

Art & Design Medium Term Plan

<h2>Florida Landscapes</h2>	<h3>Year 3: Summer 2</h3>	<h3>Topic Linked – 6.5 hours</h3>
<p>Main Outcome:</p> <ul style="list-style-type: none"> A framed watercolour painting of a Florida Landscape 		<p>Time Frame Overview: Skills development: 3 hrs Producing final artwork: 2 3/4 – 3 hrs Evaluating: 30 mins.</p>
<p>Cross curricular links</p>		<p>RRR links</p>
<p>Geography (human and physical features, topic link), Maths (shape/pattern).</p>		<p>Article 12: To make own decisions Article 29: Develop children’s talents to the full.</p>
<p>Skills focus</p>	<p>Visual elements</p>	<p>National Curriculum</p>
<p>Drawing*** (detailed observational drawing, mark making and shading, fine ink sketching). Painting*** (water colour paints).</p>	<p>Line Pattern Colour Texture Shape Space</p>	

Florida Landscapes

Expected outcomes by the end of this unit		
T	<i>Most children will:</i>	<ul style="list-style-type: none"> • Use colour, texture, pattern and line, to create landscapes and cityscapes in a range of materials. • Describe the work of at least two artists, identifying one similarity and one difference between their work
W	<i>Some children will not have made so much progress and will:</i>	<ul style="list-style-type: none"> • Use water colours to paint a landscape and / or cityscape. • Describe the work of at least one artist
E	<i>Some children will have progressed further and will <u>also</u>:</i>	<ul style="list-style-type: none"> • Use colour, pattern, line, shape, form, and space to create landscapes and cityscapes in a range of materials, drawing on their own experiences and imagination. • Describe the work of three different artists, noting the similarities and differences between their different practices, and making links to their own work.

Differentiation
<p>Suggestions:</p> <ul style="list-style-type: none"> • Give W chn support/encourage peer mentoring within topic groups. • By expected outcome. • Children who struggle with fine motor skills could paint the main image rather than the reflection.

Florida Landscapes

	Learning objective	Skills Teaching	Activities
1. I can experiment with watercolour paints (1 hour)	<p>To create a watercolour washes.</p> <p>To understand that colour links to feelings and events.</p> <p><u>Questioning</u></p> <p>How much water should we add to watercolour to make paint for detail /wash?</p> <p>How can we produce new colours and colour match by mixing?</p> <p>What do we mean by warm and cold colours?</p> <p>How do the colours of a picture affect our mood and how we see it?</p> <p>Do my mixed colours match the swatch colours?</p> <p>Have I mixed a selection of warm and cold colours?</p> <p>Is the overall effect of my picture warm/cold?</p>	<p>Focus on the “Scenery” picture.</p> <p>Why is it that people draw and paint scenery?</p> <p>Recap – Primary and secondary colours and what seasons they associate with different colours.</p> <p>Look at the Heaton Cooper paintings.</p> <p>What colour choices has he made? What time of the year do you think the paintings were produced?</p> <p>Why?</p> <p>What do you like/dislike about his paintings?</p>	<p>Activity 1:</p> <p>Children to experiment with the watercolours on their tables. Children to make colour washes of a range of different colours.</p> <p>Next to each of the washes they have made, the children need to write the emotions that they associate with it. What do different colours mean to them? Eg. Some people see red as a DANGER or ANGER colour, lilac as a calming or relaxing colour etc. What seasons do you associate these colours with?</p> <p>Activity 2:</p> <p>Children to create their own colour stripes, experimenting with different tones (adding more white and black to a colour. Children to create a ‘warm’ and ‘cold’ colour stripe.</p>

	Learning objective	Skills Teaching	Activities
2. I can extend a piece of art work, using similar techniques. (1 hour)	<p>To produce different tones, textures and lines using sketch pencils.</p> <p>To produce different intensities of colour using watercolour paint.</p> <p><u>Questioning</u> Recap - What different lines can be made using your sketch pencils?</p> <p>Which one is the best for this piece of art?</p> <p>What difference does the hardness of the lead make?</p> <p>How else can light and dark tones be created using water colours?</p> <p>Have I labelled my sketch pencil lines?</p> <p>Have I experimented with marks made close together and far apart?</p> <p>Have I created a wash of colour close to the original?</p> <p>Have I added some details to my extension of the original art?</p>	<p>Explain to the children we are going to use our previous learning to help us today and learn about sketching.</p> <p>We are going to have part of a Heaton Cooper picture (No reflection) that we will continue in our book. First, we need to sketch it.</p> <p>Model sketching – light strokes as you shouldn’t be able to see it once it has been painted. Model using two different pencils. Ask children which one they think is best.</p> <p>Model mixing the watercolours – make sure you have enough paint and water depending how intense/pale you require the paint.</p> <p>Model how to blend the colours – key is not letting them dry as the paint will not mix! If too much colour is applied it will look block of colour rather than a wash. Add more water quickly if this happens.</p> <p><u>Teaching points</u></p> <ul style="list-style-type: none"> • State that it is best to work from the top to the bottom of the picture if possible to decrease the risk of smudging. • Remind children how to use paper towel to ‘blot’ paintbrushes, and that paintbrushes should be washed before being used in a new colour of ink. • To add detail into the picture, you must let your wash dry otherwise the colours will bleed. Explain this term 	<p>Activity 1: Give children a Heaton Cooper picture they will continue. They start by sketching the rest of the picture gently on the page. Then start adding watercolour to it. Use their art books as a rough page to match the colours up the best they can to the original painting.</p>

	Learning objective	Skills Teaching	Activities
3. I can develop a range of techniques with watercolours. (1 hour)	<p>To produce different intensities of colour using watercolour paint.</p> <p>To create a reflection in the water.</p> <p><u>Questioning</u></p> <p>What different techniques are used in a watercolour painting?</p> <p>How do you create a reflection in the water?</p> <p>How do I make the water not look 'still'?</p> <p>How else can light and dark tones be created using water colours?</p> <p>Have I created a wash of colour close to the original?</p> <p>Have I added some details to my extension of the original art?</p> <p>Have I created a reflection in the water in appropriate places?</p>	<p>This time we are going to work on reflections in our pictures and making the water not appear still. (Explain water is very rarely completely still).</p> <p>Model the activity using an enlarged copy of the painting. Add the wash for the water using a variety of colours. Highlight that the reflection needs to be added whilst the wash for the water is still wet otherwise it will be too much like a block of colour.</p> <p><u>Teaching points</u></p> <ul style="list-style-type: none"> • State that it is best to work from the horizon line to the bottom of the picture if possible to decrease the risk of smudging. • Remind children how to use paper towel to 'blot' paintbrushes, and that paintbrushes should be washed before being used in a new colour . 	<p>Activity 1:</p> <p>Give children a Heaton Cooper picture that has a reflection (it needs to be cut off!).</p> <p>The children need to create the wash for the water and then add the detail for the reflection. Ensure they do not sketch this part as there won't be a lot of detail – it is more of a 'smudge' than block colour.</p>

	Learning objective	Skills Teaching	Activities
4. I can sketch a Florida Landscape (45mins – 1 hour)	To develop control sketching To apply experience of sketch pencils, developing technique. <u>Questioning</u> How do we sketch the outline of a landscape ready to paint? How much detail do I need to add to my sketch? Have I lightly sketched my outline in pencil first? Have I included just enough detail in my picture so I can see how I need to paint it?	Ask children key points they remember from the sketching lesson. – main point light pressure as we are painting over the top! Model finding the key lines/shapes on a landscape in Florida. Start with the main points e.g. the horizon. Highlight it is not always in the middle of the page! Need to look carefully.	Children choose a Florida landscape they wish to paint. Activity 1: Sketch the background (lightly) onto our piece of paper so it is ready to paint. Support: Give some children a photo that has clearly marked in black pen, the outlines of the main shapes so that they can copy these onto the paper. Help them to find key areas on their own page, such as, is the horizon exactly half way on the page or is it slightly above/below?
	Learning objective	Skills Teaching	Activities

<p>5. I can apply a wash and detail to my Florida Landscape (1 hour Split session)</p>	<p>To understand the materials and processes used in watercolour washing and painting.</p> <p>To develop control in colour washing and painting.</p> <p><u>Questioning</u></p> <p>How are watercolours used as a colourwash?</p> <p>How are watercolours used to add detail?</p> <p>How do I stop my paint from 'bleeding'?</p> <p>Am I creating the right colour shades using my knowledge of colour mixing?</p> <p>Am I mixing my paint with the right amount of water to achieve the tone I need?</p> <p>Am I building up the colour gradually?</p> <p>Am I working cleanly and carefully?</p>	<p>Re-cap basic colour mixing with the children. Demonstrate how adding more water can be added to create lighter colourwashes.</p> <p><u>Teaching points</u></p> <ul style="list-style-type: none"> • Show children that colour should be built up gradually. It is best to work from the top to the bottom of the picture if possible to decrease the risk of smudging. • Remind children how to use paper towel to 'blot' paintbrushes, and that paintbrushes should be washed before being used in a new colour. 	<p>This lesson will need to be split into two half hour sessions as the wash will need to dry before adding detail.</p> <p>Children to paint the top half of their picture (above the horizon), starting with the wash. Once the wash is dry, add the detail. If it is not dry the detail will bleed into the sky/background.</p> <p><i>Children should use a page of their Art Diary to experiment with mixing coloured inks and water to achieve the right shade and tone. They should then paint their pictures, applying the wash first, then building up colour gradually.</i></p>
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<p>6. I can complete my watercolour Florida Landscape. (1 hour)</p>	<p>To understand the materials and processes used in creating a reflection.</p> <p>To develop control in colour washing and painting.</p> <p><u>Questioning</u></p> <p>How are watercolours used to create a reflection?</p> <p>How are watercolours used as a colourwash?</p> <p>How are watercolours used to add detail?</p> <p>Am I creating the right colour shades using my knowledge of colour mixing?</p> <p>Am I mixing my ink with the right amount of water to achieve the tone I need?</p> <p>Am I building up the colour gradually?</p> <p>Am I working cleanly and carefully?</p>	<p>Demonstrate adding the water and reflection. Highlight that the reflection needs to be added whilst the wash for the water is still wet otherwise it will be too much like a block of colour.</p> <p><u>Teaching points</u></p> <ul style="list-style-type: none"> Recap that it is best to work from the horizon line to the bottom of the picture if possible to decrease the risk of smudging. Remind children how to use paper towel to 'blot' paintbrushes, and that paintbrushes should be washed before being used in a new colour. 	<p>They should then paint their pictures, applying the wash and reflection first, then building up colour of any objects in the water gradually.</p> <p>Once dry, the finished paintings should be mounted using the natural coloured card, as shown in the Usborne extract 'Mounting drawings'. Photos or coloured photocopies should be taken, for the children to keep in their Art Diaries as a permanent record of achievement.</p>
<p>Learning objective</p>		<p>Skills Teaching</p>	<p>Activities</p>
<p>7. I can evaluate my finished painting and compare it with others. (30 mins)</p>	<p>To compare methods and approaches in their own and others' work and say what they think and feel about them.</p> <p><u>Questioning</u></p> <p>I am learning to reflect on my artwork and compare it with others.</p> <p>Have I completed the whole evaluation sheet?</p> <p>Have I given reasons for my comments?</p>	<p>Model how to complete the evaluation form. Neat writing is essential!</p>	<p>Children to stick a copy of their final painting on the evaluation sheet and complete, sticking the whole sheet in their Art Diary.</p> <p>Able children should attempt to extend themselves in this evaluation activity, and may not need to use the writing frame at all.</p>