


Mendell Primary School

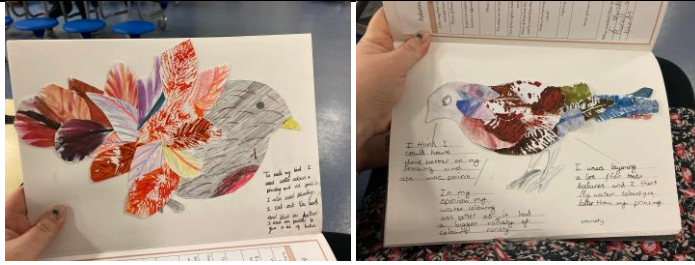
Aspire Challenge Achieve

Medium Term Plan Art & Design



Year Group: 4	Term: Summer#1 2022	Teacher: Hannah Jones	Subject lead: Dionne Sanati	Overview: Drawing (formal elements)/Painting (colour mixing watercolours)/ Drawing (scratchboard engraving) Artists: Beth Krommes & Sally Maxwell.		
Links to other learning: Maths – scaling and shape	Prior Learning:	Future Learning:	Risk Assessment:		Teacher CPD:	
<u>Learning Intention</u>	<u>Real Life Links</u>	<u>Lesson Outline</u> (Key Questions in colour)		<u>Resources</u>	<u>Vocabulary</u>	<u>Lowest 20% Adaptations</u>
<p>1 I can make observational still life drawings exploring types of lines using pencil and pen.</p> <p>I can explore engraving using the 'scratchboard' technique.</p>		<p>Lesson overview: Formal elements of drawing/ Printing (scratchboard engraving)</p> <p>In this lesson, we will learn about some of the formal elements of drawing focusing on line, shape and contrast. You will learn how to apply them in observational drawings of feathers and explore them using the materials of pencil, pen, ink and charcoal. You will also learn about the engraving technique of 'scratchboard' and how you can use lines, marks and strokes to create a coloured image of your feather.</p> <p>What is texture? What is pattern? What is value? Show Twinkl ppt and explain what these mean.</p> <p>What is contrast? <i>Contrast is the difference between art elements like colour, size, pattern or texture.</i></p> <p>Show the children images of feathers close up and under microscopes on Google. What types of colours can you see that create a contrast - warm, cool, bright, dull, monochrome (black and white)? How are the natural patterns made in these feathers? Children should be able to identify that different types of lines create the patterns. What types of textures can you see? 4 types - soft, hard, smooth or rough. But we can then define them further... fuzzy, bumpy, wrinkly, gritty, prickly, spikey etc...</p> <p>Task 1: Give chn time to choose some of the images, stick in their sketchbooks and annotate around the outside commenting on pattern, texture and colour/ value.</p> <hr/> <p>Task 2: Warm up - exploring types of lines (20mins) What types of lines can you think of? Show chn types of lines posters. Give each child dice with types of lines. Model sectioning a part of your sketchbook off with the above title, and rolling a dice and drawing with that type of line for a minute. Roll again and repeat etc... Chn to explore drawing with types of lines themselves in sketchbooks. Now give chn a feather and ask them to apply the dice rolling activity to draw the feather using different types of lines. Teacher to model before they begin. Chn can deviate away from the dice if they wish and use any type of line.</p> <hr/> <p>Task 3: observational drawing (15-20mins)</p>		<p>-pencils, fineliner pens</p> <p>-Photocopied images of feathers close up and under microscopes</p> <p>-a range of feathers for observational drawing</p> <p>-magnifying glasses</p> <p>-Artist study images for chn</p> <p>-Teacher/children to prepare in advance engraving squares of paper using oil pastels (warm/ cool colours) and black paint</p> <div style="text-align: center;">  </div> <p>-Cocktail sticks/ sharpened dowling sticks for engraving</p>	<p>Observational drawing</p> <p>texture pattern value contrast lines dots shape light tones dark tones</p> <p>engraving scratchboard technique</p>	<p>Teacher support to model techniques 1:1 or in a smaller group after whole class modelling.</p>

		<p>Ask chn to swap feathers with a partner. Give each child a microscope. Ask them to apply the skills of types of lines to draw their feather in detail. Also provide them with a fineliner pens so they can add detail to enhance texture and contrast.</p> <p>-----</p> <p>Artist study - Beth Krommes and Sally Maxwell (see ppt). Give chn images of artworks to stick in their books and annotate around using questions below to guide. What materials has she used to create her scratchboard art? What techniques do you think she has used? Which piece do you prefer and why?</p> <p>Task 4: engraving using 'scratchboard' technique Give chn pre-prepared scratchboard pieces of paper. Ask them to use the technique of scraping away the paint using lines, marks and strokes to create a detailed image of their feather.</p> <p>Self/ peer reflection time - annotate next to their scratchboard art using questions below. What types of colours have you revealed on your scratchboard that have created a contrast - warm, cool, bright, dull, monochrome (black and white)? How did you recreate the natural patterns in the feathers? Children should be able to identify the different types of lines they have used create the patterns.</p>			
2 - 3	I can identify, mix and use contrasting coloured paints, including using warm and cool paint colours to evoke warmth or coolness in a painting.	<p>Lesson overview: Paint (colour mixing with watercolours)/ Printing (repeated patterns)</p> <p>In the next two lessons, we explore paint mixing using poster paints and watercolours and printing using natural materials to create repeating patterns. We will then apply the formal elements of drawing that we learnt about last lesson focusing on line, shape and contrast to create a textured piece of artwork of a bird.</p> <p>Show chn 'colour and the wheel' Twinkl poster with the writing covered. What are the 3 primary colours on the wheel? What are 3 secondary colours that can be made by mixing the primary colours? What colours do we need to mix to make those colours? What are the tertiary colours that can then be made by colour mixing? What colours can we mix to create these colours? Which colours are warm/ cool colours?</p> <p>Chn to stick in a copy of the colour wheel in their sketchbooks and annotate following discussions.</p> <p>Task 1 - Warm up - explore colour and paint mixing using colour wheel (20mins) Teacher to repeat questions above and model colour mixing using paint and watercolours to create a colour chart using both materials in their books. Twinkl colour wheel can be stuck in and used as a template.</p> <p>Task 2 - artist study Give chn images of a range of artworks from the following artists from different eras - John James Audubon, Genevieve Esson, Giuseppe Arcimboldo, Dzia – Geometric Birds. http://www.artpromotivate.com/2013/09/paintings-of-birds-flying-branches.html https://www.tiqets.com/blog/famous-bird-paintings/ https://www.google.com/search?q=Dzia+%E2%80%93+Geometric+Birds&rlz=1C1GGGE_en_gbGB614GB621&source=lnms&tbm=isch&sa=X&ved=2ahUKEwjC5eeEx-b3AhULgFwKHT5hBSsQ_AUoAXoECAEQAw&biw=1920&bih=910&dpr=1 What techniques and materials do you think they have used to create their artworks? Which artist's style do you think the most? Why?</p> <p>Task 3 - Take the chn outside to collect a range of leaves to be used in next printing activity (15mins)</p> <p>Task 4 - apply (40mins) Model sketching the outline of a bird. Using separate paper model drawing, painting and printing (using the leaves) feathers to create a textured collage for the feathers on their sketch. See example outcome below.</p>	<p>-Twinkl colour wheel poster -Twinkl colour wheel activity sheet</p> <p>-range of primary colour paints -watercolours -brushes -rollers</p> <p>-Artist study images for chn</p> <p>-leaves collected</p>	<p>colour wheel primary colours secondary colours tertiary colours warm colours cool colours</p> <p>watercolour printed</p> <p>texture</p>	



Self/ peer reflection time - annotate around their final piece using questions below.
 What types of colours have you used to create a contrast - warm, cool, bright, dull, monochrome (black and white)?
 How did you create contrast in your piece either using colour, pattern, size or texture?
 Do you prefer the watercolour feathers or printed feathers on your piece? Why?
 What could you have done better?

4 I can make observational still life drawings exploring types of lines using pencil, pen, ink and charcoal.

Lesson overview: Formal elements of drawing

In this lesson, we will apply the formal elements of drawing that we learnt about to create detailed sketches of insects using pencil, pen, ink and charcoal.

What does monochrome mean?
 Made with a single colour or hue. Usually involving or producing visual images in a single colour or in varying tones of a single colour (such as grey) monochrome film.

Task 1 - Warm up - Match up formal elements.
 Give chn a sheet with formal elements they have learnt about to match up definitions and images of the techniques to recap prior learning.

Task 2: apply formal elements techniques using pencil, pen, ink and charcoal.
 Provide chn with a range of monochrome images of insects. Alternative would be for chn to collect insects in microscope jars and draw from real life.
 Ask chn to create a series of drawings using any of those materials above listed. Remind chn that detail is key so their use of colour, form, line, shape, space, texture, value, pattern and tone will all help them to make their sketches as realistic as possible.


Examples of outcomes from a Year 6 class



Peer reflection time - chn to circulate the room observing the work of others. When the teacher says stop, the chn should make comments on their post it and stick on the sketchbook in front of them as a peer reflection summary.
 What do you like the most about their sketches?

-teacher to create a match up activity sheet with formal element, definition and images of the technique in action (Twinkl elements of art poster can be used as guidance)
 -pencils, fineliners pens, ink, charcoal
 -fine brushes, cocktail sticks or fountain pens can be used to draw with the ink

monochrome
 colour
 form
 line
 shape
 space
 texture
 value
 pattern
 tone

	Name one thing that they could do to improve their sketches.			
<p>5 I can make a two-colour print using relief printing in polystyrene</p>	<p>Lesson overview: Formal elements of drawing</p> <p>In this lesson, we will apply the formal elements of drawing that we learnt about to create detailed sketches of insects using pencil, pen, ink and charcoal.</p> <p>Show chn different images of relief printing in action - include woodcut, relief etching, linocut and metal cut, also polystyrene cut as this is the material chn will be using.</p> <p>What is relief printing? How do you think relief prints are made? What materials do you think are used?</p> <p>Relief printing, in art printmaking, a process consisting of cutting or etching a printing surface in such a way that all that remains of the original surface is the design to be printed. Examples of relief-printing processes include woodcut, anastatic printing (also called relief etching), linocut, and metal cut.</p> <p>Task 1 - Warm up - explore relief printing (20mins) Teacher to model this technique first. Give chn a small polystyrene sheet. Ask them to explore drawing a range of lines, dots, indents etc... on the sheet, discuss how they can change the pressure of their pencil strokes and mark making for effect. They can then explore repeat printing, using two colours, in their sketchbooks to create a pattern.</p> <p>Task 2 - relief printing (40mins) Give chn larger sheets of polystyrene. Ask them to scale up/down one of their insect sketches from last lesson to create their printing template. They can then explore repeat relief printing using two colours in their sketchbooks. If chn have time they can also add detail to their prints using fineliners.</p> <p>Examples of outcomes from a Year 6 class</p>  <p>Self reflection time - annotate around their final piece.</p> <p>What was the most challenging thing about the technique of relief printing?</p> <p>What do you like the most about your relief prints and why?</p> <p>What could you improve on next time?</p>	<ul style="list-style-type: none"> -polystyrene sheets - printing ink - rollers -fineliners 	<ul style="list-style-type: none"> relief printing cutting etching polystyrene scale up/down 	