Springfield School

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| Blackbirds Class Medium Term Planning for Art |
| Topic: North and South America and A Summer of Sport | Vocabulary; Sketch, shade, colour  |

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| **Lesson 1 ‘link it’** **Sketch** Exposition – What does it mean to sketch? Watch videos of people sketching Groups – Sketch images from the Olympics – rings, Olympic torch Plenary – Share work  | **Lesson 2 ‘learn it’**  **Sketch** Exposition – What does it mean to sketch? Watch videos of people sketching Groups – Sketch images from the Olympics – rings, Olympic torch Plenary – Share work  |  **Lesson 3 ‘learn it’** **Shade** Exposition – Using shade to add detail Groups- Use shade to add detail to images. Add shade to pre drawn images. Plenary – Share work. | **Lesson 4 ‘Show it’** **Shade** Exposition – Using shade to add detail Groups- Use shade to add detail to images. Add shade to images. Plenary – Share work. |
|  **Lesson 5‘learn it’** **Colour** Exposition – Using colour to add detail Groups- Use colour to add detail to images. Add colour to pre drawn images. Plenary – Share work. |  **Lesson 5‘learn it’** **Colour** Exposition – Using colour to add detail Groups- Use colour to add detail to images. Add colour to images. Plenary – Share work. | . |  |

Take the objectives for the LO stickers from this section

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| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills)  |
| **Drawing** Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin.To become proficient in drawing techniques.To improve their mastery of art and design techniques, including drawing, with a range of materials. | a experiment with showing line, tone and texture with different hardness of pencils;b use shading to show light and shadow effects;c use different materials to draw, e.g. pastels, chalk, felt tips;d show an awareness of space when drawing;e use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline. |

Progression of Learning

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| ‘Link It’  | ‘Learn It’ | ‘Check It’  | ‘Show It’ | ‘Know It’ |
| Previous learning of pupils * Knowledge of drawing and painting
* Skills in painting and creating
 | Activities provided during lesson Resources **PPTs** **Pictures** Activities to explore sketching and drawing of different kinds  | Independent activities linked to lesson Resources **PPTs** **Books** **Pictures** Activities to support knowledge sketching and shading, knowledge of colour  | How will the pupils share knowledge during or end of lesson**Explore and discuss photographs of lessons**Share and compare work  | Retrieve or generalization of learning after lesson * Discuss and demonstrate sketching
* Use shading to add detail
* Understand how shade and colour can be built to add detail
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