

## MEDIUM TERM PLAN

TERM: Autumn 1		YEAR GROUP: Y6		SUBJECT: Art - Make my voice heard	
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: 07.10.24
<p><b>LO:</b> To explore expressive drawing techniques.</p> <p><b>Success Criteria:</b> I can collect information to identify the key features of Maya art. I can explore mark making using a range of handmade tools I can make comparisons between different artworks.</p> <p><b>Main Event:</b> To create a research page in their sketchbook to gather imagery, pattern and colour ideas from Maya art Children and either create their own handmade tools or choose from a pre-prepared selection. Working in sketchbooks, or larger sheets of paper children to try out different tools to explore the marks they make.</p> <p><b>Support:</b> Could be provided with a list of techniques to try, such as trying the same tools on different surfaces or trying the same tool with different drawing materials, such as ink or paint.</p> <p><b>Challenge:</b> Could experiment further by altering the tool or by adding something else.</p>	<p><b>LO:</b> To consider how symbolism in art can convey meaning.</p> <p><b>Success Criteria:</b> I can draw my Maya spirit companion and consider its meaning. I can generate a range of symbols, patterns and colours that represent me. I can take inspiration from an artist's style.</p> <p><b>Main Event: Support:</b> Children that they are going to create a drawing filled with patterns inspired by those found in Maya art, as well as their spirit companion and any other symbols they have thought of.</p> <p><b>Support:</b> Could think about the juxtaposition of their symbols and how they could make them entwine with each other or overlap; could produce more complex and detailed drawings.</p> <p><b>Challenge:</b> Could use slide 4 which provides question prompts to help them think about what they like or do that they could draw a symbol to represent, for example, what is your favourite food? (This slide can be left on display while they work.)</p>	<p><b>LO:</b> To apply understanding of the drawing technique chiaroscuro.</p> <p><b>Success Criteria:</b> I can discuss the effect of light and dark on an object and consider how to draw it. I can explain the term Chiaroscuro and understand how it can be used for effect. I can create form by applying chiaroscuro to a tonal drawing.</p> <p><b>Main Event:</b> Children create a piece of art using the 'chiaroscuro' technique (in their sketchbooks). Children to cover the 'negative' space (the background behind the word) in an even layer of black charcoal.</p> <p><b>Support:</b> Could be helped with applying and removing the masking tape where needed; could use a writing slope or pencil grips to help with shading if they find holding the charcoal tricky.</p> <p><b>Challenge:</b> Could experiment with different marks to create darker areas to explore how the charcoal can be used and the effects it can make; should be challenged to go back to add darker or light to achieve the desired effect.</p>	<p><b>LO:</b> To evaluate the context and intention of street art.</p> <p><b>Success Criteria:</b> I can discuss the similarities and differences between art styles. I can discuss ideas about 'what art is' or 'should be' and justify choices. I can identify something I feel strongly about and consider how to represent it through a drawing.</p> <p><b>Main Event: Support:</b> In sketchbooks, children to begin to think about how they could create a powerful drawn image to shout about their passion, cause or issue. By the end of the lesson, ensure the children have decided what they want their image to be about and have made notes and sketches. This could be in the form of a mind map at this stage.</p> <p><b>Support:</b> Could work in pairs to arrange the diamond nine together (make sure both partners participate in the discussion and both have a copy to stick in their sketchbooks).</p> <p><b>Challenge:</b> Should justify all diamond nine choices with annotations to explain why they have put the statement where they have; should support their choices with examples where appropriate.</p>	<p><b>LO:</b> To apply an understanding of impact and effect to create a powerful image.</p> <p><b>Success Criteria:</b> I can analyse how an artist conveys a message. I can use my creative work to develop an idea, applying drawing techniques for visual impact and effect. I can work independently, revisiting and reviewing my work to develop it.</p> <p><b>Main Event: Support:</b> children to revisit their initial ideas in their sketchbooks from the previous lesson. The children can then begin to form their final composition. Decide if they will reproduce their ideas as a finished drawing, either in sketchbooks or on sheets of paper as you may need to allocate more time.</p> <p><b>Challenge:</b> Could benefit from guidance to get started with translating ideas into a composition in a 'pupil surgery', either with individuals or as a group, to look at sketchbooks and ideas and begin to generate ideas together; could watch the teacher demonstrating.</p>	<p><b>Children may create piece of art based on Kensuke's Kingdom using one of the techniques discussed this term.</b></p> <p><b>Unit completed over 5 weeks</b></p>

