Mendell Primary School

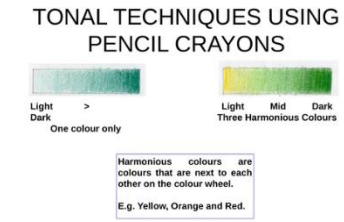
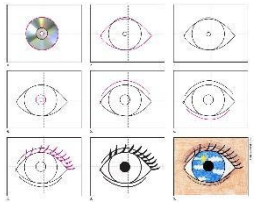
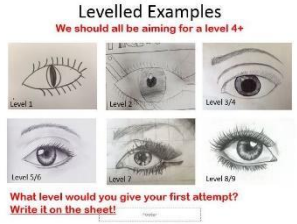
Aspire Challenge Achieve

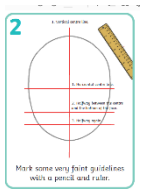
Medium Term Plan Art & Design

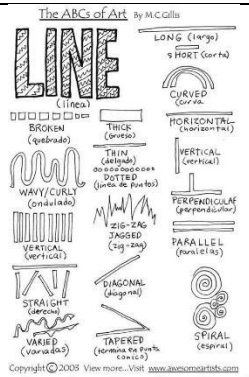
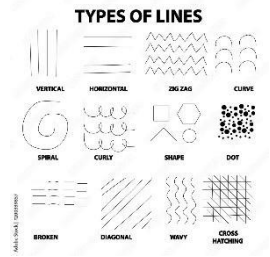
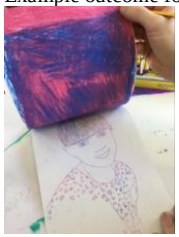
Year Group: 5	**Term:** Summer#2 2022	**Teacher:** Jordyn Keelan	**Subject lead:** Dionne Sanati	**Overview:** Drawing (formal elements)/ Printing (Mono-printing & screen printing) Artists: Alexander Calder, Allison Kunat, Andy Warhol

Links to other learning:	**Prior Learning:**	**Future Learning:**	**Risk Assessment:** / **Teacher CPD:**

	Learning Intention	Real Life Links	Lesson Outline (Key Questions in colour)	Resources	Vocabulary	Lowest 20% Adaptations
1	I can make observational self-portrait drawings considering shape, contour, shade and tone		Lesson overview: Formal elements of drawing In this lesson, we will learn about some of the formal elements of drawing including shape, contour, shading and tone. You will learn how to apply them in observational drawings of your face. What is contour? An outline representing or bounding the shape or form of something. Warm up – explore – Let's explore the contours of our faces. Give chn mirrors and ask them to study their face. Discuss the shapes that they see using the questions below and images opposite on sheets for them to compare. What shape is your face? What shape are your eyes? What shape is your nose? What shape is your upper lip? Lower lip? What shape are your eyebrows? Task 1 – artist's study (10mins) – Show examples of self-portrait by… - Alexander Calder who uses continuous contour lines in his sketches with pen/ pencil and then turns them into sculptures using wire, - Allison Kunath who creates blind contour portraits drawn with a single, continuous line - without looking down at the page Chn to stick images of artists' work in sketchbooks and annotate using question prompts below. What is contour? How has this artist created their piece? What do you like/ dislike about the style of blind contour drawing? Task 2 – explore (15mins) – watch video Chn to then create their own self-portrait continuous contour line drawing in pencil. https://www.youtube.com/watch?v=LtJULRpbj4g What is shading? ***Shading is a technique used in sketching to create light, medium and dark tones, making things appear to be 3D.***	 Alexander Calder self-portrait sketches in pen/pencil and in wire. http://www.allisonkunath.com/blind-contour-portraits -'All about shading' poster	Observational drawing Tone/ tonal Shade Contour Shape cross hatching blending stippling	Teacher support to model techniques 1:1 or in a smaller group after whole class modelling. Twinkl help sheet drawing of eye available.

			Artists use this technique to bring their observational drawings to life. Observational drawings could be a portrait, flowers or a bowl of fruit! How can I create shade in different ways in my sketches? Give chn sheet to stick in their books and match up the definition to the technique (cross hatching, blending and stippling). Warm up 1(10mins) - teacher to model pencil control using the tonal shading exercise in black/ white with the shading chart – chn to explore this exercise themselves in sketchbook. What is tone? In art, **tone refers to the areas of lightness and darkness** on an object or colour. How we view tones depends on the surface of the object. Colour tone is created by adding different amounts of white or light colours for light tones, or gradually adding different amounts of black, grey or dark colours for darker shades. Why use different tones? **Tone is used to show the way light falls onto an object and gives a 3D effect to the work and object**. The parts of the object that are lightest are the highlights and the darker areas show shadow. The colours in between should be a range of different shades of the lightest and darkest colours. Warm up 2 (10mins) - teacher to model pencil control using tonal shading with colour for their eye colour e.g. different shades of blue. Chn to explore this exercise themselves in sketchbook. Observe/ explore - Task 3 (20mins): Teacher to model contour drawing of their own eye (Twinkl help sheet to support) and adding tonal shading using the techniques of cross hatching, blending and stippling and then adding tone with coloured pencils. Chn to then draw their own eye(s) exploring the techniques themselves in their sketchbooks. Peer reflection time – What shading techniques (cross hatching, blending, stippling) have they used? What details of their eye have they included in their sketch? If time allows there is an additional observe/ explore - Task 4 (20mins): Teacher to model contour drawing their lips and adding tonal shading using the techniques of cross hatching, blending and stippling. Chn to then draw their own lips exploring the techniques themselves in their sketchbooks.	-Tonal shading sheet for each pupil -Mirrors  Twinkl help sheet for drawing of eye and diagram sheet below  Examples of outcomes… 		
2	I can make detailed observational self-portrait drawings using proportion grids and considering shape, contour, shade and tone		Lesson overview: Formal elements of drawing In this lesson, we will continue to develop our knowledge about some of the formal elements of drawing including shape, contour, shading and tone which we learnt about last lesson and proportion and perspective. You will learn how to apply them in observational drawings of your face.	-Twinkl self-portrait step by step sheets -pencils/ fineliners Example outcomes		Teacher to draw proportions grids onto face shape outline to support.

			Prepare selfie photographs of the children shoulders upwards in advance and print.  Teacher to use their own selfie photograph to model self-portrait drawing using a grid method and focusing on proportion and perspective (Twinkl step by step sheets can be used to support). Firstly, model drawing following lines on the photograph before adding further lines/ grids. Teacher to then model drawing of a self-portrait from the photograph with grid lines. Question prompts below to be used during modelling process. What type of shape do I need for my face? What other important contour lines do I need? What shape should these be? Do I have any unique features that I need to ensure stand out? Could I use a fine liner to add detail to these at the end? Where should I shade to create light, medium and dark tones, making things appear to be 3D? What shading technique should I use – cross hatching, blending or stippling? Easier alternative – split frame symmetry self-portrait using photograph, see example opposite. Task 2 – observe/ apply (30mins) – chn to stick selfie photographs in their sketchbooks, draw grid lines and then sketch their own self portrait in pencil. Self-reflection time – Which part of your self-portrait do you like the best? Why? Which part do you think could be improve? How could you improve it?	 Alternative split frame symmetry self-portrait 		
3 - 4	I can combine a variety of printmaking techniques (monoprinting, engraving, etching, screen printing and lithography) and materials to create a self-portrait		Lesson overview: Printing In the next two lessons, we will learn and explore a variety of printmaking techniques including mono-printing, engraving, etching, screen printing and lithography. We will then apply our knowledge about some of the formal elements of drawing including shape, contour, shading and tone, and proportion and perspective through some of these printmaking techniques. Give chn names/definitions of techniques listed above, pictures of the process and examples of artwork with artist name. Ask them to match them correctly into their sketchbooks – do not stick them down until we have discussed them. Discuss correct order and ask chn to annotate next to the artist's work. What do you like/ dislike about the artist's use of this printing technique? What materials do you think he/she has used? Which printing technique would you like to explore more and why? Warm up (10mins) – explore mono-printing with oil pastels.	Oil pastels Permanent markers Water soluble printing ink or acrylic paint Embroidery hoop Squeegee or old plastic gift card to scrap paint across Organza fabric PVA glue and a range of brushes Children could also bring a an old T shirt if they wished to try screen printing on that.	Print making Contour Shade Tone Proportion perspective Mono-printing Engraving etching screen printing lithography Cubism bold bright form shape proportion	Chn may need support with assembling screen-printing on the embroidery hoop.

			Give chn small squares of paper. Model layering oil pastels, thinking about colour mixing and tone, and show the chn how to use the square as a mono printing technique drawing a range of line types. What types of lines can you draw? How does the shade and tone of the line change as you vary the pressure of your pencil? Task 1 (30mins) – apply - Chn to apply formal drawing techniques to create a mono-print self-portrait (see example outcome) using oil pastels. When finished, chn can add more contour detail with a fine liner or with a pencil for some shadowing. Task 2 (15mins) – artist study Andy Warhol. Introduce chn to pop art movement through the print works of Andy Warhol (Twinkl ppt). Give chn a range of images from the ppt to cut and stick in their sketchbooks and annotate around using question prompts below. What type of artist was he? What printing technique did he use? What do you notice about the colours that Warhol uses in his printmaking? Who do you think would be a good famous person for him to make a portrait of and why? ---------- Explain to the chn that today they will learning how to use the screen printing technique to print a contour line self-portrait (like in lesson 1 – get chn to refer back to there work). Show video to demonstrate the method of screen printing. https://www.youtube.com/watch?v=1-EL4-UJZHs Task 3 (15mins) – chn to draw their contour line self-portrait using permanent marker on appropriately sized paper to fit the embroidery hoop. Task 4 (40mins) – chn to explore screen printing technique on scrap paper first then into their sketchbooks. Chn could then explore the technique on a t-shirt. Teacher to take evidence of process for sketchbooks. Extension: repeat technique and add further detail to contours and shading using fine liners and pencils. Self-reflection time What was the most challenging part of screen printing? If you were to do your design again what would you change and why? Whose design is your favourite in the class and why? Chn to write this on a post it with their name and stick it on the other person's book as peer evalution.	  Example outcome for task 1 	negative space	