

## Implementation

Medium Term Plan (KS1)

Year: (25-26) Term: (1)

**Subject:** Art

**Key Concept/ Theme:** Illustrations/ Why does change happen?

**Skills and Knowledge for subject units:** (these are taken from the Curriculum Overview Document)

**Vocabulary for unit:**

**Core vocabulary:** tone, line, shadows, charcoal

Aspirational vocabulary: pressure, illustration, technique, graphite

End goal of unit:

To create an illustration that helps to tell a story

To develop the skill of using line to create a variation of marks for a purpose

To develop an understanding of what tone is and begin to use tone to represent dark and light.

To develop an understanding of the techniques of artists and illustrators e.g. Hugh Ribbans, Banksy, Laura Carlin

To develop an individualised sketchbook that shows the exploration of various materials and techniques to create line (chalk, charcoal, pencil, rubber, line)

**Federation/school specific areas to cover (Add in any local areas of study, trips and people)**

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| 1. | <p>Prior learning reconnection (year group, cycle &amp; term): year 1/2 Cycle 1 term 6</p> <p><b>Cross – curricular links:</b> HISTORY: studying everyday items/toys across the ages.</p> <p>LO: We are learning to explore mark making materials.</p> <p><i>Activity ideas to achieve the LO:</i></p> <ul style="list-style-type: none"><li>- <b>Prior assessment:</b> ask children to draw a picture of one of the characters from the Funny Bones book. This will be used as an assessment tool at the end of the unit</li><li>- Recap the purpose of sketchbooks and share strong examples from previous year.</li><li>- Use the Funny Bones and other illustrated books that are linked to the topic and introduce illustrations.</li></ul> |
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	<ul style="list-style-type: none"> <li>- The lesson should allow children to explore mark-making materials such as: chalk, ink, paint, pencil and charcoal in sketchbooks. This can be done by responding to sound (see Mark Making on Access Art)</li> <li>- Children learn about the variety of line that can be created using the different materials. (Introduce pressure on paper, speed of application, angle of material on paper, rubbers and fingers to vary tones.)</li> <li>- Introduce artist Hugh Ribbans who creates lino prints. Look at how he uses marks and variation of line. Verbally discuss his work.</li> <li>- Begin a timeline of artists that we cover over the year.</li> <li>- <b>Assessment:</b> A more open or able learner might be able to cover their sheet with a real variety of marks. As you look at the sheet you should be able to identify areas where the learner has applied greater or lesser pressure. You should be able to see that they have experimented with ways of holding the drawing tool. You might also see different densities to the drawing on the page – for example, areas of white page and areas where there are more marks as the learner has intentionally or unintentionally started to respond to the marks that are already on the page as well as the sound.</li> <li>- A less able or less open learner might need help to leave behind the way they have been “taught” to hold a pen. Marks may seem more uniform with less evidence of experimentation.</li> <li>- Begin to develop a timeline of artists (as per staff meeting April 25)</li> <li>- <b>Deeper learning:</b> What is the effect of the different type of lines? Does every material and technique create the same line?</li> </ul> <p><b>End point:</b> To develop an individualised sketchbook that shows the exploration of various materials and techniques to create line (chalk, charcoal, pencil, rubber, line) To develop the skill of using line to create different marks</p> <p><b>Vocabulary focus for this lesson:</b> line, technique, illustration, curved, straight, pressure</p> <p><b>Possible misconceptions to consider:</b> A less able or less open learner might need help to leave behind the way they have been “taught” to hold a pen.</p>
2	<p><b>Cross – curricular links:</b> HISTORY: studying everyday items/toys across the ages.</p> <p>LO: We are learning about how marks are made.</p> <p>Activity ideas to achieve the LO:</p> <ul style="list-style-type: none"> <li>- Recap how we used sketchbooks and their purpose. Recap meaning of line and the type of line we can use. Reflect on the results achieved in sketchbooks last lesson. What techniques did the artist use to create line?</li> <li>- Explore the use of pencil/graphite and the marks that can be created by the different forms of graphite and the way we make contact with the paper.</li> <li>- Introduce tone and explore different forms of graphite to explore tone and mark making in sketchbooks. (Access Art: Explore Graphite)</li> </ul>

	<ul style="list-style-type: none"> <li>- Study examples of art work where diversity of line is used, this enables chn to deconstruct drawings made by artists, so they build their own vocabulary of marks, and start to make their own creative decisions about when to use a certain mark, and understand how the marks chosen will affect the final drawings. (Access Art: Finding Marks Through Drawings Made by Artists)</li> <li>- Chn to imitate artists' work</li> <li>- Encourage children to look at each others' work quietly (modelling an art gallery environment) and talk about what has gone well/could be better and why linked to the LO.</li> <li>- <b>Assessment:</b> Success will look like a learner having created a variety of marks. More able learners can be encouraged to explore how even greater variety of mark making can be achieved by experimenting with pressure, speed and material. More able learners will also look more deeply into the artists images to search out subtle changes in mark making.</li> </ul> <p><b>Further questions:</b> encourage them to find even more marks, by asking them to look for opposites within each image – for example, how are the areas of “darkest dark” made? How are the areas of lightest marks made?</p> <p><b>End point:</b> To develop the ability to create a range of marks To begin to understand tone To imitate the work of an artist to achieve similar marks.</p> <p><b>Vocabulary focus for this lesson:</b> line, tone, graphite, technique</p> <p><b>Possible misconceptions to consider:</b> Less able learners may need help to “see” marks. Use a simple viewfinder made by cutting a small hole in a sheet of paper and move this across the images – this will help isolate marks.</p>
3	<p><b>Cross – curricular links:</b> HISTORY: studying everyday items/toys across the ages.</p> <p>LO: We are developing our understanding of tone.</p> <p><i>Activity ideas to achieve the LO:</i></p> <ul style="list-style-type: none"> <li>- Re cap the variety and types of line we noticed in art work and what we developed ourselves. What is graphite? Add any relevant art work to the class timeline.</li> <li>- Teach tone as the word we use to describe light and dark, or light and shadows.</li> <li>- Explore how we can use dark or light paint to make our pictures look as if there is light shining within them, or to make them look as if objects, people or places are in shadow.</li> <li>- Look at how tone can tell us where the object is (context) and the shape of the object (2d/3d)</li> <li>- Use practical objects with dark curved objects and torches to highlight the tone.</li> <li>- Use photographs of a toy (linked to history topic) and adjust the tonal range from colour to greyscale, to tones of black, grey and white, then to only black and white. This will support the understanding of tone. (Access Art Introduction to Tone by Hester Berry)</li> </ul>

	<ul style="list-style-type: none"> <li>- Look at examples of Hugh Ribbans work and the tonal range he uses, look also at graffiti artists i.e Banksy to compare the tonal ranges.</li> <li>- Children to only use black paint to paint the shadows from the image of the toy. Do on large paper to mimic graffiti. This can be photographed.</li> </ul> <p><b>Further questions:</b> Compare the tone used by Ribbans and Banksy.</p> <p><b>End point:</b></p> <ul style="list-style-type: none"> <li>- To understand tone as dark and light, or light and shadows.</li> <li>- To explore using black to show the shadows in an image.</li> </ul> <p><b>Vocabulary focus for this lesson:</b> tone, shadows</p> <p><b>Possible misconceptions to consider:</b> they find it hard to simplify the image to black and white.</p>
4	<p><b>Cross – curricular links:</b> HISTORY: studying everyday items/toys across the ages. ENGLISH: story writing</p> <p>LO: We are learning about how illustrations are created.</p> <p><i>Activity ideas to achieve the LO:</i></p> <ul style="list-style-type: none"> <li>- Explain that illustration is a form of visual communication that we use to share represent stories or ideas. It can be used in lots of ways, such as books and newspapers. They can be used to complement or replace text.</li> <li>- Explore the tonal range that can be achieved using charcoal before moving onto the drawing activity.</li> <li>- The “Show Me What You See” technique can be used by pupils and teachers to help focus looking, and aid drawing. Teachers can use drawings made as a result of the exercise to see exactly what it is a pupil is noticing – the drawings are windows into the pupils’ understanding.</li> <li>- In the activity, encourage them to look at the object they are drawing. Guide them to ‘show you’ the shadows/dark and light, then to draw them. (Access Art: Show Me What You See) Children could explore using charcoal in this exercise to show the shadows/dark.</li> <li>- Learn about illustrator Laura Carlin and how she develops an illustration for a story.</li> <li>- Children to consider what they like about them and why. How has she used tone and line? Can you see the light and darker areas? Why has she done this?</li> </ul> <p><b>Further questions:</b> Can you compare two illustrations? What is the same and different? Why might this be?</p> <p><b>End point:</b> To apply knowledge of dark and light, and light and shadows, to develop understanding of tone.</p> <p>To develop an understanding of how illustrators develop ideas for illustrations.</p> <p><b>Vocabulary focus for this lesson:</b> illustration, tone, shadow, technique</p> <p><b>Possible misconceptions to consider:</b> children can’t see the contrast between dark and light so they might need the image adjusted to show the stark contrast.</p>

5	<p><b>Cross – curricular links:</b> HISTORY: studying everyday items/toys across the ages. ENGLISH: story writing- could they develop a full story to go with their illustrations?</p> <p>LO: We are learning to apply our skills to create an illustration</p> <p><i>Activity ideas to achieve the LO:</i></p> <ul style="list-style-type: none"> <li>- Recap tone and how illustrators develop their illustrations.</li> <li>- Remind children that drawings tell stories.</li> <li>- Do a warm up activity using charcoal.</li> <li>- Children to bring in small toys in order to set a scenario that tells a story. They choose their tool(s) to draw the scene as an illustration. They apply tone and quality of line as they have learned. They can write a line to go with it which they are encouraged to consider where this will sit in relation to their illustration.</li> <li>- Have a gallery walk and comment positively about each other's work in relation to tone and line, as well as choice of tool. Teacher to model this</li> <li>- You can now use this final illustration and assess the progress against the initial task they did before you taught them any skills. Encourage them to look back in the same way. Can they talk about the progress and the skills they have developed?</li> <li>- <b>Further questions:</b> Tell me about your drawing. Why have you arranged them in this way? Why have you used this type of line here?</li> </ul> <p><b>End point:</b> To apply the skills they have learned about tone and line as well as the exploration of charcoal and graphite to develop an illustration</p> <p><b>Vocabulary focus for this lesson:</b> illustration, tone line, shadows, curved, straight</p> <p><b>Possible misconceptions to consider:</b> children are scared of a blank space and need support to visualise where the marks might go. Adult can 'air draw' whilst talking about what they are doing.</p>
	<p><b>Things to note:</b></p> <p>For a 6 week term 4 lessons and an assessment</p> <p>For a 7/8 week terms 5 lessons and an assessment</p>
	<p><b>Adaptions:</b></p> <p>Examples could be:</p> <ul style="list-style-type: none"> <li>• Limiting choice</li> <li>• Varying size of tools (thicker/thinner pencils)</li> <li>• Providing stencils for drawing tone</li> <li>• Standing up to draw</li> <li>• Scribing on post it notes</li> </ul>

- Provide easel, choice to stand rather than be seated
- Teacher modelling
- Provide examples of task for inspiration

**Summative End Points:** Which NC statements from the overview document are expected to be achieved or specifically developed? (these are taken from the Curriculum Overview Document)