

BILSTON CHURCH OF ENGLAND PRIMARY



MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
Art	Express Yourself	6	Summer 2	5 weeks

Lesson Sequence	Time Allocation	Key Question/WALT	Teaching Activities:	Resources
Lesson 1	1 hour	WALT: To explore how clothing can be used express ourselves.	Ask the children how they would describe themselves and their personality. Show the children words on the board to help them, or ask somebody else to describe them if they are struggling to think of ideas. Ask the children how they express themselves, their personality and their interests. Examples might include their hobbies, the way their room is decorated, their school bag or lunchbox and clothing. Some children may want to personally share how one of these things lets them express themselves. Highlight clothing and how people can use it to express their personality, interests and hobbies. Do the children have a favourite item of clothing? Why is it their favourite? Does it express something about themselves? Look through the slides at how people have used clothing to express themselves through different colours and styles. Ask the children if they liked any of the styles and what they think it says about the person wearing them. Tell the children they're	Slides Worksheet 1A/1B/1C Colouring pencils or felt tips

			<p>going to become designers and design themselves the perfect outfit. Have a look at some existing outfits, discussing what the children know about the person from their clothing.</p> <p><u>Main Activities:</u></p> <p>On Worksheet 1B draw themselves in an outfit which reflects their personality and interests, thinking about colour and detail in their designs. They then label their designs, describing why they have chosen different elements of the outfit.</p> <p><u>Plenary & Assessment Questions:</u></p> <p>Gather the designs the children have made and hold a few up to show the class. Can the class guess which person the design is for?</p> <p>Can children identify different ways they can express themselves? Can children identify aspects of a person's personality from their clothing? Can children use clothing to convey their own personality?</p>	
Lesson 2	1 hour	<p>WALT: To observe and draw different facial expressions.</p>	<p>How do you express your emotions? Draw out answers around words, actions, and body language. Look at a few facial expressions and discuss how the person is feeling. Record as many different words for each emotion as possible. Why might the person be feeling that way? What is it about the person's facial features that tell you about how they're feeling? Which features do you look at most? Talk about how animators for cartoons and movies usually use a mirror to see how the face changes for each emotion before they draw it. The best way to get an idea</p>	<p>Slides</p> <p>Worksheet 2A/2B/2C</p> <p>Emotion Cards</p> <p>Plenary Cards</p> <p>Mirrors</p> <p>Colouring pencils/ felt tips</p>

			<p>for an expression is by looking at the real thing. Ask the children to practise using a mirror or a partner to observe the changes between a neutral face and a happy face. Alternatively, ask the children to study the Emotion Cards. Which features move or change to show an expression? Look closely at the cartoon versions of emotions and discuss the exaggerated features. Why do they think the cartoonist does this?</p> <p><u>Main Activities:</u></p> <p>On Worksheet 2B children choose different emotions to study from the Emotion Cards and draw as a cartoon. Encourage them to pull the expression themselves as a reference point. OR children are challenged on Worksheet 2C to draw three pairs of similar emotions as cartoons e.g. happy and overjoyed. They can use their mirrors and the Emotion Cards for reference.</p> <p><u>Plenary & Assessment Questions:</u></p> <p>Use the Plenary Cards to play a game where the children act out, or describe an emotion and others guess the emotion they're portraying. Alternatively, the actor must answer questions from the class whilst portraying the given emotion. Can the children identify different emotions from facial expressions? Can children describe how the features change for different facial expressions? Can children sketch a given emotion as a cartoon?</p>	
Lesson 3	1 hour	WALT: To create wire models to	Tell children that they are going to start this lesson by creating their own stick figure from two pipe cleaners. Go through the steps for how to do this on the slides until	Slides

		<p>express body language.</p>	<p>everyone has their own stick figure. Show children the photo on the slides of someone looking excited. In the last lesson, we explored how to change people’s facial features to portray emotions. How do you think we could use our stick figures to show that our pipe cleaner people are excited? Give children a few minutes to arrange their stick figures so that they look ‘excited’, then invite children to share how they manipulated their figures. Repeat this with the other emotions shown on the slides. Explain that our bodies can portray just as much emotion as our faces. This is called body language. Go through the information about body language on the slides. Explain that today they are going to be using wire to make models to express an emotion. First, they need to choose which emotion they would like to portray. Go through the steps for how to do this on the slides, showing first how to make the basic model, then how to embellish it and change positions to show an emotion.</p> <p><u>Main Activities:</u></p> <p>Provide children with the Picture Cards and Help Sheet B. Children to choose one of the Picture Cards to use as the basis of their sculpture. Support children in creating the basic human shape, then challenge them to manipulate the figure into their chosen expression, using their chosen Picture Card to help.</p> <p><u>Plenary & Assessment Questions:</u></p> <p>Display the sculptures so the children can explore what others have made. If they did the main activity, put a card</p>	<p>Pipe cleaners (teaching input) Modelling wire Wire cutters/scissors Coloured Card Help Sheet A/B Picture Cards</p>
--	--	-------------------------------	--	---

			<p>or sticky note in front of each one. As children go round, ask them to write down their guess for the emotion being shown. Were they correct? Do children understand that body language can portray emotions? Can children describe how bodies change to portray different emotions and feelings? Can children manipulate wire to create sculptures to portray an emotion or an activity?</p>	
Lesson 4	1 hour	<p>WALT: To explore how lines and fonts can express ideas.</p>	<p>Show the children a line. What kind of line is it? What might this kind of line express? What emotion, sound or action would you associate with this line? Show the children a few more different lines and ask them to think, pair, share their ideas about the different lines. After, talk through the slide discussing the use of lines in real life. Introduce the children to Keith Haring's work and how his impressions of different sounds, emotions and movements were conveyed through the lines he used in his work. Display some different fonts. What can the children tell about the person who uses them? Explain that there is a theory of graphology in which people think that someone's handwriting conveys some parts of their emotions.</p>	<p>Slides Worksheet 4A Challenge Cards A4 photograph of each child Plain paper Colouring pencils/ Felt tips</p>
			<p><u>Main Activities:</u></p>	
			<p>All children use Worksheet 4A to write words or short phrases about themselves. What makes them unique? What hobbies do they have? Which people are important to them? Is there anything from their culture which makes them special? As an extra way to generate words, the children could move around the room adding words to each other's word banks. Each child uses their plain</p>	

			<p>paper on top of their photograph to trace a faint outline for their self-portrait. Children use their generated words to create their calligram portrait. They must try to vary the size of the writing they use to create different effects. Children can follow the steps on the Challenge Cards to support the process.</p>	
			<p><u>Plenary & Assessment Questions:</u></p>	
			<p>Give children a chance to share their work and explain their choices. Why did they choose to put a word in a certain place? Was there anything challenging about this piece of art? Are children able to describe how lines and fonts can express an idea? Can children make choices based on different lines and fonts to create a desired effect? Can children use different pressures and thicknesses to create a desired effect?</p>	
Lesson 5	1 hour	<p>WALT: To explore how artists use colour to express themselves in their art.</p>	<p>Show the children the painting on the slides and ask them what they think of it. Do they like it? Why/ Why not? Does it make them feel any different emotions? Reveal the artist as Pablo Picasso and discuss the piece's background. This piece is from his Blue / Period and expresses his emotions during his depression. Does this change the children's opinions of the piece? What do they think of the colours? If the colours changed, would their response to the painting change? Show a picture by Kandinsky. What response do they have to this painting? What do they think it is? What do the colours tell them? Describe the piece as being Kandinsky's response to music. Give details of the condition synesthesia (which Kandinsky had) where individuals have a joined</p>	<p>Slides Worksheet 5A/5B/5C Felt tips</p>

			<p>perception. For some, sounds have colours, for others letters and numbers have colours. For a few people, words have tastes! Kandinsky saw colours and shapes when listening to music and turned them into paintings. He created a theory on what different sounds meant to him. Do the children agree with his interpretations? Ask the children to share their emotional responses to different colours. Does red get the same response from everyone? Is it always an 'angry' colour?</p>	
			<p><u>Main Activities:</u></p>	
			<p>Children choose six emotions from the word bank on Worksheet 5B and use colour and shape to illustrate their chosen emotions on their emotion wheel. Try to encourage abstract illustrations.</p>	
			<p><u>Plenary & Assessment Questions:</u></p>	
			<p>Display the covered version of 'The Scream' by Edvard Munch and ask the children what the colours are telling them about the emotions being expressed. Reveal the rest of the paintings and continue the discussion about the emotions in the painting. Can children respond and comment on different pieces of artwork? Can children identify emotions they feel, linked to a colour? Can children use colour and shape to illustrate emotions?</p>	