Springfield School

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| Blackbirds Class Medium Term Planning for Art |
| Topic: Wonder Women  |

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| **Lesson 1 ‘link it’** Exposition – discuss famous women. What do we know about Beatrix Potter? Groups – Create a collage of Beatrix Potter images Plenary – Share work  | **Lesson 2 ‘learn it’** **Beatrix Potter** Exposition – Explore the work of Beatrix Potter Groups – Draw sketches Peter Rabbit and characters Plenary – Share work.  |  **Lesson 3 ‘learn it’** **Beatrix Potter** Exposition – Explore the work of Beatrix Potter Groups – Draw sketches Peter Rabbit and characters Plenary – Share work. | **Lesson 4 ‘learn it’**  **Beatrix Potter** Exposition – Explore the work of Beatrix Potter Groups – Draw sketches and lightly colour Peter Rabbit and characters Plenary – Share work. |
|  **Lesson 2 ‘check it’**  **Beatrix Potter** Exposition – Explore the work of Beatrix Potter Groups – Draw portraits of Beatrix Potter using sketching techniques Plenary – Share work. | **Lesson 3 ‘check it’** **Beatrix Potter** Exposition – Explore the work of Beatrix Potter Groups – Paint portraits of Beatrix Potter Plenary – Share work. |  **Lesson 3 ‘check it’** **Beatrix Potter** Visit to  |  |

Take the objectives for the LO stickers from this section

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| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills)  |
| **Drawing** Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin.To become proficient in drawing techniques.To improve their mastery of art and design techniques, including drawing, with a range of materials.**Painting** Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood.To become proficient in painting techniques. | **Drawing - Children can:**a experiment with showing line, tone and texture with different hardness of pencils;b use shading to show light and shadow effects;c use different materials to draw, e.g. pastels, chalk, felt tips;d show an awareness of space when drawing;e use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.**Painting - Children can:**a use varied brush techniques to create shapes, textures, patterns and lines;b mix colours effectively using the correct language, e.g. tint, shade, primary and secondary;c create different textures and effects with paint;d use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.  |

Progression of Learning

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| ‘Link It’  | ‘Learn It’ | ‘Check It’  | ‘Show It’ | ‘Know It’ |
| Previous learning of pupils * Knowledge of Beatrix Potter
* Skills in painting and creating.
 | Activities provided during lesson Resources **PPTs** **Pictures** Activities to explore Beatrix Potter. Practice drawing skills with line and tone. | Independent activities linked to lesson Resources **PPTs** **Books** **Pictures** Explore work- can it be improved. What happens when we add colour?  | How will the pupils share knowledge during or end of lesson**Explore and discuss photographs of lessons**Share and compare work.  | Retrieve or generalization of learning after lesson * Discuss Beatrix Potter and compare to other children’s authors and illustrators
* Use their knowledge of sketching to recreate other drawings.
* Evaluate work of others
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