

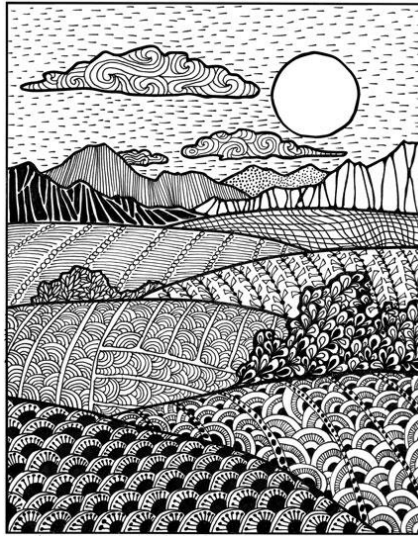


Christ the King Catholic Voluntary Academy

Art Medium Term Plan: Year 2 Drawing unit



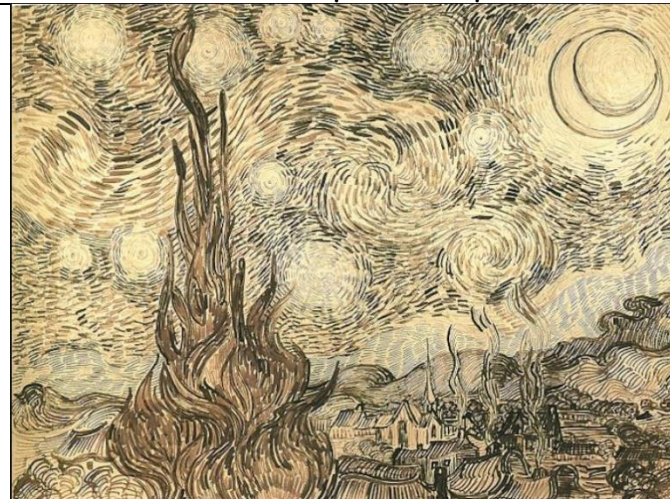
Focus of Unit: Drawing	NC Objectives:	Term:	Focus Artist / artwork: Van Gogh - Starry Night
<p>Prior Learning:</p> <p>EYFS: mark making using pencils, chalk, paint, fingers, brushes, twigs, sticks, feathers, using rulers and stencils, repeating a pattern.</p> <p>Year 1: creating different tones using hatching, scribbling, stippling, blending/shading using pencil</p>	<ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p style="text-align: center;">QFLs + Resources (artefacts/pictures/etc) + Activity in class</p> <hr/> <p>Lesson 1 - EXPLORE (Observe as a viewer, observe as an artist) QFL: Can I observe and respond to a piece of artwork? Resources: picture of artist, copy of artwork for each child Activity/skill used: encourage children to discuss the artwork by describing, analysing, interpreting and judging. Use picture of artist and artwork in books - modelled by teacher using the visualiser. Observe and respond record ideas</p> <hr/> <p>Lesson 2 - TEACH (Learn about the technique and experiment with it) QFL: Can I explore different textures by using different drawing techniques? Resources: pencils, charcoal, pastel, chalk, crayon, felt tip, ink sketchbooks / paper (example from art lead for reference) Activity/skill used: practise skills of drawing different lines. Modelled by teacher on visualiser. Experiment and explore record ideas</p> <hr/> <p>Lesson 3 - CREATE, REFLECT AND REFINE QFL: Can I create a landscape by drawing different patterns and textures? Resources: pencils, charcoal, pastel, chalk, crayon, felt tip, ink sketchbooks / paper (example from art lead for reference) Activity/skill used: Children create a simple landscape using the techniques practised in the last lesson. They should be inspired by Van Gogh and include a field, tree, hill/mountain. Each area should be represented using a different pattern/texture. Walking gallery to assess. Children annotate own artwork to self-assess and record any feedback. Create reflect and refine</p>	<p>Knowledge - what should the children know by the end of this unit?:</p> <ul style="list-style-type: none"> - How to control a variety of drawing implements. - That there are 8 main types of lines in art. - That lines can create pattern and texture. - That pattern and texture can show tone. - That varying the texture can differentiate between one area of a picture and another. <hr/> <p>Skills used: (See curriculum overview)</p> <ul style="list-style-type: none"> • Pencil/pen/charcoal control • Varying mark making • Use mark making to convey feelings and emotions



Example of final piece idea.

- Justify and explain my artistic choices

Vocabulary (at least 5 key terms that relate to your unit)
line, landscape, texture, zentangle



Please complete the assessment form below:

Assessment

Choose 4 children to represent a HA, MA, LA and SEND group. Discuss the following questions with each child whilst they show you their sketchbook. For SEND, more practical equipment may be needed to support with the conversation e.g. paintbrush.

Observe and Respond:

Describe the piece of artwork you have looked at in this topic (discuss style, imagery, artist, name of artwork)

Experiment and explore:

What technique(s) have you looked at in this topic?

Show me how you would use this technique (pretend) (if applicable)

Name:

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Name:	
Name:	
Name:	
Create, reflect and refine: How did you create your piece of artwork? (encourage chn to refer to technique) What could you do to improve it?	
Name:	
Name:	
Name:	
Name:	