



Medium-Term Planning

Subject: Art



Term and Year:	Autumn 2 2021	
Teacher:	Miss O'Neil	
Subject:	Art	
Vocabulary that will be taught:	<ol style="list-style-type: none">1. Shading2. Tone3. Light4. Dark	
<u>National Curriculum Objectives:</u> <ul style="list-style-type: none">• To create sketch books to record their observations and use them to review and revisit ideas• To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]• About great artists, architects and designers in history		
<u>Art Skills that will be taught and assessed:</u> <ul style="list-style-type: none">• Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media.• Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products.• Express and describe organic and geometric forms through different types of line.• Identify, draw and label shapes within images and objects. Create and form shapes from 3D materials• Develop skill and control when using tone. Learn and use simple shading rules.•		
Focus of each lesson 'Can I...' Statement(s)		Activities/Key points

Lesson 1	<p>LO: To recognise and draw simple geometric shapes found in everyday objects.</p> <ul style="list-style-type: none"> • Can I recognise and accurately draw simple shapes in objects? • Can I identify objects made from shapes in my environment and draw from observation? • Can I explain that: • In nature objects are usually formed from wavy lines • Man-made objects consist of straight lines 	<ul style="list-style-type: none"> • Discuss the shapes. • Walk around school and sketch the scene just with shapes. • Discuss the shapes of nature.
Lesson 2	<p>LO: To recognise and apply geometry when drawing.</p> <ul style="list-style-type: none"> • Can I explain that the points, lines, shapes and space that make up simple 2D and 3D shapes are known as ‘geometry’? • Can I see basic geometrical shapes (such as circles and squares) when I draw objects? • Can I use these shapes to help me draw, design and decorate more accurately? • Can I use guidelines to help set out and construct more complicated images from observation? 	<ul style="list-style-type: none"> • Draw a drinks can. • Use the grid method for accuracy.
Lesson 3	<p>LO: To create and form shapes using soft modelling wire.</p> <ul style="list-style-type: none"> • Can I bend, manipulate and join wire to create the shape of a fish? • Can I use smaller pieces of wire to add features? • Can I work safely with the tools and equipment I am using? 	<ul style="list-style-type: none"> • Model making wire structures and sculptures. • Children to make a fish sculpture using wire.

Lesson 4	<p>LO: To apply even layers of pencil tone when shading</p> <ul style="list-style-type: none"> • Can I explain that ‘tone’ refers to the light and dark areas of an object or artwork • Can I hold my pencil properly when shading by: <ul style="list-style-type: none"> • Using the side of the pencil • Holding it flat to the paper • Can I apply the four rules of shading: <ul style="list-style-type: none"> • Shading in ONE direction • Creating smooth, neat, even tones • Leaving NO gaps • Ensuring straight edges 	<ul style="list-style-type: none"> • Model shading. • Children to complete a worksheet to practice the rules of shading.
Lesson 5	<p>LO: To show tone by shading</p> <ul style="list-style-type: none"> • Can I explain that ‘tone’ refers to the light and dark areas of an object or artwork? • Can I control a pencil to shade tones smoothly from light to dark using the four rules of rules of shading? • Can I blend tones gradually so that there aren’t any sudden changes from dark to light? 	<ul style="list-style-type: none"> • Model techniques. • Children are to practice their techniques.