



# Medium Term Plan Art & Design



<b>Year Group:</b> 6		<b>Term:</b> Summer#1 2022	<b>Teacher:</b> Dionne Sanati/ Sarah Wearing	<b>Subject lead:</b> Dionne Sanati	<b>Overview:</b> Drawing (formal elements)/ Sculpture (clay)/ Painting (colour mixing acrylics)/ Textiles (Batik & sewing) Artists: Dennis Wojtkiewicz		
<b>Links to other learning:</b> Maths – scaling and shape		<b>Prior Learning:</b>	<b>Future Learning:</b>	<b>Risk Assessment:</b>		<b>Teacher CPD:</b>	
<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 make observational drawings of still life considering shape, contour, shade and tone  I mix and use tints and shades of colours using a range of different materials		<p>Lesson overview: Formal elements of drawing/ Paint (colour mixing)</p> <p>In this lesson, we will learn about some of the formal elements of drawing. You will learn how to apply them in observational drawings of fruit and vegetables. You will then explore colour mixing and how colour can be used to create shade and tone. You will also learn how to use the resistance painting technique using watercolours and oil pastels.</p> <p><b>What is shading? Shading is a technique used in sketching to create light, medium and dark tones, making things appear to be 3D. Artists use this technique to bring their observational drawings to life. Observational drawings could be a portrait, flowers or a bowl of fruit!</b></p> <p><b>How can I create shade in my sketches?</b> Give chn sheet to stick in their books and match up the definition to the technique (cross hatching, blending, contour and stippling).</p> <p>Warm up (20mins)- teacher to model pencil control using the tonal shading exercise with the shading chart and then model tonal shading of shapes using the techniques of cross hatching, blending and stippling. Chn to then quickly explore the techniques themselves in their sketchbooks.</p> <p>Observe/ explore - Task 1 (20mins): Chn to apply techniques of tonal shading in range of observational drawings of fruit/ vegetables using just pencil. Chn should draw the fruit whole and as a cross sectional drawing. Give chn magnifying glasses to focus on the details within their fruit/ vegetable.</p> <p>Peer reflection time – <b>What shading techniques (cross hatching, blending, stippling) have they used? What details of the fruit/ vegetable have they included in their sketch?</b></p> <p>-----</p> <p><b>What is tone?</b> In art, <b>tone refers to the areas of lightness and darkness</b> 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. <b>Why use different tones?</b> <b>Tone is used to show the way light falls onto an object and gives a 3D effect to the work and object.</b> 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.</p> <p>Look at close up images of a fruit/ vegetable under a magnifying glasses and microscopes. Chn to choose some images to stick in sketchbooks and annotate using questions.</p>			<p>-‘All about shading’ poster -Tonal shading sheet for each pupil -Range of 3D shapes</p> <p>-Colour profile tone poster</p> <p>-A range of fruit and vegetables (whole and sliced) for cross sectional drawing -Different grades of sketching pencils -magnifying glasses -Watercolours -Oil pastels</p>	<p>Observational drawing Cross sectional drawing</p> <p>Tone/ tonal Shade/ tints Contour Shape</p> <p>Cross hatching Blending Stippling</p> <p>resistance</p>	<p>Teacher support to model techniques 1:1 or in a smaller group after whole class modelling.</p>

		<p>What details can you now see that you wouldn't have noticed with the naked eye? What tones can you see? How are the tones used to create the effect of light and dark?</p> <p>Artist study Dennis Wojtkiewicz's  <a href="https://trendland.com/dennis-wojtkiewicz-s-fruit-paintings/">https://trendland.com/dennis-wojtkiewicz-s-fruit-paintings/</a>          Chn to choose some images to stick in sketchbooks and annotate using questions.          What details can you see in the artist's work?          How does the artist use tone to create the effect of light and dark?</p> <p>Teacher to choose a fruit/vegetable and to model the technique of <b>colour mixing</b> using watercolours and to create a colour tone chart. Repeat using oil pastels.  <b>Will oil pastel resist watercolour?</b> The oily oil pastels resist the watery liquid watercolor paint (oil and water don't mix, remember?) so while the paint soaks into the paper, it just beads off the oil pastel lines, swirls, and scribbles. Teacher to demonstrate the use of the <b>resistance painting</b> technique as another way to create tone.</p> <p>Explore - Task 3 (20mins): Chn to choose one/two fruits/ vegetables to focus on. Chn to create tonal colour charts in their sketchbooks using watercolours and oil pastels. Chn to then explore the resistance technique.</p> <p>Develop – Task 4 (30mins) Photocopy and scale up to A3 chn's observational drawings in pencil from task 1. Chn to apply the <b>tonal painting and resistance techniques</b> from task 3 to their photocopied drawing.</p> <p>Self/ peer reflection time – <b>How did you create tone in your painting? How does the oil pastel resist the watercolour? Is there anything about your work that you now think you should have done differently?</b></p>			
2 - 3	I can use clay to create a detailed 3-D form with the techniques of coiling, pinching, slab construction and sculpting. carving, slip and scoring.	<p>Lesson overview: Sculpture (clay)/ Paint (colour mixing)</p> <p>In this lesson, we will learn about some of the different techniques that can be used in sculpture with clay. You will then build on your knowledge of colour mixing to create tone using acrylic paints.</p> <p>Recap prior learning (Year 3) – on the sheet chn to match definitions with pictures to recap techniques to mould clay (pinching, slabbing, coiling, joining, impressing, carving, scoring).</p> <p>Show examples of possible end points for the lesson and discuss what sculpting techniques have been used to create the artwork. Also discuss what possible paint materials could be used on the clay – chn should identify that an oil based paint like acrylic will work the best as it won't absorb into the clay as much.</p>  <p>Teacher to model rolling and slabbing technique to create a clay tile. Teacher to model impressing, joining, coiling and pinching techniques to create a sculpture of a fruit/vegetable based on the work from previous lesson.</p> <p>Explore/ develop – Task 1 (40mins) – Chn to create their own clay tiles based on their work from previous lesson.</p> <p>Task 2 (30mins) – Chn to paint their clay tiles using acrylic paints and applying methods of colour mixing to create tone learnt in previous lessons. If there is time tiles can be glazed.</p> <p>Self/ peer reflection time – <b>Can you annotate the photograph of your work explaining what sculpting techniques you used to create the different parts of your sculpture?</b></p>	-match up sheet for clay techniques -clay -tools for clay -acrylic paints -tile glaze	Sculpting Moulding Pinching Slabbing Coiling joining, impressing carving scoring  acrylic oil based glazed	Chn may need physical support with rolling, slabbing, impressing, joining, coiling and punching techniques.

<p>4 - 5</p>	<p>I can manipulate fabrics thinking about colour, pattern and texture.</p> <p>I can use a range of stitches to add detail and texture to fabric or mixed media collages, include running stitch, cross stitch, back stitch and blanket stitch.</p>		<p>Lesson overview: Textiles (batik &amp; sewing)</p> <p><b>Word of the week: batik</b>  <b>Batik is a traditional art-form which involves using wax and dye to create beautiful and intricate patterns on cloth.</b></p> <p>In this lesson, we will learn about the textiles technique of ‘Batik’. You will study an artist of your choice to explore their style of artwork and gain inspiration. We will then learn how to use this technique to create a piece of artwork based on our observational drawings of fruit and vegetables.</p> <p>Task 1: Introduce technique of Batik using Twinkl ppt.  Chn to make annotations to explain what the technique is in their sketchbooks or complete a true or false quiz in sketchbooks.</p> <p>Task 2: Show chn range of artists on The Batik Guild website.  Give chn a selection of images of different Batik artist’s work from the site including works of Anne Hanley (abstract batik with bold colours and strokes), Marina Elphick (batik portraits that are very detailed and precise), Brigitte Gustafsson (inspired by nature in Sweden with dark dye colours), Kay Shaffer (inspired by nature, mostly animals with detailed batik and crackle element created by dye) and Lily Aranessian (inspired by nature such as rocks, flowers and mountains and crackle element created by dye).</p> <p>Model choosing one and annotating using questions below to guide. Ask them to choose their favourite, stick in sketchbooks and annotate using questions below to guide. Chn can also use ipads to research the artist further.  <a href="#">Which artist have you chosen? Why have you chosen this artist?</a>  I have chosen the Batik artist Kay Shaffer because I like the way she is inspired by nature (mostly animals), her use of bright coloured dyes and the way the crackles are created with the dye.</p> <p>Task 3: Teacher to use pre-sketched canvas material with a sketch of fruit/ veg observational drawing to demonstrate the Batik technique with glue or show CPD/ demonstration video opposite.  Chn to then sketch the fruit/ veg observational drawing on A5 sized canvas material and apply glue to sketched lines. These will need to left to dry for a day before painting the material using fabric dye. When the material has dried again the following day the glue can either be picked off or washed in water to remove it.</p> <p>-----</p> <p><b>Word of the week: embroidery</b>  <b>the art or process of forming decorative designs with hand or machine needlework.</b></p> <p>In this lesson, we will learn about the textiles technique of embroidery. We will recap some of the different types of stitches that can be used in embroidery, practise using them on sample materials and then apply these techniques to our Batik piece from last lesson to add further detail to it.</p> <p><a href="https://www.thesprucecrafts.com/stitches-every-embroiderer-should-know-4122123">https://www.thesprucecrafts.com/stitches-every-embroiderer-should-know-4122123</a>  Recap prior learning (Year 2 DT and Year 4 Textiles Unit) – on the sheet chn to match definitions with pictures to recap sewing techniques (running stitch, cross stitch, back stitch and blanket stitch). <a href="#">What type of stitch is this an example of? When might you use this type of stitch? What is the technique/ method for carrying out this type of stitch?</a></p> <p>Task 1 (30mins): Teacher to model or show demonstration videos below for the sewing techniques mentioned above. Provide chn with samples of canvas material (as used in previous Batik activity), various sizes of needles and threads so that they can explore and practise using the different types of stitches first. Chn to stick/ staple sample materials with stitching in their sketchbooks and briefly annotate e.g. <i>This is a sample of my running stitch. I found this type of stitch easy/tricky to complete because...I will use/not use this type of stitch in my final piece because...</i></p> <p><a href="https://www.twinkl.co.uk/resource/running-stitch-embroidery-video-tutorial-t-tc-1634727165">https://www.twinkl.co.uk/resource/running-stitch-embroidery-video-tutorial-t-tc-1634727165</a></p>	<p>Twinkl Batik ppt</p> <p>True or false quiz</p> <p>Ipads for further research</p> <p>CPD/ Demonstration video for Batik with glue  <a href="https://www.google.com/search?q=batik+with+glue&amp;rlz=1C1GGGE-en-gbGB614GB621&amp;oeq=b&amp;aqs=chrome.69i59l2j69i57j46i131i199i433i465i512l2j69i61j69i60l2.1576j0j7&amp;sourceid=chrome&amp;ie=UTF-8&amp;safe=active&amp;ssui=on#kpvalbx=3uuuYoywAtSfgQb_n4a_oCA30">https://www.google.com/search?q=batik+with+glue&amp;rlz=1C1GGGE-en-gbGB614GB621&amp;oeq=b&amp;aqs=chrome.69i59l2j69i57j46i131i199i433i465i512l2j69i61j69i60l2.1576j0j7&amp;sourceid=chrome&amp;ie=UTF-8&amp;safe=active&amp;ssui=on#kpvalbx=3uuuYoywAtSfgQb_n4a_oCA30</a></p> <p>canvas material  washable PVA glue (in tubes so they can be used for drawing)  acrylic paint (watered down to create a wash)</p> <p>Sheet to match up types of stitches and definitions</p> <p>needles of varying sizes  thread of varying sizes</p> <p>Support sheets for how to complete the different types of stitches can also be found at Twinkl.</p>	<p>batik fabrics  wax-resist dye patterns  texture</p>	<p>Chn may need physical support with threading of needles.</p>
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<https://www.twinkl.co.uk/resource/blanket-stitch-embroidery-sewing-video-tutorial-t-d-1635952759>  
<https://www.twinkl.co.uk/resource/cross-stitch-sewing-video-tutorial-textiles-t-d-1636469714>  
<https://www.twinkl.co.uk/resource/back-stitch-embroidery-video-tutorial-t-tc-1634578942>

Show the image below and website link to introduce chn to the vast range of stitch that can be used in embroidery.



<https://www.thesprucecrafts.com/stitches-every-embroiderer-should-know-4122123>