



# Medium Term Unit Planning

**Topic Name: - I am an artist!**

**Learning outcome:**

*Children will be able to use specific techniques and styles of artists to recreate original pieces of art. They will also use textiles to create pictures and puppets.*

**Hook**

A very expensive painting has been delivered to school by mistake. Open it and see if we can find out who painted it.

**Topic Showcase (e.g. display, museum, performance, presentation)**

Art Gallery in classroom

**Oracy:**

Children to be able to discuss colours, feelings and inspiration associated with each picture and how they have created their own version.

Which techniques have they used to make their puppets?

**Key Vocabulary:**

line, shape, texture, style, inspiration, technique, swirls, dots, dashes, tone, abstract, colourful, shapes, straight lines, blocks, bright, bold

**Key Texts (whole class reading/end of the day book/Talk for Writing Texts etc.):**

Katie and the Starry Night by James Mayhew

Katie and the Sunflowers by James Mayhew

What Paul Made: A story about a young Paul Klee - Valerie Downs

The Cat and the Bird: A Children's Book Inspired by Paul Klee - Geraldien Elschner

**Citizenship/Community Opportunities:**

**(Focus – change in attitude/increase knowledge and awareness/make a difference)**

*Local artists and textile/ craft specialists*



# Medium Term Unit Planning

## Experiences/Visits/Visitors

Relatives who can sew - make clothes/ create items to sell. (Mrs. Davies)

## Main Subjects covered:

Art and DT

## Art Threshold concepts

### Develop ideas

This concept involves understanding how ideas develop through an artistic process.

### Master techniques

This concept involves developing a skill set so that ideas may be communicated.

### Take inspiration from the greats

This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history

## DT Threshold concepts

### Master practical skills

This concept involves developing the skills needed to make high quality products (we have highlighted a range of skills but they may be added to or changed

### Design, make, evaluate and improve

This concept involves developing the process of design thinking and seeing design as a process.



# Medium Term Unit Planning

Notes:			
Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation
<p><b>1. Van Gogh</b></p> <p>L.I. I can talk about where Van Gogh got his inspiration from.</p> <p>L.I. I can describe Van Gogh's style and name some of his famous paintings.</p> <p>L.I. I can use the techniques used by Van Gogh to create my own Sunflowers piece.</p>	<p><b>This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history</b></p>	<p>Describe the work of notable artists, artisans and designers.</p> <p>Replicate some of the techniques used by notable artists, artisans and designers.</p>	<p>Hook – Sunflowers delivered to school by mistake. Can we find out about it?</p> <p>Look at lots of paintings by Van Gogh - early and his more famous ones. What inspired him? Discuss where he lived and what he felt as he painted each one - how can feelings and emotions influence artists?</p> <p>What are the typical techniques used by Van Gogh? Swirls, dashes, dots, shorter marks and longer continuous lines. Practice these in sketch books using lighter and darker tones with a pencil. Create own version of Sunflowers using these techniques and colours. (various media)</p>



# Medium Term Unit Planning

<p><b>2. I can do that!</b></p> <p>L.I. I can create a picture of starry night in the style of Van Gogh. (several lessons)</p>	<p><b>This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.</b></p> <p><b>This concept involves understanding how ideas develop through an artistic process.</b></p>	<p>Use some of the ideas of artists studied to create pieces</p> <p>Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop.</p>	<p>Children to use techniques studied and practised to create own Starry Night picture. Describe what marks they make as they go along and add colour using pastels and crayons.</p> <p>Create whole class Starry night for display - each child has a small piece to replicate.</p>
--	---	---	--



# Medium Term Unit Planning

<p><b>3. Paul Klee</b></p> <p>L.I. I can describe Paul Klee's style as abstract.</p> <p>L.I. I can create a colour wheel using paints.</p> <p>L.I. I can use thick and thin brushes to paint in the style of Paul Klee.</p>	<p><b>This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.</b></p> <p><b>This concept involves understanding how ideas develop through an artistic process.</b></p> <p><b>This concept involves developing a skill set so that ideas may be communicated.</b></p>	<p>Use some of the ideas of artists studied to create pieces</p> <p>Respond to ideas and starting points. Explore ideas and collect visual information.</p> <p>Explore different methods and materials as ideas develop Use thick and thin brushes. Mix primary colours to make secondary. Add white to colours to make tints and black to colours to make tones. Create colour wheels.</p>	<p>Children learn about who Paul Klee was and how he painted in an abstract way. Look at his paintings and describe how he used blocks of colour to paint.</p> <p>Create a colour wheel and talk about mixing colours and what we can do to change colour tones.</p> <p>Create own abstract painting using paint, mixing colours, darker lines between colour blocks in the style of Paul Klee.</p>
---	---	---	---



# Medium Term Unit Planning

<p><b>4. I can sew!</b></p> <p>L.I. I can use running stitch.</p> <p>L.I. I can make a hand puppet for a smaller child in school.</p> <p>L.I. I can decorate my hand puppet using different techniques.</p> <p>L.I. I can create an abstract collage using textiles and running stitch.</p>	<p>This concept involves developing the skills needed to make high quality products (we have highlighted a range of skills but they may be added to or changed).</p> <p>This concept involves developing the process of design thinking and seeing design as a process.</p>	<p>Textiles</p> <p>Shape textiles using templates.</p> <p>Join textiles using running stitch.</p> <p>Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).</p> <p>Design products that have a clear purpose and an intended user.</p>	<p>Children to practice stitching simple running stitch. Follow instructions and safety when using a needle.</p> <p>After talking to some Nursery children about what they would like made, design and make own hand puppet - decide on shape, cut out, stitch together using running stitch and decorate. (several lessons) Share with Nursery children when complete.</p> <p>Create a collage using sewing in the style of Paul Klee - colour blocking.</p>
---	---	---	---