

# Mendell Primary School

*Aspire Challenge Achieve*

## Medium Term Plan Art & Design



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| <b>Year Group:</b> 3            |                                                                            | <b>Term:</b><br>Summer#1<br>2022                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Teacher:</b><br>Jess Hindley | <b>Subject lead:</b><br>Dionne Sanati | <b>Overview:</b> Drawing (formal elements)/Photography<br>Artists: Edvard Munch                                                                                                                         |                                                                                                                                             |                                                                                                                                      |                               |
| <b>Links to other learning:</b> |                                                                            | <b>Prior Learning:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Future Learning:</b>         | <b>Risk Assessment:</b>               |                                                                                                                                                                                                         | <b>Teacher CPD:</b>                                                                                                                         |                                                                                                                                      |                               |
| <u>Learning Intention</u>       |                                                                            | <u>Lesson Outline</u><br>(Key Questions in colour)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                 |                                       | <u>Resources</u>                                                                                                                                                                                        |                                                                                                                                             | <u>Vocabulary</u>                                                                                                                    | <u>Lowest 20% Adaptations</u> |
| 1                               | I can take photographs in different poses which show different expressions | <p>Show the children the link: 'Art Weekenders - The Scream versions around the world', explaining that it is one of the most famous paintings of all time. <a href="http://blog.artweekenders.com/2014/01/21/scream-versions/">http://blog.artweekenders.com/2014/01/21/scream-versions/</a></p> <p>Sometimes referred to as 'The Cry', Munch's painting The Scream is known for its expressionistic colours, a bright swirling sky which is the colour of flames and the person facing us who is alone and, clasping their face, screaming out, standing on a dock near water, with two shadowy figures are in the distance behind.</p> <p>Let the students see the painting and use the link: 'Google Arts and Culture - The Scream by Edvard Munch, 1893' to examine the painting closely. <a href="https://artsandculture.google.com/asset/the-scream/eQFdRTFKDtVQ1A">https://artsandculture.google.com/asset/the-scream/eQFdRTFKDtVQ1A</a></p> <p>Task 1: Artist study: Ask the children to stick in the image of artwork in their sketchbooks and annotate around it using question prompts below:<br/> <u>Where do you think this scene is?</u><br/> <u>What is the person facing us doing?</u><br/> <u>Why do you think they are screaming?</u><br/> <u>What could be the story behind the painting?</u><br/> <u>What would make you scream?</u> This might result in the discussion of phobias, eg: fear of spiders.<br/>           Working in pairs, get the children to study the image, focusing on the expression created.</p> <p>Finally, ask the children to guess how much the painting was sold for at Sotheby's in 2012 and then write it on a small piece of paper. Then show the link: 'Edvard Munch's The Scream auctioned at Sothebys' on VideoLink and see who was the closest with their guess. You can add to this by explaining that auction history was made at Sotheby's, New York when Edvard Munch's iconic masterpiece The Scream sold for £73,921,284.</p> <p>Task 2: They should then try to recreate the image by taking photos of each other, taking it in turns to pose for each other and take photos. They must making sure that they frame the photograph so that it is a similar composition to the painting and includes the head, shoulders and position of the hands. Ask the children to practise their (silent) scream and think about what would make them scream so that their pose is very personal and expressive. Once the class have taken their photos, get pupils to review them with their partner and re-take them if necessary.</p> <p>Demonstrate how to use editing software on the tablet, laptop or desktop to:</p> <ul style="list-style-type: none"> <li>● crop it to fit A4 paper</li> <li>● sharpen the image and</li> <li>● create contrast</li> </ul> <p>before pupils then work on editing (and saving) their own photos.</p> |                                 |                                       | <p>Digital cameras or tablets and a way to download and print them - ask Jordyn how she did this with Year 5 photography unit.</p> <p>Oil pastels</p> <p>Small images of The Scream for sketchbooks</p> | <p>software<br/>crop<br/>edit<br/>sharpen<br/>contrast</p> <p>layering<br/>blending<br/>heavy pressure<br/>light pressure<br/>stippling</p> | <p>May require some support with editing the images so should be encouraged to work collaboratively with their partner or group.</p> |                               |
| 2                               | I know that paintings and photographs can express emotion                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                 |                                       |                                                                                                                                                                                                         |                                                                                                                                             |                                                                                                                                      |                               |
|                                 | I can replicate the mood and expression of a painting                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                 |                                       |                                                                                                                                                                                                         |                                                                                                                                             |                                                                                                                                      |                               |
|                                 | I edit photos successfully                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                 |                                       |                                                                                                                                                                                                         |                                                                                                                                             |                                                                                                                                      |                               |

Task 3: Teacher needs to model techniques first before chn move onto independent work. In their sketchbooks ask chn to sketch (line drawing lithography on ppt can be used as a support tool in sketching) and then create a colourful background for their piece using oil pastels. Teacher to model techniques of light and heavy pressure, stippling, layering and blending using oil pastels/

Print out their photos and get them to cut away the background and stick it to their backgrounds

Reflection: Pupils can now share their versions of The Scream with one another, discussing the similarities and differences, for example the choice of medium for the background, the composition (how 'zoomed in' it was), the type of expression. Chn to make a brief comment of reflection on a post it or underneath their artwork - question prompts below to support.

3 I can express emotion through contrasting lines and tones using a range of media

In the next few lessons, we will explore mark making, colour and shapes relating to emotional responses to fear.



word of the week: abstract art

**Abstract art is a form of art with no recognisable subject, it doesn't represent images of our everyday lives. It has form, so it has colours, lines and shapes, but they are not designed to represent living things or actual objects.**

Hook: Read children a poem, story or factual account of being afraid. The focus will be the emotion of fear. The class can go on to discuss what it is like to feel afraid.

What does it feel like to be scared? What happens in your body? What are the physical signs/ reactions you have? Have you ever been in frightening situations yourselves? Can you describe what happened? Is it like being happy and content? What are the main differences?

Task 1: Model on wb and then ask chn to create a thought shower in their sketchbooks using half a page with vocabulary to describe being afraid e.g. petrified, goosebumps, feeling sick, shaking, hair standing up, rooted to the spot, empty, confused, shaking etc...

Task 2: Move on to discuss how colours, shapes, lines and marks might express something of the sensation or effect of fear. e.g. One of you said that when you are afraid you shake with nervousness. What kind of mark could you make on the board that looks shaky or nervous? e.g. we could draw zig zag or jagged lines like our body is shaking Can anyone else suggest a way of making a mark that could show how they felt when they were afraid?

On the other half of the sketchbook page model mark making and annotating with vocabulary to represent the emotion of fear. **Ensure that you model the stippling technique and how to create light tones (by drawing lines further apart) and dark tones (by drawing lines closer together)/**

e.g. zig zag lines = shaking  
swirls or cross hatching = confused  
thick/ thin lines = hairs standing on end  
dots by stippling technique = petrified

What colours are usually associated with fear? What colours or combinations of colours go with your sense of fear? Is red the only colour that can show fear? Model adding elements of different colours to the emotions using a range of media e.g. pencil crayons, wax crayons, oil pastels.

petrified = red & orange, feeling sick = yellow & green, confused = multi-coloured, shaking = blue & purple

Someone else commented that they felt frightened in claustrophobic situations.

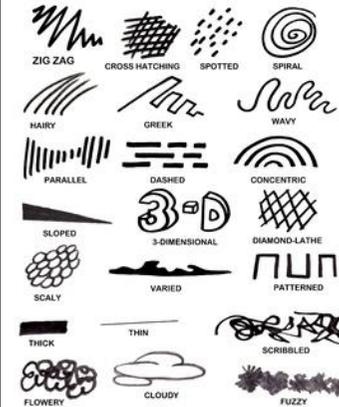
Can anyone think of a way that you could show a feeling of claustrophobia by just using shapes, without drawing a picture? e.g. shapes drawn small and close together gives that feeling of being trapped and also creates darker tones

Types of lines sheet to support task 2

### Types of Lines

|            |                |                     |                    |
|------------|----------------|---------------------|--------------------|
|            |                |                     |                    |
| horizontal | vertical       | zig zag             | curves             |
|            |                |                     |                    |
| curly      | spiral         | thick thin          | shapes             |
|            |                |                     |                    |
| angle      | cross hatching | ripple or radiating | dots and scribbles |

### TYPES OF LINE



abstract art

stippling  
light tones  
dark tones

curves  
spirals  
fuzzy  
etc...

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |  |  |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|
|  | <p>How could you make a shape look nervous? e.g. using jagged, fuzzy, cloudy lines<br/>         How could you make shapes look confused? e.g. using a range of shapes or lines that don't match</p> <p>On the other half of their sketchbook page chn should now experiment with different ways of showing fear without drawing a picture (20mins). Tell them they can use shapes, colours, lines and marks and any combination of these. There are different media for you to use so try out different materials for your idea. It is important not to try to draw a picture.</p> |  |  |  |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|

4 I can identify, mix and use contrasting coloured paints.

I can use the impasto painting technique to create an abstract piece of artwork that expresses emotion through contrasting lines and tones.

They are obviously different to one another and are opposite each other on the colour wheel. Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting. Warm colours include orange, yellow and red. Cool colours include blue, green and magenta.

In this lesson, we will continue to explore mark making, colour and shapes relating to emotional responses to fear. We will use our knowledge of contrasting lines and tones from last lesson to create an abstract painting using the impasto painting technique.

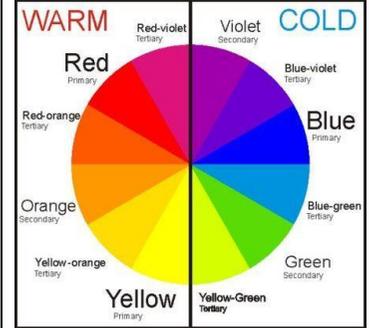


**word of the week: impasto**  
**Impasto is a thick application of paint where you can see the ridges and lumps of paint. Artists often will use a palette knife to scrape the thick paint onto the surface. It ends up with brushstrokes that you can see and adds another dimension to the artwork.**

Task 1: Artist study - chn to stick images below into their sketchbooks and annotate around them using the questions below as guidance.  
 How would you describe the lines used? Have types of lines sheet as support on the tables  
 Has the artist used warm or cool colours? Have colour wheel sheet as support on tables  
 What contrasting colours and shades have been used?  
 What emotion do you think the artist was feeling when they painted this?  
 Why did you choose that emotion?  
 What tools have they used to create the impasto painting? thick brushstrokes and palette knife  
 How have they created dimension? By applying the paint in thick strokes with a brush or palette knife and by layering the paint to create texture



Types of lines sheet and colour wheel to support task 1



impasto  
 ridges  
 lumps  
 thick paint  
 layering  
 brushstrokes  
 dimensions  
 texture  
 palette knife  
 abstract art  
 warm colours  
 cool colours  
 curves  
 spirals  
 fuzzy  
 etc...

Types of lines sheet and colour wheel sheets to support verbal discussions

Teacher could support chn in writing during annotation activity of task 1

Task 2 (20mins): Chn to use a whole page to sketch an emotion of their choice without drawing a picture. Tell them to use shapes, lines and marks to represent their emotion. Remind them that it is important not to try to draw a picture as this will make it more abstract.

Task 3 (30mins): Teacher to show a pre-sketched page in their sketchbooks using shapes, lines and marks that represents an emotion.

What emotion do you think my abstract sketch represents? Why do you think that?

What lines and marks have I used that represent that emotion?

What shapes have I used that represent that emotion?

What colours should I use to represent my emotion - warm or cool?

What shades should I use?

What colours should I mix to create the shade \_\_\_\_\_ that I need?

Teacher to use their own whole page sketch from task 2 to model using the impasto painting technique with the tools: rollers, brushes and palette knives.

CPD videos below

<https://www.youtube.com/watch?v=pJCtLquKrEI>

<https://www.youtube.com/watch?v=0eFq--WiyBc>

What colours should I mix to create the shade \_\_\_\_\_ that I need?

What tool should I use to apply my acrylic paint?

How should I use the tool to create an impasto piece?

Chn to then use the impasto technique to add colour to their emotion sketch.

Reflect: Chn to write a brief reflection on a slip stapled onto their piece of work answering the questions below written on the slip.

How have you used shapes, lines and marks to represent your emotion?

How have you used colour to represent your emotion?

What did you enjoy the most about using the impasto technique?

What was the most challenging thing about using the impasto technique?

#### TYPES OF LINE



acrylic paints  
brushes  
rollers  
palette knives

teacher to support chn in task 3 with the physical aspect of using tools in the impasto technique (fine motor skills)