

BILSTON CHURCH OF ENGLAND PRIMARY



MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
Art	Landscape Art	6	Autumn 2	6 weeks

Lesson Sequence	Time Allocation	Key Question/WALT	Teaching Activities:	Resources
Lesson 1	1 hour	WALT: To explore perspective in landscape artwork.	<p>Explain that over the next few lessons we will be exploring lots of different mediums and techniques that will help us to create some landscape artwork. What is a landscape? Do you know any famous landscape works of art? Invite children to share their responses. The first thing that we're going to look at is perspective. What does this mean? Children to think, pair, share their ideas then go through the information on the slides about vanishing points and horizon lines. Show children the landscape paintings on the slides. Invite children to come and point to the horizon line and vanishing point in each one. Show children the photo of a tulip field scene on the slides. Go through the steps on the slides for how we can recreate a landscape like this using horizon lines and vanishing points. Explain what construction lines are and how artists sometimes use them to help keep objects in perspective. Show children a landscape with curving lines to a vanishing point. How could you use a</p>	<p>Slides Picture Cards A-F Variety of art materials, e.g. paints, pastels, coloured pencils, etc.</p>

			<p>horizon line and vanishing point to recreate this landscape? Invite children to share their ideas.</p> <p><u>Main Activities:</u></p> <p>Children to choose Picture Card A-F to recreate using a horizon line and vanishing point. Once children have sketched out the outline, challenge them to colour it using the medium they think most appropriate.</p> <p><u>Plenary & Assessment Questions:</u></p> <p>Show children the horizon line and vanishing point on the slides. How could you build up these lines to make a landscape picture? What could you add in? How would you make sure everything stayed in perspective? Invite children to share their ideas.</p> <p>Can children identify a horizon line and vanishing points in photos and pictures of landscapes? Can children sketch out a landscape scene using a horizon line and vanishing point? Can children use construction lines to help draw objects in perspective?</p>	
Lesson 2	1 hour	<p>WALT: To be able to experiment with various watercolour techniques.</p>	<p>Have you ever used watercolours before? Can you explain what watercolours are like and how they are different to poster paints? Go through the information on the slides about watercolours and show some examples of landscapes that have been created using watercolours. Tell children that today they will be using watercolours to create a simple landscape painting. Go through the steps on the slides for how to do this, including how to prepare the paper and paints before painting.</p> <p><u>Main Activities:</u></p>	<p>Slides</p> <p>Challenge Cards</p> <p>Watercolour paper</p> <p>Watercolour paints</p>

			<p>Provide children with the Technique Cards. Children to experiment with using the different watercolour techniques. Once finished, challenge children to use some of these techniques in a simple watercolour landscape. Support children in preparing their paper and paints, then provide them with Challenge Card 2A-C. Children to create the basic landscape as shown, then add in any other details they want to.</p>	<p>Brushes and painting palettes</p> <p>Technique Cards</p>
			<p><u>Plenary & Assessment Questions:</u></p>	
			<p>How did you find working with watercolours? What did you find tricky? What did you enjoy? How does it compare to other types of paints you've used before? Invite children to share their responses. Can children explain what watercolours are and discuss watercolour paintings? Can children use watercolour paints appropriately? Can children experiment with different watercolour techniques?</p>	
Lesson 3	1 hour	<p>WALT: To understand atmospheric perspective and use it in a piece of art.</p>	<p>What can you remember about using perspective in landscapes to give the illusion of depth? Children to share what they can remember, then recap horizon lines and vanishing points on the slides. Show children the landscape painting. There is no vanishing point in this artwork so how has the artist created a sense of depth and distance? Go through the information on the slides explaining what atmospheric perspective is. This is also sometimes known as aerial perspective. Tell children that today they will be creating a piece of artwork that shows atmospheric perspective. Show an example on the slides. Can you explain how you think this artwork was created? Children to think, pair, share their ideas, then explain how the artist has used</p>	<p>Slides</p> <p>Worksheet 3A/3B</p> <p>Watercolours, oil pastels, poster paints, colouring pencils</p>

			<p>tints and shades to create the effect of atmospheric perspective. Go through the techniques for creating tints and shades using pastels or colouring pencils.</p> <p><u>Main Activities:</u></p> <p>Provide children with worksheet 3A/B, which has four landscape outlines for children to fill in. Children to use a different medium in each template, using tints and shades to create atmospheric perspective.</p> <p><u>Plenary & Assessment Questions:</u></p> <p>You've tried lots of different mediums today to create tints and shades. Which do you think were easiest to use and why? Which do you think were the most effective when creating atmospheric perspective? Discuss ideas as a class.</p> <p>Do children know what atmospheric perspective is and how it is used in landscape art? Do children know how to create tints and shades using different mediums? Can children use an appropriate medium, and tints and shades, to create a piece of landscape artwork that shows atmospheric perspective?</p>	
Lesson 4	1 hour	<p>WALT: To explore ways to create abstract landscape artwork.</p>	<p>Show children 'Sunset' by Paul Klee on the slides, without showing the title. Explain that this is a work of art by an artist called Paul Klee. What do you think it's showing? Children to discuss ideas, then reveal the title. Can you see a sunset in the painting? Next, show 'Mountains and Sea' by Helen Frankenthaler. What do you think it is showing? Children discuss ideas, then reveal the title. Can you see the mountains? Can you see the sea? Explain that both of these works of art are abstract. Abstract art is art that doesn't try</p>	<p>Slides</p> <p>Worksheet 4A</p> <p>Template 4A/4B/4C/4D</p> <p>Variety of art materials, e.g fine line pens,</p>

			<p>to accurately represent reality but instead uses shapes, colour, forms and marks to achieve an effect. There are lots of different ways to create abstract art. Today we are going to create some abstract artwork by creating landscapes using patterns. Go through the process and examples for how to do this on the slides. What different mediums could you use to create your patterns? Which do you think would be most effective? Why? Children to think, pair, share their ideas.</p>	<p>coloured pencils, felt tips, pastels, etc.</p>
			<p><u>Main Activities:</u></p>	
			<p>Provide children with their Art books and/or worksheet 4A, and a variety of art materials, e.g. fine line pens, coloured pencils, felt tips, pastels, etc. Give children some time to practise creating different patterns. Encourage children to think about how the patterns might represent different parts of their landscapes. Children to then choose a different pattern to complete in each section of Template 4A, 4B, 4C or 4D. Alternatively, children may want to create their own outline on a plain sheet of A4 paper and complete a pattern in each section. Encourage children to be as abstract as possible and to think carefully about the lines and shapes they are creating, and how they can reflect the elements of the landscape they are representing.</p> <p>Alternative/challenge for more able:</p> <p>Tell children that they are going to be creating their own abstract landscape by drawing one continuous line on a piece of paper. Using a pencil, children to draw out a landscape scene, e.g. with hills, a river, sun, clouds, trees, etc. However, children need to do this with one continuous</p>	

			<p>line. The result should be lots of overlapping lines and shapes. Once they have their continuous line landscape, they can go over the line in pen, then fill in each of the sections they've created.</p> <p><u>Plenary & Assessment Questions:</u></p> <p>Display the abstract landscape artwork around the room and give children some time to look through them. Can you tell what each landscape is? Which patterns do you like best? Which colour combinations do you think work best? Why? Give children some time to feed back their ideas to the rest of the class.</p> <p>Do children know what abstract art is? Can children choose appropriate mediums for creating abstract patterns? Can children use patterns to create an abstract landscape?</p>	
Lesson 5	1 hour	<p>WALT: To be able to use collage to create landscape artwork.</p>	<p>What is collage? How would you define this type of art? Children to think, pair, share their ideas, then check the definition on the slides. How do you think we could create landscape art using collage? Invite children to share their ideas. Explain that a simple way to create a landscape collage is to use torn paper. Simply tear the paper into the shape you want and position it where you want it on the piece. Show a simple example of this on the slides. What different kinds of paper do you think you could use to create torn paper collage landscape? What different effects do you think they would each create? Go through some of the suggestions on the slides. Show children the landscape photo. How would you recreate this using torn paper collage? Would you use true-to-life colours or abstract colours? How will you add depth and interest? Repeat this</p>	<p>Slides</p> <p>Picture Cards A-H</p> <p>Variety of types of paper, e.g. coloured paper, newspaper, magazines, tissue paper, etc.</p>

			<p>with the other images on the slides, inviting children to share their responses for each one.</p> <p><u>Main Activities:</u></p> <p>Provide children with various types of paper, and a sheet of A4 each. Children to create a torn paper landscape. They may wish to choose one of the Picture Cards to recreate. Encourage children to use smaller pieces of paper to create their artwork and to add in more intricate details, such as trees, buildings, etc.</p> <p><u>Plenary & Assessment Questions:</u></p> <p>Do an image search online for ‘torn paper landscapes’ and have a look at some examples other people have made. Which of these grabs your attention the most? Why do you think that is? Looking at these, is there anything you would do differently if you were to make your collage again, or if you were to create a new one? Give children some time to discuss their responses.</p> <p>Can children define what ‘collage’ is? Can children create a landscape using torn paper collage? Can children make stylistic choices about colour, size, line and placement to create effects in their collage?</p>	
Lesson 6	1 hour	WALT: To be able to create landscape artwork.	<p>We’ve looked at lots of different methods and mediums for creating landscape art over the last few lessons. Which have you enjoyed the most and why? Recap the different activities the children have done, then invite them to share their response. Go through each of the landscape artworks on the slides. For each one, ask children the following questions: - What do you think of this artwork? - What</p>	<p>Slides</p> <p>Variety of art materials, e.g. pastels, watercolours, poster paints,</p>

			<p>medium do you think has been used to create it? - If you were to recreate this work of art for yourself, how would you do it? What medium would you use? Why?</p> <p>https://www.wikiart.org/en/emily-carr/above-the-trees-1939 https://www.wikiart.org/en/maggie-laubser/landscape-with-cow-1924</p> <p>https://www.wikiart.org/en/gustave-loiseau/banks-of-the-seine-in-summer-tournedos-sur-seine-1899</p> <p>https://www.wikiart.org/en/david-bates/a-river-landscape-with-reeds-arthog-1893 https://www.wikiart.org/en/john-constable/foord-rd-mill-folkestone-1833</p> <p>https://www.wikiart.org/en/john-constable/weymouth-bay-with-jordan-hill-1816</p>	<p>paper for collage, coloured pencils, pens, etc.</p> <p>Landscape Painting Cards</p> <p>Landscape Photograph Cards</p>
Main Activities:				
<p>Provide children with the Landscape Painting Cards and give them some time to look through them. With a partner, children to discuss each artwork and which medium would lend itself best to each one, and how using different mediums would change the overall effect of each work. Children to then choose one picture to recreate using the medium and method they prefer, giving reasons for their choices.</p>				
Plenary and Assessment Questions:				
<p>Display the artworks the children have created around the classroom and give children some time to walk around and look at the artworks their classmates have created. Come back together as a class and ask a few children to identify</p>				

			<p>the landscape artwork they were most impressed with, giving feedback.</p> <p>Can children discuss famous landscape artwork and say what they think and feel about it? Can children make choices about methods and mediums to use in order to create a landscape work of art? Can children evaluate the artwork of others and identify what they like, giving reasons for their choices?</p>	
--	--	--	--	--