

BILSTON CHURCH OF ENGLAND PRIMARY



MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
Art	Mark Making	1	Autumn 2	6 weeks

Lesson Sequence	Time Allocation	Key Question/WALT	<u>Teaching Activities:</u>	Resources
Lesson 1	1 hour	WALT: To explore ways of drawing lines when joining one point to another.	<p>Start by reading the story The Dot by Peter H. Reynolds. After reading the story, ask children to discuss with a partner what they thought of the story, think, pair, share. Display the question, 'Have you ever felt the way Vashti did at the start of the story and thought I just can't draw?' Explain to children that even the smallest mark, like Vashti's dot and the little boy's wiggly line, can be a piece of art. Today we are going to explore different ways of drawing lines with a pencil. Before we begin, we need to know how to hold a pencil correctly. Show images on the screen. Display the image with various different lines and mark making. Can children say which marks are lines? A line is a mark made by going from one point to another. The line of dots, although not connected, are still known as a 'dotted line'. Look at some examples of lines; can children match the name to the line?</p>	Slides Worksheet 1A/1B/1C Line Cards The Dot by Peter H. Reynolds Chalk
			<u>Main Activities:</u>	

			<p>Choice activity or teacher judgement using activity sheets as an optional starter:</p> <p>On Worksheet 1A, children to practise drawing by tracing lines.</p> <p>Children to begin by tracing lines and then draw lines independently. Children to use Line Cards to support them.</p> <p>Children to draw different lines on Worksheet 1C using the Line Cards to help them.</p> <p>For this activity, children will need to be provided with chalk.</p> <p>Explain to children that today they will be creating their own 'big picture' by using chalk. Put children into groups of 4 or 5 and allocate them a space on the playground. Provide each group with a Line Card. Explain to children that they need to collaborate to create a big picture by drawing different lines with chalk. Using Page 4 on activity sheets provided, children to throw the dice to find out which line they need to draw on their area of the playground; these could be wavy lines, zig zag, straight or curved.</p>	
			<p><u>Plenary & Assessment Questions:</u></p> <p>Ask children to think about which line they found trickiest to draw. Think, pair, share.</p> <p>Can children hold a pencil correctly? Are children able to connect one point to another? Can children use pressure to change the appearance of a line?</p>	
Lesson 2	1 hour	WALT: To create patterns using repetition.	Ask children to close their eyes and cast their minds back to the previous lesson. Can children picture the different types of lines they drew? Can they draw them with their finger?	Slides

			<p>Remind children that we can change how a line looks by pressing harder on the pencil point - but not too much otherwise it might break! We can also change how lines look by using different grades of pencil. Explain to children that some pencils have a softer lead and so can be used to make darker or softer marks on the paper. Show children the image on the slide. What do children notice about how the patterns were made? Think, pair, share. Discuss how we can create patterns by repeating marks and lines. Today we are going to use pencils to create different patterns. Model how we can do this on flip chart paper or using your IWB.</p> <p><u>Main Activities:</u></p> <p>Provide children with Template 2A, B or C. Children to repeat lines to create different patterns in each box using their pencil. Children can use the Line Cards from the previous lesson to help them. If available, encourage children to experiment with different grades of pencil.</p> <p><u>Plenary & Assessment Questions:</u></p> <p>Ask children to reflect on their artwork from today. Looking at their art, which pattern do they like best? Can they say why?</p> <p>Can children hold a pencil correctly? Are children able to connect one point to another? Can children use pressure to change the appearance of a line?</p>	<p>Template 2A/2B/2C</p> <p>Line Cards</p> <p>Different grades of pencil</p> <p>Sketchbooks (Or plain paper)</p>
Lesson 3	1 hour	<p>WALT: To understand and experiment painting with a paintbrush.</p>	<p>First, ask children to look carefully at the picture on the slide. Ask children to discuss with a partner what tool they think was used to create these lines. Think, pair, share. Explain to children that these lines were created by using a</p>	<p>Slides</p> <p>Challenge Card 3A/3B/3C</p>

			<p>paintbrush. Using the slides to support you, model to children how they should hold a paintbrush. If you have a class set, allow children to practise holding their own paintbrush. Next, explore with children the technique of 'loading' the paintbrush. Explain to children that 'loading' means dipping the paintbrush into the paint, making sure the bristles are covered. Look at the images and decide together what makes a good brushstroke.</p>	<p>Paper, paint, paintbrushes</p> <p>Painting Pictures Worksheets</p> <p>Painting Technique Mat</p>
			<p><u>Main Activities:</u></p>	
			<p>Provide children with Challenge Cards 3A-C on tables. Children to use a paintbrush to paint different lines on a roll of paper or own A3 sheets, making sure not to drag the paintbrush or apply too much pressure.</p> <p>Allow children to choose from the Painting Pictures worksheets. Children will have two of the same pictures to paint using the Painting Technique Mat to help them. Children to choose different painting techniques when painting parts of each picture. Challenge children to use their brush in different ways.</p>	
			<p><u>Plenary & Assessment Questions:</u></p> <p>Ask children to look at the different descriptions on the slide. Which description do they think is correct when describing how to paint brushstrokes? Think, pair, share.</p> <p>Can children hold a paintbrush correctly?</p> <p>Can children say what happens if they apply too much pressure on the brush?</p> <p>Are children able to use different techniques when painting?</p>	

Lesson 4	1 hour	<p>WALT: To experiment with a variety of mark making and materials.</p>	<p>Show children a slide showing marks using different materials. Can children match the correct material to the mark? Introduce children to the term ‘texture’. What do we mean by texture? Show children different pictures, each with a different texture. Ask children to describe texture with adjectives. Explain to children that we can use a variety of tools to create marks on paper. Show children a picture of a rubbing. Can they name the technique? How do they think the picture was made? Model to children how we can create pictures by placing paper over a material. These could be natural materials such as leaves or bark or other textured materials. Just like magic, when we use different mediums such as crayons and pencils to rub over the paper, a picture appears!</p>	<p>Slides Station Labels Medium Card Labels Adjective Word Mat Materials for rubbings Pencils, chalks, crayons, charcoal Sketchbooks</p>
<p><u>Main Activities:</u></p>				
<p>Before setting up for this activity, collect different materials for children to use when creating rubbings such as leaves, twigs, wood, textured paper etc For this activity, set up tables with Station Labels. Children to move around to each table, experimenting making rubbings with different materials. Each table will have a variety of materials but only one medium, eg pencils, crayons, chalk, charcoal.</p> <p>Children to experiment with different mediums and materials to create rubbings on paper to be stuck into their Art books. Provide children with Medium Cards to label their rubbings for each station and encourage them to use adjectives to describe their rubbings. Provide children with Adjective Word Mats for support.</p>				

			<p><u>Plenary & Assessment Questions:</u></p> <p>Ask children to reflect on their use of materials and mediums today. Can children think of a ‘top tip’ for others when using different mediums?</p> <p>Can children use a range of mediums and materials to create texture? Are children able to describe texture using adjectives? Can children say which medium they preferred using and why?</p>	
Lesson 5	1 hour	<p>WALT: To imitate and create art in the style of Paul Klee.</p>	<p>Ask children to think back to what they have learnt so far and discuss with a partner. Think, pair, share. Can children remember what makes a good brushstroke compared to a bad brushstroke? What words could you use to describe texture? How would you create a rubbing? Introduce children to the artist, Paul Klee. Explain that Klee was a famous artist who used a range of materials and mediums to create his paintings. Show children a few examples of Klee’s artwork. What do they like about the paintings? What do they notice about the paintings? Can they spot any techniques Klee has used in his paintings? Explain to children that today they are going to imitate some of Klee’s techniques to complete one of his paintings.</p> <p><u>Main Activities:</u></p> <p>Give children Worksheet 5A. Children to try to complete the picture in the blank space by imitating Klee’s style. Children to choose the medium they would like to use. This could be paint, pencil or felt tips.</p> <p>This can be continued on to Lesson 6 if we are on a 6-week half term.</p>	<p>Slides</p> <p>Worksheet 5A/5B/5C</p> <p>Paul Klee Art Paint</p> <p>Pencils or felt tips</p> <p>Cartridge paper (FSD? activity only)</p>

			<p>Alternative or extra idea:</p> <p>On a table in the classroom, lay out a range of materials and mediums for children. Ask children in small groups to go and select the materials and mediums they would like to use to create their art piece today. Display pictures of some of Klee's artwork and explain to children that they are going to create their own masterpiece in the style of Klee, using materials and mediums of their choice. Provide children with plain paper (preferably cartridge paper).</p>	
			<p><u>Plenary & Assessment Questions:</u></p> <p>Ask children to think back to the story 'The Dot' by Peter H. Reynolds and whether at the start of this unit they felt like Vashti in the story. Ask children to now think about what they think they have improved on and whether they have gained confidence in their art. Think, pair, share.</p> <p>Are children able to use different techniques to complete a piece of art work?</p> <p>Can children reflect on their learning and say what they have done well?</p> <p>Can children imitate art by a famous artist?</p>	