

## MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
Art	Plant Art	4	Autumn 1	7 weeks

Lesson Sequence	Time Allocation	Key Question/WALT	Teaching Activities:	Resources
Lesson 1	1 hour	<b>WALT:</b> To appreciate the work of different artists	<p>Begin the lesson by giving groups of children a set of Art Cards each. Encourage the children to discuss the pieces of art by asking them which they think is the oldest/newest, most/least realistic, most/least colourful. (You could promote further discussion by asking them if older art is better than newer art, or if more realistic art is better than least realistic art, etc.) Use the slide to display all of the pieces of art. Which is your favourite, and why? Explain your reasoning. Has everyone chosen the same piece of art? Why do you think this is? Use the following slides to explore each of the artworks in more detail. Now tell the children that sometimes, when we know more about a piece of artwork, we understand it better, and this can change our viewpoint and feelings towards it. Display all of the artworks on the slide once again. Has anyone changed their mind about their favourite? If so, why? Activity before their work: In pairs, children are given a set of the Art Cards (From Plant Art work 1). For each one, they need to choose and discuss one aspect of the artwork that they do like, and one aspect that they don't like. (Ensure children understand that they do not have to agree with their partner</p>	<p>Plan Bee Slides                      Art Cards (Teaching Input and FSD? activity)                      Worksheet IA/IB/IC                      Mini Art Cards                      Questions Card</p>

			<p>about each aspect, but they must share their opinion with them.) or you can come together as a class. Look at each artwork in turn briefly, asking for children to explain the aspects that they do and don't like for each one.</p> <p><u>Main Activities:</u></p> <p>Children can choose and stick one of the Mini Art Cards onto worksheet IB and then answer some questions about their viewpoint and opinion of the artwork. If you would like to challenge your children, you can use worksheet IC. Using the Questions Card as a prompt, children should write a paragraph about their viewpoint and opinion of the artwork.</p> <p><u>Plenary &amp; Assessment Questions:</u></p> <p>Children to choose their favourite artwork from this lesson. They are then challenged to find someone who doesn't like it. Together, they have to discuss each other's reasoning behind their opinions. Explain that they are not trying to change the person's point of view, just understand it! Have you managed to make each other see the artwork from a different point of view?</p> <ul style="list-style-type: none"> <li>• Can children identify an artwork that is visually pleasing to them?</li> <li>• Can children give their personal opinion of different artworks?</li> <li>• Can children listen to others' opinions of artworks, and try to see their point of view?</li> </ul>	
Lesson 2	1 hour	<b>WALT:</b> To develop observational skills.	<p>Do you know what botany is? Think, pair, then share your ideas. Tell the children that botany is the scientific study of plants. Use the slide to show them some botanical illustrations. How would you describe these drawings? When we compare a botanical illustration to a photograph of the plant, we can see that the drawings are extremely accurate. Why do you think they were drawn with this</p>	<p>Plan Bee Slides Botanical Sketch Sheet 'CAP' Reminder Cards Sketching pencils</p>

			<p>level of accuracy? Explain that botanical illustrations were originally created so that people could easily identify a range of different plants and flowers. (This was before the invention of the camera!) The drawings were printed in books and magazines. They had to be scientifically correct (accurate in size, shape and colour). This was important as many plants were used for food or as an ingredient in medicines, so they had to be identified correctly - including poisonous plants to avoid. Tell the children that, between the 15th and 18th centuries, artists travelled with explorers and scientists to new lands where they drew a huge variety of plants that were as yet undiscovered. Display two pictures of magnolias. What are the differences between these two paintings? Explain that one picture is a botanical illustration. It is drawn with scientific accuracy and includes the life cycle of the plant. Its purpose is to help people identify this plant. The other picture is a flower painting. The artist has focused on creating something that is pleasing to look at. It is not as accurate as a botanical illustration and is drawn in the artist's own style. Which do you prefer, and why? Tell the children that today they are going to create their own botanical illustrations. What can you do to make your artwork as accurate as possible? Explain that they need to remember 'CAP': Constant observation, Attention to detail, and Patience. Use the slide to go through these in more detail. Which do you think will be the most challenging for you?</p> <p><b>Teacher Note:</b> prior to the lesson, the leaves will need to be separated into three piles according to how difficult they will be to draw. For example, the lower-ability group could be given large, single leaves with rounded edges (if using salad leaves, this could be spinach or basil); the middle-ability group could be given single leaves with more complex edges (this could be rocket or frisee); and the higher-ability group could be given stems with multiple smaller leaves (this could be watercress or parsley).</p>	<p>Leaves (collected from outside, or bought mixed salad leaves)</p> <p>Botanical Diary Sheets (FSD? activity only)</p> <p>Magnifying glasses (optional)</p>
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Lesson 3	1 hour	<p><b>WALT:</b> To know how to create tints, shades and tones of colours.</p>	<p>Begin the lesson by showing children some pictures of flowers on the slide. What colour are they? Explain that, at first, we may just describe some flowers as a single colour, but if we observe closely, we can see that there are actually lots of different 'tones' of the same colour. What does 'tone' mean? Tell the children that the tone of a colour is how light or dark it is. The use of tone is very important in an artist's work. It can be used to create form (make the object seem less flat and more three dimensional on the paper). Also, the tones that are chosen can also help to create a certain mood, atmosphere or feeling in the artwork. Use the slides to tell children about Georgia O'Keeffe. Look at some examples of</p>	<p>Slides</p> <p>Worksheet 3A/3B/3C</p> <p>Flower Cards Set A/B</p> <p>Paints (powder paints or ready-mixed paint)</p> <p>Petal and Leaf Templates (FSD? activity only)</p> <p>Large square sheets of paper (FSD? activity only)</p>

			<p>her large scale, closeup paintings, and encourage children to discuss the tones used and the effects they create. What is your personal opinion of Georgia O’Keeffe’s artworks? Think, pair, then share your views. How can we make different versions of a colour to use in our artwork? Use the following slides to explain how to make tints by adding white to a colour, shades by adding black to a colour, and tones by adding differing amounts of both black and white together.</p> <p><u>Main Activities:</u></p> <p><u>Teacher Note:</u> you may wish to blow up the worksheets to A3 size. Children to choose a Flower Card from Set B. On worksheet 3B, they first practise creating the tints, shades and tones they will need, before sketching and painting their chosen flower</p> <p><u>Plenary &amp; Assessment Questions:</u></p> <p>Show the children some colours. Explain that either black or white has been added to them to produce the colours in the boxes underneath. Which of the new colours are tints, and which are shades? Use the following slide to reveal the answers.</p> <ul style="list-style-type: none"> <li>• Do children understand the difference between tints, shades and tones?</li> <li>• Can children create tints, shades and tones to match a given colour?</li> <li>• Can children use tints, shades and tones to create an artwork?</li> </ul>	
Lesson 4	1 hour	<b>WALT:</b> To develop printing skills.	Use the slides to tell children about Orla Kiely. Explain she is a famous Irish fashion designer. Look at her design on a bus, and encourage children to discuss the shapes and colours used. Are the colours hues, shades or tints? Recap shades, tints, hues. If you have access to other examples of her prints share them with the children. What is your personal opinion of Orla Kiely’s designs?	Plan BeeSlides Worksheet 4A/4B/4C Design Cards A/B/C Leaf Shape Templates

			<p>Think, pair, then share your views. Show the children the leaf print designs on the slide. What do they like about them? What do they dislike? Encourage the children to think about the colour, lines, shapes and forms used in the designs. Explain the designs are created by printing. Share the steps on the slides explaining how to print designs inspired by Orla Kiely. You can find some examples of her prints on her website: <a href="https://orkiely.com/pages/explore-prints">https://orkiely.com/pages/explore-prints</a></p> <p><u>Main Activities:</u></p> <p>Children to use Design Card B/C, Leaf Shape Templates, Flower Shape Templates and the materials listed. They can make their print board and then on worksheet 4-B/C or plain paper, they can use three colours or multiple colours to print their design.</p> <p><u>Plenary &amp; Assessment Questions:</u></p> <p>Challenge the children to identify the famous designers/designs displayed on the slides. Then challenge them to name as many designers as they can.</p> <ul style="list-style-type: none"> <li>• Do children understand how to make a cardboard print board?</li> <li>• Can children create designs by printing?</li> <li>• Can children talk about famous designers?</li> </ul>	<p>Flower Shape Templates</p> <p>Cardboard, coloured</p> <p>A3 sugar paper, paints</p> <p>Additional printing materials e.g. string, fruit, vegetables (FSD? activity only)</p>
Lesson 5	1 hour	<p><b>WALT:</b> To know how to create depth in an artwork</p>	<p>Give the children a piece of A5 paper each, and tell them that they have two minutes to sketch a tree (trunk and branches only) using their memory and imagination. Was this an easy or hard challenge? Why? Which part of your sketch are you pleased with? Which part of your sketch do you think needs more work? Share and discuss your sketch with a partner. Look carefully at a photograph of a tree together. Where are the thickest/thinnest branches? What direction are they growing in? Use the following slide to highlight the most important points. Model how to draw a</p>	<p>Plan Bee Slides</p> <p>A5 paper (Teaching Input)</p> <p>How to Draw a Tree Help Sheet</p> <p>Creating Depth Help Sheet</p>

			<p>tree using the 'V &amp; Y' method. Now give the children another piece of A5 paper and two more minutes to sketch a tree again, this time using the 'V &amp; Y' method. Children then compare their two sketches - which do you think is better and why? Explain that we can also use the 'V &amp; Y' method to create a painting of a tree too. Use the photographs on the slide to illustrate this. Tell the children that now that we know how to draw and paint a tree, we are going to look at how to draw several trees together, and create the feeling of depth in our artwork. Do you know what depth means? Explain that if an artist creates depth in a picture, they create the feeling that the picture is not just flat, but that some objects are closer, and some are further away. Which of the trees in this picture look the furthest away? Which look the nearest? How do you know this? What is different about them in comparison to the other trees? To make a tree look further away, it has been painted in a lighter tone of colour, it is smaller than the other trees, and it has been placed higher up on the canvas. To make a tree look nearer, it has been painted in a darker tone of colour, it is larger than the other trees, and it has been placed lower down on the canvas. Show the children some paintings of trees. Do they show depth? Discuss with your partner how each artist has created this effect</p>	<p>A3 or A4 paper  Paints and paintbrushes of different thicknesses  Tree Templates (FSD? activity only)  Different shades of coloured card (FSD? activity only)  Depth by Layering Instruction Sheet (FSD? activity only)  Scissors, double-sided sticky tape (FSD? activity only)</p>
<p><u>Main Activities:</u></p>				
<p>Children to use the Creating Depth Help Sheet to complete as many challenges (depending on ability) as they can to paint a forest with at least two trees on each layer. Children can also refer to the How to Draw a Tree Help Sheet if needed.</p>				
<p><u>Plenary &amp; Assessment Questions:</u></p>				
<p>Show children some artworks of trees. In your opinion, which of these paintings creates the most realistic sense of depth? Why?</p>				

			<ul style="list-style-type: none"> <li>• Do children understand what depth in an artwork is?</li> <li>• Do children understand how artists create the illusion of depth in their artwork?</li> <li>• Can children create the illusion of depth in their artwork?</li> </ul>	
Lesson 6	1 hour	WALT: To create sculptures using clay	<p>What is a 'sculpture'? Think, pair, then share your ideas. Explain that a sculpture is a three-dimensional work of art that can be made by carving or shaping materials such as stone, wood or clay. Tell the children that today we are going to focus on sculptures made from clay. Clay is a soft material which can be modelled into a specific shape by the artist. Extra detail can be created by adding smaller bits of clay or using tools to cut and scrape away part of the clay. Have you ever made anything from clay before? What skills did you have to use? Explain that objects that are sculpted can be decorative, functional, or both. Look at some examples of objects being sculpted from clay. Which of these will be decorative, functional, or both? Explain that sculptures can be made from more than one piece of clay. To join two pieces securely together, or to add a smaller piece of clay onto a larger piece, you need to use the 'score and slip' technique. Use the following slides to demonstrate how this can be done. Tell the children that detail can be added to a sculpture by making marks in the clay with a variety of different tools. Show the children some examples of what marks can be created. Can you tell which tools have made which marks in the clay? Tell the children that they are going to use some of these techniques to sculpt a flower bowl from clay. Use the following slides to show step-by-step instructions on how to do this.</p>	<p>Plan Bee Slides</p> <p>Flower Bowl Template Sheet</p> <p>Flower Bowl Instruction Sheet</p> <p>Flower Bowl Challenge Cards</p> <p>Clay, clay tools, small plastic bowls (base diameter of 8cm or less), clingfilm</p> <p>Flower Sculpture Instruction Sheet (FSD? activity only)</p> <p>3mm width wooden dowel sticks, 20-30cm in length (FSD? activity only)</p>
			Main Activities:	



		<p>Children use the Flower Bowl Template Sheet, the Flower Bowl Instruction Sheet to sculpt a flower bowl from clay. If there's enough time, complete the blue or purple challenge.</p> <p><u>Plenary &amp; Assessment Questions:</u></p> <p>Show the children images of vegetables that have been sculpted into flowers and plants. Do you know what these sculptures are made from? Think, pair, then share your ideas.</p> <ul style="list-style-type: none"> <li>• Do children understand what a sculpture is and what different materials they can be made from?</li> <li>• Do children know how to add or remove bits of clay to create detail?</li> <li>• Can children make their own simple sculpture from clay</li> </ul>	
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Lesson 7	1 hour	<p><b>WALT:</b> To plan and create a piece of artwork</p>	<p>In groups, give the children a set of the Picture Cards and a set of the Question Cards. Encourage them to discuss how they might recreate each one of the trees, plants, flowers or leaves on the Picture Cards as an artwork, using the Question Cards to help them discuss different ideas. Use the following slides to find out more information about each plant on the Picture Cards, and encourage children to share their thoughts and ideas about how they could recreate it as an artwork. Once children have shared and discussed their ideas as a class, ask the which Picture Card they would like to recreate as an artwork.</p> <p><u>Main Activities:</u></p> <p><b>Teacher Note:</b> have all media that children can use on display and easily accessible. Offer them a range of paper shapes and sizes too.</p>	<p>Plan Bee Slides</p> <p>Picture Cards (Interactive Starter)</p> <p>Question Cards (Interactive Starter)</p> <p>Worksheet 7A/7B/7C</p> <p>Selection of different media for children to choose from</p> <p>Challenge Card (FSD? activity only)</p>
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			<p>Before beginning their artwork, children complete worksheet 7A/B/C (depending on writing ability) which asks them questions about their chosen plant and their plans for the artwork they are going to create.</p>	
			<p><u>Plenary &amp; Assessment Questions:</u></p>	
			<p>Give the children time to look at all of the different pieces of art that have been created in your classroom today. Which artworks appeal to you the most, and why? Which artworks do you think have been particularly successful and why? Is there any advice that you would give to any of the artists in your class?</p> <ul style="list-style-type: none"> <li>• Can children discuss how to represent a plant as a piece of art?</li> <li>• Can children design their artwork and give reasons for their choices?</li> <li>• Can children create an artwork from their own plans?</li> </ul>	