

MEDIUM TERM PLAN

TERM: AUTUMN 1		YEAR GROUP: 5		SUBJECT: ART- Drawing : I need space	
WEEK 1 DATE: 02.09.24	WEEK 2 DATE:09.09.24	WEEK 3 DATE:16.09.24	WEEK 4 DATE:23.09.24	WEEK 5 DATE:30.09.24	WEEK 6 DATE:
<p>LO: To explore the purpose and effect of imagery.</p> <p>Success Criteria: I can discuss the effect of an image. I can discuss how popular culture can influence art and design. I can explain what retrofuturism means. I can evaluate different images using the formal elements.</p> <p>Main Event: Children evaluate and record observations of the picture 'Family on the moon' using the sentence starters given.</p> <p>Support: Could work with a confident partner or in groups to support discussions; could record their annotations verbally, possibly working in a group and making a video of the discussion.</p> <p>Challenge: Pupils should reference the formal elements in their evaluations, justifying opinions and giving examples.</p>	<p>LO: To understand and explore decision making in creative processes.</p> <p>Success Criteria: I can suggest how a piece of art is created. I can discuss the choices an artist has made. I can make decisions about tools and materials to try in my own work. I can use a range of processes to create a drawing.</p> <p>Main Event: Children choose image to draw (8 choices). Children divide sketchbook page into four (can be double page). Children watch video 'Drawing Processes'. Children then replicate the colours, textures, lines and shapes they can see in four different ways, using a range of tools</p> <p>Support: limit available stimulus choice, provide few drawing tools to choose from; give a selection of materials and tools to suit the child; join in with the children, let them see you make decisions and try things out.</p> <p>Challenge: try and experiment with a greater variety of processes, outside of usual</p>	<p>LO: To develop drawn ideas through printmaking.</p> <p>Success Criteria: I can describe how I think an artwork was made. I can choose and combine materials based on their texture. I can create an effective printing plate that considers how I expect it to print.</p> <p>Main Event: Children watch video 'Making the printing plate'. Children experiment printing with different materials. Children make their own collagraph plates by sticking different materials onto their cardboard base. Children consider the textures they will create.</p> <p>Support: Smaller selection of materials. Could divide the cardboard base into sections for them to fill with different textured materials. Words written into spaces such as 'small', 'prickly' to aid decision making process.</p> <p>Challenge: use the astronaut templates to make a figurative plate where each section is filled with a different texture.</p>	<p>LO: To test and develop ideas using sketchbooks.</p> <p>Success Criteria: I can generate ideas about the future. I can record ideas through sketches and visual notes. I can develop ideas to form a composition for a final piece. I can apply printing ink evenly to cover the plate. I can apply even pressure when printing.</p> <p>Main Event: Children watch video- 'The Future'. Children use sketchbooks to make visual notes about their ideas for the future and decide what they will draw on the textured background to print. Children refer back to lesson 3 Teis Albers' 'Moonwalk' do they replicate this style?</p> <p>Support: provide images of futuristic items- cars/ robots/ buildings. Can use these images to stick in sketchbook or copy. Could trace images.</p> <p>Challenge: Children add their visual notes to their ideas about what their image could be used for. Poster to promote something/ book or album cover. Can they include text?</p>	<p>LO: To apply an understanding of drawing processes to revisit and improve ideas.</p> <p>Success Criteria: I can select appropriate tools and materials. I can choose a drawing technique to produce my own idea. I can evaluate my work to make improvements.</p> <p>Main Event: Children watch video 'Futuristic images'. Children create drawings on their printed backgrounds. Children refine their work and build up stamina working for longer on one piece of work. Children review their work. - Do you want to make any changes? Could you work into a particular section to improve it? If you have created a simple print, what would happen if you now draw on top?</p> <p>Support: children can trace images to use. Use sketchbooks to test ideas.</p> <p>Challenge: encouraged to use a mix of techniques, produce more than one drawing. Children work on top of prints with different drawing materials.</p>	

	comfort zone; think about ways they could use simple printing techniques, the edge of a piece of card to make lines, or create interesting backgrounds to draw.	(Astronaut plates used in addition/ alternative to drawn element children produce in lesson 5.			
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