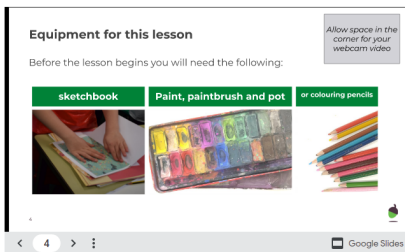
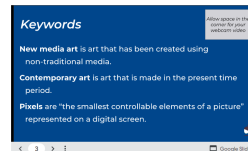


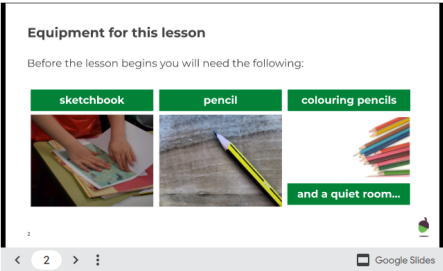
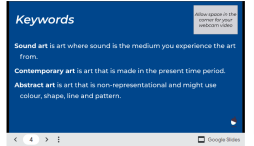
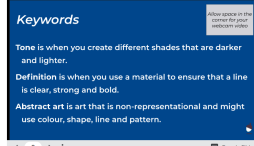
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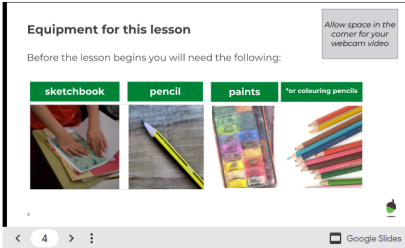
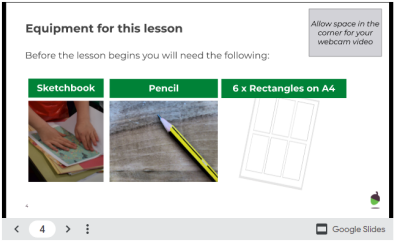
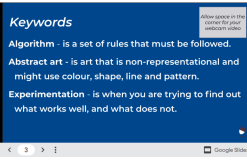
Aspire Challenge Achieve

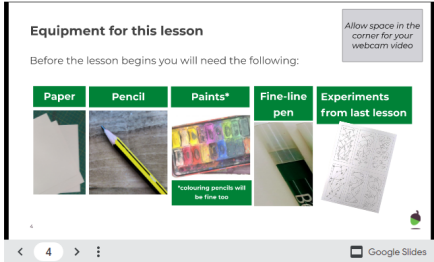
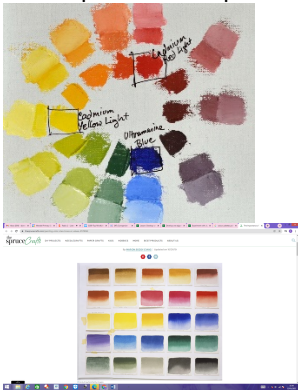
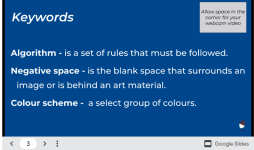
Medium Term Plan Art & Design



Year Group: 5		Term: Spring #1 2022		Teacher: Jordyn Keelan		Subject lead: Dionne Sanati		Overview: Digital/new media Artists: Wassily Kandinsky		
Links to other learning: ICT – algorithms and digital art software		Prior Learning: In the Autumn Term chn explore photography and experimented with manipulation techniques to achieve a creative outcome as well as combining photography with drawing in a mixed-media piece.		Future Learning:		Risk Assessment:		Teacher CPD: Please watch the teacher led videos for each lesson prior to teaching/ transcripts are also available to support your modelling https://teachers.thenational.academy/units/digital-new-media-6af8 Please ensure that you watch the teacher led videos in advance and that you try techniques out in your our sketchbooks before the lesson.		
<u>Learning Intention</u>		<u>Real Life Links</u>		<u>Lesson Outline (Key Questions in colour)</u>		<u>Resources</u>		<u>Vocabulary</u>		<u>Lowest 20% Adaptations</u>
1 I can independently develop a range of ideas which show curiosity, imagination and originality. I can design a pixelated art piece to reflect a chosen theme.				Lesson overview: Understand what New Media Art is and create Pixel Art In this lesson, students will gain an understanding of what New Media is and how it is used in contemporary Art. They will then create a pixelated art piece using paint, as demonstrated, but this can also be created using a digital process or colouring pencils. <u>What is new media art?</u> <u>What do these forms of new media art have in common?</u> <u>How do these images link to new media art?</u> Ensure chn have enough time to note the different types of new media in their sketchbooks.		https://teachers.thenational.academy/lessons/understand-what-new-media-art-is-and-create-pixel-art-c4wkgc Teacher CPD video will help guide your teaching and modelling. PPTs are also available in above link.  <p>Equipment for this lesson Before the lesson begins you will need the following: sketchbook Paint, paintbrush and pot or colouring pencils</p> <p>Allow space in the corner for your webcam video</p> <p>You will also need 22x22 squared paper or graph paper to create the pixel art. You may wish to add more variety to the lesson by giving children images of water,</p>		 <p>Keywords New media art is art that has been created using non-traditional media. Contemporary art is art that is made in the present time period. Pixels are "the smallest controllable elements of a picture" represented on a digital screen.</p>		

			<p>Reflection questions for their final piece in sketchbooks:</p> <p>What colours did you choose? Warm or cool?</p> <p>What type of artwork have you created today?</p>	<p>lava, grass or sand so they each produce different types of artwork.</p>		
2	<p>I can describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked.</p> <p>I can systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches.</p>		<p>Lesson overview: Explore Sound Art and create experiments using sound</p> <p>In this lesson, our attention turns to Sound Art, and the use of sound to inspire art in abstract forms and shapes.</p> <p>Can you remember the types of new media artwork we looked at last lesson?</p> <p>What is the difference between sound art and music?</p> <p>Where do you normally listen to music?</p> <p>Where do you experience art?</p> <p>What shapes and lines have you drawn to match the sound clips?</p> <p>Are there any colours you associate with these sounds that you can add?</p> <p>Reflection question after final piece in sketchbooks:</p> <p>What connects new media and sound art?</p>	<p>https://classroom.thenational.academy/lessons/explore-sound-art-and-create-experiments-using-sound-cmu32c</p> <p>Teacher CPD video will help guide your teaching and modelling. PPTs are also available in above link.</p>  <p>Extension opportunity: Teacher to download Audacity onto school ipads or laptops prior to lesson for chn to use. If this can't be done teacher could have a variety of soundscape clips available to play to the chn.</p>		
3	<p>I know about the technical vocabulary and techniques for modifying the qualities of different materials and processes.</p> <p>I can create a larger-scale artwork from last lesson's drawings.</p>		<p>Lesson overview: Utilise your abstract shapes, inspired by sound, in a developed art piece</p> <p>Using our research into sound art, and our own shapes, patterns and designs from last lesson, we will combine them this time to develop a large watercolour painting.</p> <p>What is abstract art?</p>	<p>https://classroom.thenational.academy/lessons/utilise-your-abstract-shapes-inspired-by-sound-in-a-developed-art-piece-65hkac</p> <p>Teacher CPD video will help guide your teaching and modelling. PPTs are also available in above link.</p>		

		<p>Teacher adaptation: include more images of artwork from Wassily Kadinsky on ppt and images for chn to stick into sketchbooks and annotate as well. Questions for chn to reflect in their sketchbooks...</p> <p>Is his artwork sound art? No. His artwork may have been inspired by sound but it is not created by sound. He wanted his art pieces to be like symphonies, to be like music, to lift those spirits.</p> <p>What type of artwork would you say it is? Abstract art</p> <p>What shapes and patterns can you see in his artwork?</p> <p>What tones can you see in his artwork? Do you think his artwork paints an emotion? What emotion?</p> <p>Reflection question for their final piece in sketchbooks: Compare your work with Kandinsky's 'Swinging' - What elements are similar?</p>	 <p>Equipment for this lesson</p> <p>Before the lesson begins you will need the following:</p> <p>sketchbook pencil paints for colouring pencils</p> <p>You will also need black finers for chn to add detail to their final piece.</p>		
<p>4 I can independently take action to refine their technical skills in order to improve their mastery of materials and techniques.</p> <p>I can independently select and effectively use relevant processes in order to create successful and finished work.</p>	<p>ICT – algorithms and digital art software</p>	<p>Lesson overview: Experiment with algorithms to adapt in your next lesson</p> <p>Building on our understanding of New Media and Abstract art forms, students will learn what an algorithm is and create algorithm art experiments in preparation for the next lesson.</p> <p>Recap... What is abstract art? Chn to write definition.</p> <p>Can a robot create artwork? What is an algorithm?</p>	<p>https://teachers.thenational.academy/lessons/experiment-with-algorithms-to-adapt-in-your-next-lesson-75j32d</p> <p>Teacher CPD video will help guide your teaching and modelling. PPTs are also available in above link.</p>  <p>Equipment for this lesson</p> <p>Before the lesson begins you will need the following:</p> <p>Sketchbook Pencil 6 x Rectangles on A4</p>	 <p>Keywords</p> <p>Algorithm - is a set of rules that must be followed.</p> <p>Abstract art - is art that is non-representational and might use colour, shape, line and pattern.</p> <p>Experimentation - is when you are trying to find out what works well, and what does not.</p>	

			<p>Sketchbook reflection question prompts: How do you feel about your final piece? How did drawing on top of the photograph affect the final image? If you were to do this activity again, would you change anything?</p>			
5	<p>I can provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work.</p> <p>I understand how to make effective use of negative space.</p>	ICT – algorithms and digital art software	<p>Lesson overview: Develop one algorithm, abstract experiment using negative space</p> <p>Choosing one design from the previous lesson, students will develop the work using paint (or colouring pencils) using a colour scheme and using negative space. With a fine-line to finish, students will be able to finish the unit with an art piece to frame at home.</p> <p>Recap... What is new media in art? What is abstract art? What is an algorithm?</p> <p>Which of your algorithm artworks can you enlarge successfully? What colours will you add? Similar colours, warm or cool or contrasting colours? What is negative space? Can you identify sections of negative space in your drawing? How can using thin or thicker lines for definition develop your piece?</p> <p>Chn should explore painting colour palettes to explore tone in their sketchbooks before painting onto their final piece.</p> <p>Sketchbook reflection question prompts for final pieces: ???</p>	<p>https://classroom.thenational.academy/lessons/develop-one-algorithm-abstract-experiment-using-negative-space-6xk3jd</p> <p>Teacher CPD video will help guide your teaching and modelling. PPTs are also available in above link.</p>  <p>Equipment for this lesson Before the lesson begins you will need the following:</p> <ul style="list-style-type: none"> Paper Pencil Paints* Fine-line pen Experiments from last lesson <p>*colouring pencils will be fine too</p> <p>Colour palette examples for sketchbooks...</p> 	 <p>Keywords</p> <p>Algorithm - is a set of rules that must be followed. Negative space - is the blank space that surrounds an image or is behind an art material. Colour scheme - a select group of colours.</p>	