



# Medium Term Unit Planning

**Topic Name: - Meet the Artists**

**Learning outcome:**

*Children will be able to form an opinion on a variety of artwork by famous artists and share that with others. They will be able to recreate original pieces of art that are based on the work of artists they have studied.*

**Hook**

Trip to art gallery to look at techniques and inspirations of different artists.

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

Art Gallery

**Oracy:**

Children to be able to discuss colours, feelings and inspiration associated with each picture.  
Lesson 3 – where they complete and then stand and deliver their art appreciation slips.

**Key Vocabulary:**

Joan Miro, Frida Kahlo, LS Lowry, line, shape, texture, line, nature, inspiration, surrealism, sculpture, tone, palette, colour mixing, automatic drawing, technique, self-portrait, emotion, perspective, colour-wash, watercolour, oil paints, sketch, blend

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

The Pencil - Allan Ahlberg  
WCR Frida Kahlo text from Notable People Unit



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## **Citizenship/Community Opportunities:**

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

*Link to PSHE to battle against adversity and to overcome barriers as in Frida Kahlo's disability.*

## **Experiences/Visits/Visitors**

Art Gallery/Exhibition/Visiting Artist

## **Main Subjects covered:**

Art and Geography

## **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

## **Geography Threshold Concepts**

### **Investigate places**

This concept involves understanding the geographical location of places and their physical and human features

## **Notes:**



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| Lesson title and learning Intention        | Threshold concepts (success criteria)   | Milestones (success criteria)   | Lesson structure/differentiation   |
|--|---|---|--|
| 1. Introduce Frida Kahlo and locate Mexico | <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 the geographical location of places and their physical and human features</b></p> | <p>Replicate some of the techniques used by notable artists, artisans and designers.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</p> | Introduce the children to Frida Kahlo and where she came from in Mexico. Children to locate Mexico, as well as the Hemispheres, Tropics and equator on the map |
| 2. Art Appreciation of Frida Kahlo's work  | <b>This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history</b>  | Comment on artworks using visual language   | Children look at a selection of Frida Kahlo's masterpieces and discuss, record and give verbal feedback on colour, inspiration and natural inclusions.         |



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| 3. Children learn how to sketch a self-portrait.                                       | <b>This concept involves developing a skill set so that ideas may be communicated.</b>   | Sketch lightly (no need to use a rubber to correct mistakes).<br><br>Use different hardnesses of pencils to show line, tone and texture.   | Children follow the portrait technique guide to complete a step by step self-portrait and then add detail.  |
| 4. Over two lessons, children plan, sketch and paint their Frida Kahlo style portrait. | <b>This concept involves developing a skill set so that ideas may be communicated.</b>   | Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.<br>Mix colours effectively.<br>Experiment with creating mood with colour.<br>Create original pieces that are influenced by studies of others. | Children to sketch out their portrait and background with inspiration from Frida Kahlo's self portraits inspired by nature and feeling.<br>Children to include plants, flowers, trees and animals.<br><br>Children use Kahlo's colour palette to mix appropriate colours for the portraits.<br><br>Complete portraits |
| 5. Introduce Joan Miro and locate Barcelona.   | <b>This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history</b><br><br><b>This concept involves understanding the geographical location of places and their physical and human features</b> | Replicate some of the techniques used by notable artists, artisans and designers.<br><br>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.   | Introduce the children to Joan Miro and where he came from in Barcelona.  |



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|   |  | Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. |  |
| 6. Art Appreciation of Joan Miro's work.                                  | <b>This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history</b>   | Comment on artworks using visual language  | Children look at a selection of Joan Miro's masterpieces and discuss, record and give verbal feedback on colour, inspiration.  |
| 7. To create an automatic drawing version of "People and Dog in the Sun". | <b>This concept involves developing a skill set so that ideas may be communicated.</b><br><b>This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history</b> | Replicate some of the techniques used by notable artists, artisans and designers<br>Create original pieces that are influenced by studies of others.<br>Mix colours effectively.<br>Experiment with creating mood with colour. | Children will use lines and shapes to recreate their own version of "People and dog in the sun" and complete a section of automatic drawing and primary colours.                           |
| 8. To look at the work of JS Lowry.                                       | <b>This concept involves developing a skill set so that ideas may be communicated.</b><br><b>This concept involves learning from both the artistic process and</b>   | Use different hardnesses of pencils to show line, tone and texture.<br>Annotate sketches to explain and elaborate ideas.   | Children locate Manchester on the map and add it to our map of Artists.<br>Children practise the technique of drawing matchstick men and women in sketch book using pencils and charcoals. |



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|  | <p><b>techniques of great artists and artisans throughout history</b></p> <p><b>This concept involves understanding the geographical location of places and their physical and human features</b></p>                                     | <p>Sketch lightly (no need to use a rubber to correct mistakes).</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p>           |  |
| 9. Begin final version of Lowry style playground painting. | <p><b>This concept involves developing a skill set so that ideas may be communicated.</b></p> <p><b>This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history</b></p> | <p>Use watercolour paint to produce washes for backgrounds then add detail.</p> <p>Sketch lightly (no need to use a rubber to correct mistakes).</p>                                    | <p>Children will mix colours to create an appropriate colourwash sky background for playground painting.</p> <p>They then practise perspective drawing of school building by observing the building outside and practising perspective in sketchbooks.</p> |
| 10. Complete Lowry style painting                          | <p><b>This concept involves developing a skill set so that ideas may be communicated.</b></p> <p><b>This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history</b></p> | <p>Mix colours effectively. Replicate some of the techniques used by notable artists, artisans and designers</p> <p>Create original pieces that are influenced by studies of others</p> | <p>Children to add the building and matchstick children to their Lowry style playground painting.</p> <p>Children to look through the portfolio of work that they have created over the topic and select work for display based on the criteria.</p>       |



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|  |  |  | Children to create their own commentary for their piece of art or the display board based on the skills and styles we have adopted. |
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