



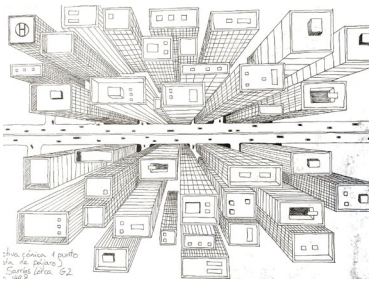

Kindness

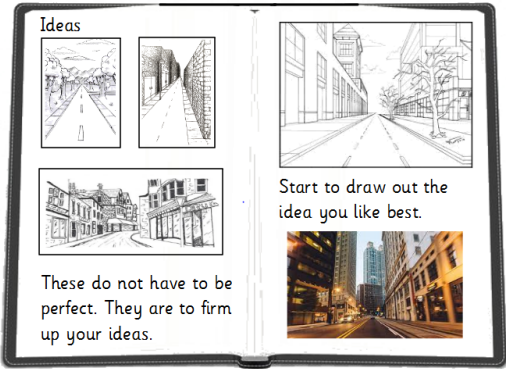
Positivity


Respect

ART MEDIUM TERM PLANNING

<p>Year Group: Y6</p>	<p>TERM: Summer</p>	<p>Theme: Energetic Perspective</p>
<p>National Curriculum: Key stage 2 Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: χ to create sketch books to record their observations and use them to review and revisit ideas χ 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] χ about great artists, architects and designers in history</p>		
<p>Context: In this unit children will learn cityscapes. They will look at line and how lines can give shape to a drawing. They will learn how to draw shapes which have ‘weight’ to them, how they sit on the page and appear to be of substance. Children will use a vanishing point to create perspective. They will understand the importance of the horizon line. They will then move onto proportion of objects depending how far away from the eye they are. The children will study the sketches and paintings of realist painter Paul Kenton. Children will use pens to create mini sketches after building up skills.</p>	<p>Concepts: Colour, pattern, line, shape, form, space <i>Talking about art</i> – The past, other artists <i>Skills and processes</i> – Drawing in a sketchbook, drawing, using perspective</p>	<p>Vocabulary: Paul Kenton, Cityscape, Perspective, Horizon line, Vanishing point, Exhibit, Realism, Foreground, Size, Scale, Position, Proportion.</p>

<p>Perspective.</p>	<p>that the vanishing point is the point at which receding parallel lines viewed in perspective appear to converge. The horizon line refers to where the sky separates from land and water. It is the actual height of the viewer's eyes when looking at an object, interior scene or exterior scene. Children need to know that images nearest the foreground appear largest whilst those nearer the horizon appear smallest. Children to look at a variety of 3D images (see flipchart) and they are to identify the vanishing point and horizon line. Can they do this for a variety of Paul Kenton's cityscapes?</p>		
<p>2. Skills lesson 2 Buildings from above. Central vanishing point.</p>	<p>Following the step by step instructions on the flipchart children will draw an overhead view of buildings.</p> 	<p>Enduring understanding</p> <p>How do you find the horizon/vanishing point?</p> <p>Which pencil type is best?</p> <p>How are you going to colour your artwork?</p> <p>How can you create a sense of realism within your drawing?</p> <p>How is Kenton similar/different to L.S Lowry (Y5)?</p>	<p>Home learning task</p> <p>2D shapes and a central vanishing point.</p> 
<p>3a. Children examine some of Paul Kenton's artwork</p>	<p>Children encouraged to make notes, chat and ask questions about the paintings.</p>	<p><input type="checkbox"/> What do they notice about the setting of each painting?</p>	<p>Flipchart</p>

<p><input type="checkbox"/> Examine 'On Westminster Bridge', 'Electric City' and 'Jazz Hands'.</p> <p>3b. Children create their own drawing given a 3D perspective They create and collect ideas. Drawing thumbnails in sketchbooks.</p>	<p>Use your sketchbook to work out what you want to do next.</p>  <p>The flipchart displays a sketchbook with several pages. The top left page is titled 'Ideas' and contains two small sketches of city streets. The bottom left page contains two more sketches of city buildings. The right page features a larger sketch of a city street with a tall building and a tree, with the text 'Start to draw out the idea you like best.' Below this is a photograph of a city street at night with illuminated buildings.</p> <p>These do not have to be perfect. They are to firm up your ideas.</p>	<p><input type="checkbox"/> How has he created a sense of realism?</p> <p><input type="checkbox"/> Can they explore the form, content, process and mood of each painting?</p> <p><input type="checkbox"/> How has he achieved a 3D effect?</p> <p>Who is Paul Kenton?</p> <p><input type="checkbox"/> Do they understand that he is a UK based artist, famous for cityscapes?</p> <p><input type="checkbox"/> Do they understand that he mainly uses water colours?</p> <p><input type="checkbox"/> Do they know that he became famous by painting the moods of the Devon Coast?</p> <p><input type="checkbox"/> Do they understand that Paul's paintings have continued to evolve and he is one of Britain's most successful and sought after artists?</p> <p><input type="checkbox"/> Do they know that he is currently exhibiting throughout the UK in over thirty galleries?</p> <p><input type="checkbox"/> In 2012, he was commissioned to paint three large pieces for the 2012 London Olympic Games – how did this play a huge part in the creativity and wealth of Britain?</p>	<p>Copies of 'On Westminster Bridge', 'Electric City' and 'Jazz Hands'.</p>
<p>4 and 5 Children turn their drawing into a bold, 3D, energetic painting. Evaluate their final piece. Can you think of any similarities to other artwork that they have created before?</p>	<p>Children follow the flipchart to develop and choose their subject matter.</p>	<p>What is cityscape art?</p> <p><input type="checkbox"/> Do they understand that it is a drawing of a city which often appears as a landscape?</p>	<p>Paint; acrylic, watercolours, pastels, Oil pastels.</p>

		<ul style="list-style-type: none"><input type="checkbox"/> Do they understand why artists usually focus on bigger, more popular towns?<input type="checkbox"/> Do they understand the importance of their picture being parallel?<input type="checkbox"/> Do they recognise that there is often a 3D perspective?	<p>https://www.youtube.com/watch?v=3fVJEF8hfrA</p> <p>This clip is embedded in the flipchart and shows Paul painting the Olympic paintings.</p> 
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