

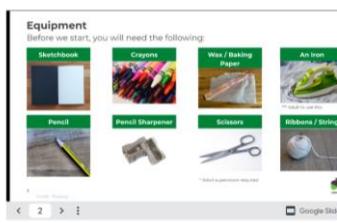


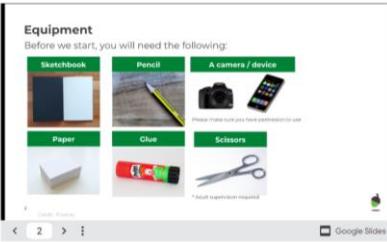
Mendell Primary School

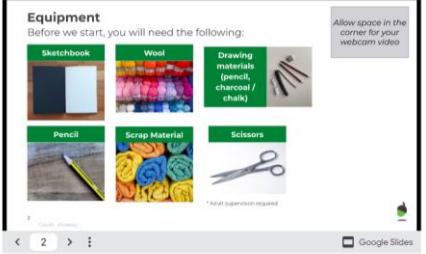
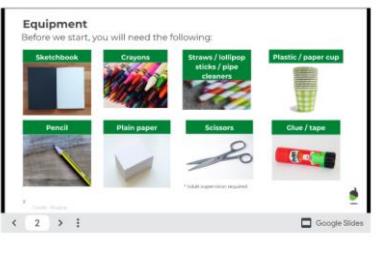
Aspire Challenge Achieve



Medium Term Plan Art & Design

Year Group: 6	Term: Autumn #1 2021	Teacher: Dionne Sanati/ Sarah Wearing	Subject lead: Dionne Sanati	Overview: Installation / site-specific art Artists: Andy Goldsworthy & Mathilde Russell (ephemeral earth/ installation), London Kaye (textiles/installation), Paul Curtis (paint/ installation/ site specific), Antony Gormley (sculpture/ installation/ site specific)
Links to other learning: PSHE – kindness, problem solving and perseverance Maths - scale	Prior Learning: Children will have	Future Learning: In the next two terms chn will	Risk Assessment: Lesson 1 – teacher to use iron during wax-melt pieces. Lesson 2 – risk assess area for foraging. Lesson 3 – children working supervised across the school grounds.	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/installation-site-specific-art-00fd Please ensure that you watch the teacher led videos in advance and that you try techniques out in your sketchbooks before the lesson.
<u>Learning Intention</u>	<u>Real Life Links</u>	<u>Lesson Outline</u> (Key Questions in colour)	<u>Resources</u>	<u>Vocabulary</u>
1 I can engage in open ended research and exploration in the process of initiating and developing their own personal ideas I can confidently use sketchbooks for a variety of purposes, including: recording observations; developing ideas; testing materials; planning and recording information		<p>Lesson overview: World on the Window - Window Hangings</p> <p>In this lesson we shall consider 'what is site-specific art?' We'll look at spaces that can be transformed by art and create a wax-melt piece to transform a window.</p> <p>What is installation art? How do you think the artist has created this piece? What size do you think this piece might be? What might you hear at this installation? What is site-specific art? Space- What spaces could you bring to life with your artwork? Message - What message will your artwork send? Transformation - How will your artwork transform the space? Is installation art the same as sculpture? Sketchbook reflections – How was the space transformed by your artwork Were you able to convey your message? Could you use this technique to create something else?</p>	https://classroom.thenational.academy/lessons/world-on-the-window-window-hangings-6djk0r <p>Teacher CPD video will help guide your teaching and modelling. PPTs are also available in above link.</p>  <p>You may also need something to hang them off at the window e.g. a long twig.</p> <p>You may also want a list of possible messages/ themes for their wax-melt piece in advance e.g. springtime flowers = hope.</p>	<p>Keywords</p> <p>Installation piece - an artwork that provides an experience for the viewer.</p> <p>Site Specific - an artwork that is designed and installed for a particular place.</p> <p>Arrangement - making creative decisions to display something in an interesting way.</p> 

		<p>You will need to show the teacher led video to show them the process or you can demonstrate this yourself in class.</p> <p>Make sure you take photos of children's pieces in the window to use in reflection writing in sketchbook.</p>			
2	<p>I can confidently investigate and exploit the potential of new and unfamiliar materials to communicate to others.</p> <p>I can research and discuss the ideas and approaches of various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions.</p> <p>I can confidently use sketchbooks for developing ideas.</p>	<p>Lesson overview: The beauty of nature - ephemeral art</p> <p>In this lesson we shall look at using nature as our medium for transforming outdoor areas and partake in some foraging. We shall think about the fleeting beauty of the natural world.</p> <p>Teacher adaptation to be made to ppt/ lesson: include some examples of artwork by earth artists e.g. Andy Goldsworthy, MATHILDE ROUSSEL, Agnes Denes. Children research various pre-printed images from artists and to reflect on examples in their sketchbooks using questions below to guide reflections.</p> <p>https://www.sothebys.com/en/articles/10-earth-artists-to-know</p> <p>How would you describe their artwork? What materials can you see? What shapes can you see?</p> <p>Where will you choose your materials from? Space - Where will you place your artwork? Message - What message will your artwork send? Transformation - How will your artwork transform the space? True or false – Ephemeral art means will last forever? Sketchbook reflections – What interesting things did you find foraging? How did the arrangement of items transform them into a piece of artwork Did anyone stop and admire your artwork? Ask them to comment on your piece.</p>	<p>https://classroom.thenational.academy/lessons/the-beauty-of-nature-ephemeral-art-cmupac</p> <p>Teacher CPD video will help guide your teaching and modelling. PPTs are also available in above link.</p>  <p>You will also need a selection of scrap paper e.g. coloured, newspapers, recipes etc... Anything will do!</p> <p>Outside activity: foraging for materials and creating an ephemeral artwork.</p>	<p>Keywords</p> <p>Ephemeral - lasting for only a short time. Foraging - to go from place to place searching for things to use. Arrangement - making creative decisions to display something in an interesting way.</p> 	
3	<p>I can use their acquired technical expertise to make work which effectively reflects their ideas and intentions.</p> <p>I can understand the interaction between craft and the urban landscape</p>	<p>Lesson overview: Urban culture - yarn bombing</p> <p>In this lesson we will learn different yarn bombing techniques that will transform our streets and local areas in ways to make our audience smile! This lesson includes some physical activity and equipment beyond pen, paper or pencil.</p> <p>Teacher adaptation to be made to ppt/ lesson: include some examples of artwork by contemporary yarn bombing artist London Kaye. Children research various pre-printed images from artist and to reflect on examples in their sketchbooks</p> <p>What message do you think this piece of artwork sends?</p>	<p>Teacher CPD video will help guide your teaching and modelling. PPTs are also available in above link.</p> <p>https://classroom.thenational.academy/lessons/urban-culture-yarn-bombing-74u32c</p>	<p>Keywords</p> <p>Yarn bombing - a form of street art, covering structures with knitted or crocheted material. Reclaim - to recover the use of something - in this case by making it more beautiful! Monochrome - a photograph or picture in black-and-white.</p> 	

		<p>How has her artwork transformed the space? https://www.londonkaye.com/</p> <p>You will need to show the teacher led video to show them the process of finger knitting or you can demonstrate this yourself in class.</p> <p>What is yarn bombing? Space- What spaces could you bring to life with your artwork? Message - What message will your artwork send? Transformation - How will your artwork transform the space? Sketchbook reflections – How did you create your piece (which techniques did you use)? What did you reclaim? How was the space transformed by your yarn bombing? Did it feel different? Could you use these techniques to create anything else?</p>	 <p>Outside activity: yarn bombing across the school grounds.</p>	
4	I can regularly analyse and reflect on their progress taking account of what they hoped to achieve. I can create a socially-engaged artwork, considering audience.	<p>PSHE - kindness</p> <p>Lesson overview: Living and giving - the art of kindness By linking art making with thoughtfulness and kindness, in this lesson we will be focusing on paper techniques to create artwork that makes a difference. This lesson includes some physical activity and equipment beyond pen, paper or pencil.</p> <p>What have we learned so far about installation art and site-specific artwork? What is participatory art? Have you seen any examples of participatory street art anywhere? Space- What spaces could you bring to life with your artwork? Message - What message will your artwork send? Transformation - How will your artwork transform the space?</p> <p>Teacher adaptation to be made to ppt/ lesson: include some examples of artwork by contemporary street artist in Liverpool Paul Curtis. Children research various pre-printed images from artist and to reflect on examples in their sketchbooks What message do you think this piece of artwork sends? How has his artwork transformed the space? https://www.paulcurtisartwork.com/street-art</p>	<p>https://classroom.thenational.academy/lessons/living-and-giving-the-art-of-kindness-cgrk4d</p> <p>Teacher CPD video will help guide your teaching and modelling. PPTs are also available in above link.</p>  <p>You will also need a selection of coloured paper.</p>	

			 <p>Sketchbook reflections – How did it feel watching people take/ participate in your artwork? How did it make you feel to have spread a positive message through your art? Why do you think art can impact how we feel?</p>		
5	<ul style="list-style-type: none"> • Know how to describe the processes they are using and how they hope to achieve high quality outcomes. • Can repurpose materials to create a miniature installation I can show interest in and describe what they think about the drawings of others. 	PSHE – problem solving and perseverance Maths - scale	<p>Lesson overview: Miniature worlds In our final lesson we shall be exploring the world from a different viewpoint - by creating miniature installations. This lesson includes some physical activity and equipment beyond pen, paper or pencil.</p> <p>Do you think miniature art is easier to make and less important than large scale art?</p> <p>Teacher adaptation to be made to ppt/ lesson: include some examples of the Angel of the North and Another Place by Antony Gormley to prompt discussions about perspective and scale. Children research various pre-printed images from artist and to reflect on examples in their sketchbooks</p> <p>How does perspective change the way we view the scale of a piece?</p>   <p>Space- What spaces could you bring to life with your artwork? Message - What message will your artwork send? Transformation - How will your artwork transform the space?</p> <p>Sketchbook reflections – How do you feel about your miniature installation? Where did you install it? Did you have any challenges when creating your piece? How did you overcome them? What benefits are there to repurposing recycled items?</p>	<p>https://classroom.thenational.academy/lessons/minature-worlds-c9hk2d</p>  <p>You will also need a selection of miniature items for observational drawing e.g. lego figures.</p> <p>Keywords</p> <p>Miniature - a very small thing or a very small representation of something. Scale - the size of a piece of work in relation to something else. Repurpose - to adapt or change, to use in a different way.</p>	

