types of lines (spiral, cross hatching, fuzzy, stippling with dots, thick and thin, scaly) using a mixture of hard and soft pencils. Soft pencils create darker lines and are marked with a B for black. Hard pencils create lighter lines and are marked with an H for hard.</p> <p>Chn to independently complete this activity in their own sketchbooks.</p>			<p>Twinkl adjectives word cards Twinkl Animal textures ppts</p> <p>Snail shell images to stick in sketchbooks</p> <p>Soft and hard pencils</p> <p>magnified pots to collect snails or ipads to take pictures of snails</p> <p>Support sheets below photocopied for tables</p> <p style="text-align: center;"><i>Types of Lines</i></p> <table border="1" style="width: 100%; text-align: center; font-size: small;"> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>horizontal</td> <td>vertical</td> <td>zig zag</td> <td>curves</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>curly</td> <td>spiral</td> <td>thick thin</td> <td>shapes</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>angle</td> <td>cross hatching</td> <td>scribble or shading</td> <td>dots and stippling</td> </tr> </table> <p style="text-align: center;">TYPES OF LINE</p> 						horizontal	vertical	zig zag	curves					curly	spiral	thick thin	shapes					angle	cross hatching	scribble or shading	dots and stippling	<p>texture types of lines</p> <p>hard pencil soft pencil</p> <p>spiral cross hatching fuzzy stippling with dots thick and thin scaly</p>	<p>Support resources for vocabulary.</p> <p>Teacher to support chn with written annotations.</p> <p>Section chn's sketchbooks in advance for warm up activity.</p>
horizontal	vertical	zig zag	curves																												
curly	spiral	thick thin	shapes																												
angle	cross hatching	scribble or shading	dots and stippling																												

	<p>Task 3: Observe and sketch - Take the chn outside for a 'snail hunt'. Collect snails in magnified pots or get chn to take photographs using ipads. Poor weather alternative - teacher to bring in collected snail shells.</p> <p>Back in the classroom teacher to model step by step how to draw a snail on the other half of the sketchbook page and how to use hard/ soft pencils and different types of lines e.g. cross hatching for the shell and scaly for the body to add texture to their black and white sketch.</p> <p>Chn complete the sketching activity independently using their collected snails or photographs as still life inspiration.</p> <p>Reflection: Teacher to model annotating final work. Chn to annotate around their sketches to label the types of lines they have used.</p> <p>Chn could also peer assess each others sketches verbally using questions below as guidance.</p> <p>What types of lines can you see in their drawing? How have they used different types of lines to create texture in their drawing? What makes their drawing look realistic?</p>			
<p>2 - 3</p> <p>I can explain how an artist has created a piece and what I like/dislike about it.</p> <p>I can use different media, to show texture.</p>	<p>Word of the week to be stuck or written in sketchbooks with definition: collage A piece of art made by sticking various different materials such as photographs and pieces of paper or fabric onto a backing.</p> <p>Task 1: Artist study: Introduce artist Henri Matisse with slide 3 of Twinkl ppt and also the images below. Who was Henri Matisse?</p>  <p>Show image of his work 'The Snail' and explain context of the artwork <i>Matisse's daughter said that her father made many drawings of snails, and that his work The Snail (1953) came out of these drawings.</i> If possible read....</p>  <p>Discuss the artwork and teacher model annotating around it on wb. Discuss how Matisse cuts his shapes from paper and arranges them to make a picture. This is called a collage</p>	<p>http://www.rubberbootsandelfshoes.com/2019/07/matisse-inspired-snail-art.html</p> <p>Henri Matisse Twinkl ppt</p> <p>A range of coloured paper and card A range of materials black felt tips or fine liners</p> <p>Books - Snail Trail and/or How the snail found its colours</p> <p>Smaller images of 'The Snail' to be stuck in sketchbooks</p>	<p>collage</p> <p>Henri Matisse</p> <p>technique materials tearing overlapping sticking cutting</p>	<p>Teacher to support chn with written annotations.</p> <p>Chn with additional physical needs may need support with cutting and tearing of materials.</p>



What is the content (what is it) of the artwork?
What is the form (light or dark)?
What materials did he use and how was it made?
How did he create texture in his artwork?
What do you like or dislike about this piece of artwork?

Chn to stick picture of the artwork in their sketchbooks and annotate around it as modelled by the teacher.

Task 2: Warm up: In groups chn to explore different types of materials that they might use in their collages e.g. different types of paper, card or material. Teacher to guide group discussions.

What is the same about this material? What is different?
Where may you see this material?
Why do people create collages?
Which colour or pattern do you like and why?
What do you notice about the texture of your material?
How do these materials contrast?

Take photos of chn discussing and exploring materials to stick in their sketchbooks to show the process.

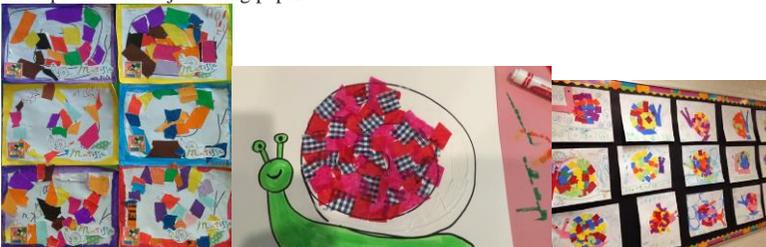
Chn to physically explore techniques of cutting, tearing and overlapping with a range of materials and to stick examples into their books with one word annotations to create materials samples e.g. cut, torn, overlapping, patterned.

Which materials can be cut? Which materials can be torn?

Task 3: Teacher to model the following techniques – tearing, overlapping and sticking using a range of materials to create a snail collage in the style of Matisse. The following link shows the step by step process to be modelled <http://www.rubberbootsandelfshoes.com/2019/07/matisse-inspired-snail-art.html>

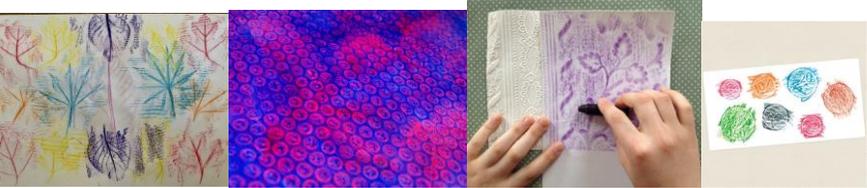
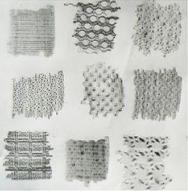
Chn to create their own Matisse inspired snail collage in their books.

Example outcomes just using paper



Task 4: If time allows encourage chn to add detail to their collages using sketching techniques and types of lines from the previous lesson. Black felt tips or fine liners to be used.

	<p>Reflection: Teacher to model annotating. Chn to annotate and label around their sketches commenting on the questions below.</p> <p>What colours did you use and why? <i>I chose the coloursbecause...</i></p> <p>How did you add texture? <i>I added texture with these materials (arrows to point to materials used).</i></p> <p><i>This material is ...rough/ smooth/ bumpy etc...</i></p> <p><i>I overlapped materials (arrows to point).</i></p> <p><i>I cut this material (arrow to point).</i></p> <p><i>I tore this material (arrow to point).</i></p>			
--	---	--	--	--

4 - 5	<p>I can use different media, such as pastels, or watercolour paint to reveal texture and the rubbing technique, frottage, can be used to create a range of effects on different papers.</p>	<p>Word of the week: frottage Frottage is a method that involves creating a rubbing of a textured surface using a pencil or other drawing material.</p> <p>What do you think has been used to create this rubbing? e.g. leaf, bubble wrap etc...</p> <p>What material do you think has been used in this frottage rubbing? e.g. coloured pencil, oil pastel, wax crayon, paint, ink.</p>  <p>Task 1: Warm up: Teacher to demonstrate the frottage techniques using a range of materials to create the rubbings and how to stick in sketchbook and annotate with words e.g. wax crayon and wall paper. Provide chn with a range of materials to explore the frottage technique of rubbing using coloured pencils, oil pastels or wax crayons. They can create rubbings on smaller pieces of paper, stick them in their sketchbooks and annotate using words e.g. leaf and oil pastel, bubble wrap and paint.</p>  <p>Task 2: Artist study: Show images of further Matisse artworks 'Panel with Mask' and 'The Sheaf'.</p>	<p>coloured paper coloured pencils oil pastels wax crayons paint</p> <p>A range of textured materials for frottage rubbing e.g. leaves, wallpaper, bubble wrap, coins, under shoes etc...</p> <p>Teacher to create sentence stem slips for reflection task.</p>	<p>frottage</p> <p>Henri Matisse</p> <p>collage texture rubbing</p> <p>technique materials tearing overlapping sticking cutting</p> <p>contrast</p> <p>coloured paper coloured pencils oil pastels wax crayons paint</p>	<p>Display key vocab on wb.</p> <p>Sentence stem slips for reflection.</p>
-------------	--	---	---	--	--



Discuss the artwork and teacher model annotating around it on wb. Discuss how Matisse cuts his shapes from paper and arranges them to make a picture. This is called a collage.

What shapes can you see? The shapes resemble simple plants, similar to leaves or perhaps marine plants.

What types of lines has Matisse used?

How has Matisse used colour? They each have a different contrast of colour, so that the overall piece is particularly bright and contemporary. In some cases the shapes are cut-outs, whilst in other cases Matisse actually uses the paper that was left, in a use of negative space (white areas).

Take photos of class annotated artwork on wb to stick in chn's books to show artists study process.

Task 3: Group artwork - **take photos of process and final pieces for each child's sketchbook.**

Teacher to model frottage, cutting, tearing and overlapping techniques to start to create an element/ starting point for each group's piece inspired by Matisse's artworks studied in this unit. Chn to continue the artworks in their groups applying these techniques.

Example outcomes - the chn's final piece will include more frottage elements than the examples below.



Reflection: Teacher to model annotating one of the group's pieces using the questions below. Sentence stem slips to be created so chn can fill in with key vocabulary.

What materials did you use in the frottage technique to create texture?

I used _____ and _____ to create _____ using the _____ technique.

I used bubble wrap and paint to create texture using the frottage technique.

I used leaves and wax crayons to create texture using the frottage technique.

What do you like best about your group piece?

My favourite thing about our group piece is _____.

What do you think could be better about your group piece?

Our group piece would be better if we _____.

Chn to stick reflection slips into their sketchbooks next to photo of process and final piece.

--	--	--	--	--