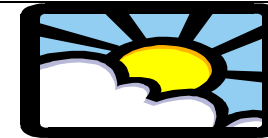




Belfield CP School

Medium Term Plan



Subject: Art	Term: Summer 1	Year: Two
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Topic: Picture this!	Teacher: Mrs Helen Crompton
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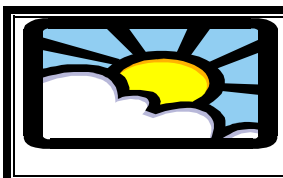
SoW / NC	Week	Learning Objectives	Pupil Activities	Assessment Evidence	Resources	Key Vocabulary	EAL	Cross-Curr.Links
Version of Art unit 2A	1	Pupils record from first-hand observation and explore ideas.	<p>Ask the children to pretend to be a camera. Give the children viewfinders and ask them to walk around the classroom looking through the viewfinder with one eye closed as though they were looking through a camera's viewfinder. Encourage the children to explore what happens when they move closer to something or further away and when they hold the viewfinder vertically or horizontally.</p> <p>Ask the children to frame something in their viewfinder that interests them. Ask them to make a drawing of this – about the size of a colour print – noticing whether their frame is wider (landscape) or taller (portrait). Ask them to draw everything they see in their frame. Ask them to take a photograph of what is in the drawing, keeping to exactly the same angle and proportions.</p> <p>Pupils individually compare the drawing with the photograph, then to come</p>	Q & A Viewfinder picture and digital picture taken by the pupil.	Teaching Assistant Digital Camera Viewfinders	Digital Camera View Finder	Oracy 1, 2, 3, 4, 5, 6, 7, 8, 9, 11.	Science ICT

			together as a class and as a group compare.					
Version of Art unit 2A	2	<p>Pupils then to ask and answer questions about the starting points for their work.</p> <p>To record from imagination and experience and explore ideas (Extended images)</p>	<p>Play a guessing game by showing the children a small part of a photograph and asking them to identify what is happening in the picture. Gradually reveal more of the picture by widening the frame around it. Encourage the children to use visual clues, <i>e.g. shapes, colours, lines, actions</i>, and to explain their reasons for their answers and for changing their answers.</p> <p>Give the children part of an image from a magazine photograph and ask them to fix this to a larger sheet of paper. Ask them to draw what might be outside the given image.</p> <p>Talk about how and why the photograph they have been given might have been 'cropped', <i>e.g. to focus attention on a particular idea or person</i>.</p> <p>Ask the children to give their image a title before and after they make the bigger picture. Compare the two.</p> <p>Compare the two as a class then celebrate work.</p>	Q & A Extended image	Teaching Assistant Magazine or similar images.	Image Photograph	Oracy 1, 2, 3, 4, 5, 6, 7, 8, 9, 11.	Literacy
Version of Art unit 2A	3	To record from imagination and experience and explore ideas looking at time frames of before and after.	<p>Recap last weeks work on extended images.</p> <p>Tell the pupils last week they had to look at what was happening at that time around the picture. This week they will have a slightly larger picture with more</p>	Q & A Before and after picture.	Teaching Assistant Magazine or similar images.	Image Photograph Before After	Oracy 1, 2, 3, 4, 5, 6, 7, 8, 9, 11.	Literacy Science

		(Extended images)	<p>information in and they have to decide what was happening to the scene / person before the picture was taken and what happened just after.</p> <p>Go through a few examples with the pupils getting them to think of different ideas.</p> <p>Let the pupils choose another image, (e.g. a footballer or a lady dancing) placed in the middle of a blank piece of paper and ask the children to draw on one side of the image what they think happened just before the image was taken and on the other side what happened just after the image was taken. Ask them to pay attention to size, scale, colour and action in the photograph and to use visual 'clues'.</p> <p>View the work as a class with the pupil telling the class what they believe to be happening before and after. Celebrate work.</p>					
Version of Art unit 2A	4	Using the various artists we have had this year, comment on likes/dislikes giving reasons why. Being objective. Then looking at differences in others' work; suggest ways of improving their own work.	<p>Ask the pupils if they can remember some of the artist we have looked at this year:</p> <ul style="list-style-type: none"> • Frank Stella • Hundertwasser • Chris Drury • Andy Goldsworthy <p>Discuss what an artist is and what materials that particular artist uses.</p> <p>Look at pictures or Power Point</p>	Q & A Picture based on a named artist.	Teaching Assistant Natural materials- twigs, stones etc. Paint. Scissors Coloured paper.	Artists Style Recreate	Oracy 1, 2, 3, 4, 5, 6, 7, 8, 9, 11.	Literacy Science

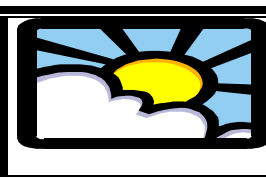
			<p>Presentations on the different artist work. Discuss do they like --- particular style why? Why not?</p> <p>Tell the pupils that they can choose a style and use the resources available to recreate a picture in a different way that they have before, for example is they chose to copy Hunderwassers work on buildings instead of printing as they have before they could cut out paper and stick.</p> <p>Give ideas but then give the pupils opportunities to use the knowledge they have gained from this year to create a piece of work in the style of one of the named artists. Tell the pupils need to write on the back of their work, their name and the names of the two different artists.</p> <p>Come together as a group, various pupils show the class their work and explain how they have produced their work in the form of a particular artist and what materials they have used.</p>					
Version of Art unit 2A	5	Using the various artists we have had this year, comment on likes/dislikes giving reasons why. Being objective. Then looking at differences in others' work; suggest ways of improving their own work.	<p>Recap the artists as we did last week :</p> <ul style="list-style-type: none"> • Frank Stella • Hundertwasser • Chris Drury • Andy Goldsworthy <p>Quickly discuss what an artist is and what materials that particular artist uses.</p> <p>Recap how pupils produced work last</p>	Q & A Picture based on two named artist.	Teaching Assistant Natural materials- twigs, stones etc. Paint. Scissors Coloured paper.	Artists Style Recreate	Oracy 1, 2, 3, 4, 5, 6, 7, 8, 9, 11.	Literacy Science

		<p>week looking at one artist.</p> <p>Tell the pupil this week I would like them to choose two artists and produce one piece of work based on the two artists. Give drawing examples of this, for example, Frank Stella bird shapes as a background with Andy Goldsworthy pebbles placed in a circle over the top, or with the pebbles also placed in the bird shapes.</p> <p>If necessary get some of the pupils to tell the class their different ideas or by passing the talking stone around the circle. Get the pupils to say what bits they like of don't with reasons.</p> <p>Show the pupils where to get their various materials from.</p> <p>Pupils go and work on their pictures using the two chosen artist. Tell the pupils need to write on the back of their work, their name and the names of the two different artists.</p> <p>Pupils come together as a group to celebrate their work and explain how they have used the two different styles to make one picture.</p>					
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Belfield CP School

Lesson plan



Lesson	Year group	Term	Lesson Length	Lesson
Art	2	Summer 2	2 Hours	1 of 5

Aims / Outcomes
Pupils record from first-hand observation and explore ideas.
Key Vocabulary
Digital Camera View Finder

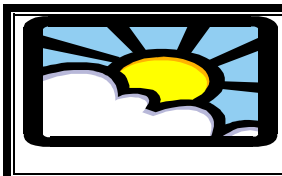
Introduction
Ask the children to pretend to be a camera. Give the children viewfinders and ask them to walk around the classroom looking through the viewfinder with one eye closed as though they were looking through a camera's viewfinder. Encourage the children to explore what happens when they move closer to something or further away and when they hold the viewfinder vertically or horizontally.

Main Activities
Ask the children to frame something in their viewfinder that interests them. Ask them to make a drawing of this – about the size of a colour print – noticing whether their frame is wider (landscape) or taller (portrait). Ask them to draw everything they see in their frame. Ask them to take a photograph of what is in the drawing, keeping to exactly the same angle and proportions.

Plenary
Pupils individually compare the drawing with the photograph, then to come together as a class and as a group compare.

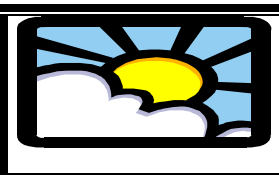
Resources		Assessment Evidence	
Teaching Assistant Digital Camera Viewfinders		Q & A Viewfinder picture and digital picture taken by the pupil.	
Cross Curricular Links	SoW / NC ref and level	Differentiation	EAL
Science ICT	Version of Art unit 2A	Q & A Support given Outcome	Oracy 1, 2, 3, 4, 5, 6, 7, 8, 9, 11.

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Belfield CP School

Lesson plan



Lesson	Year group	Term	Lesson Length	Lesson
Art	2	Summer 2	2 Hours	2 of 5

Aims / Outcomes
<p>Pupils then to ask and answer questions about the starting points for their work.</p> <p>To record from imagination and experience and explore ideas (Extended images)</p>
Key Vocabulary
<p>Image Photograph</p>

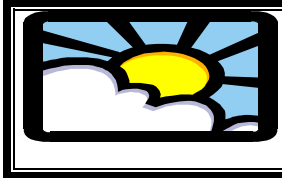
Introduction
<p>Play a guessing game by showing the children a small part of a photograph and asking them to identify what is happening in the picture. Gradually reveal more of the picture by widening the frame around it. Encourage the children to use visual clues, <i>e.g. shapes, colours, lines, actions</i>, and to explain their reasons for their answers and for changing their answers.</p>

Main Activities
<p>Give the children part of an image from a magazine photograph and ask them to fix this to a larger sheet of paper. Ask them to draw what might be outside the given image.</p> <p>Talk about how and why the photograph they have been given might have been 'cropped', <i>e.g. to focus attention on a particular idea or person.</i></p> <p>Ask the children to give their image a title before and after they make the bigger picture. Compare the two.</p>

Plenary
<p>Compare the two as a class then celebrate work.</p>

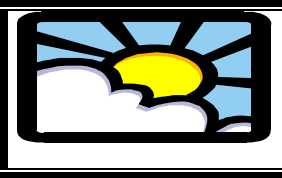
Resources	Assessment Evidence
<p>Teaching Assistant Magazine or similar images.</p>	<p>Q & A Extended image</p>

Cross Curricular Links	SoW / NC ref and level	Differentiation	EAL
Literacy	Version of Art unit 2A	Q & A Support given Outcome	Oracy 1, 2, 3, 4, 5, 6, 7, 8, 9, 11.



Belfield CP School

Lesson plan



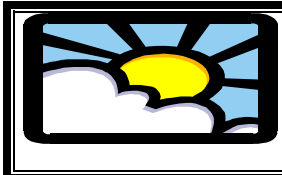
Lesson	Year group	Term	Lesson Length	Lesson
Art	2	Summer 2	2 Hours	3 of 5

Aims / Outcomes	
	To record from imagination and experience and explore ideas looking at time frames of before and after. (Extended images)
Key Vocabulary	
	Image Photograph Before After

Introduction	
	Recap last weeks work on extended images. Tell the pupils last week they had to look at what was happening at that time around the picture. This week they will have a slightly larger picture with more information in and they have to decide what was happening to the scene / person before the picture was taken and what happened just after.
Main Activities	
	Go through a few examples with the pupils getting them to think of different ideas. Let the pupils choose another image, (e.g. a footballer or a lady dancing) placed in the middle of a blank piece of paper and ask the children to draw on one side of the image what they think happened just before the image was taken and on the other side what happened just after the image was taken. Ask them to pay attention to size, scale, colour and action in the photograph and to use visual 'clues'.
Plenary	
	View the work as a class with the pupil telling the class what they believe to be happening before and after. Celebrate work.

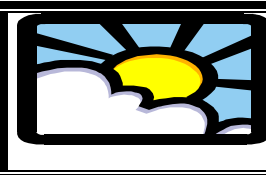
Resources		Assessment Evidence	
Teaching Assistant Magazine or similar images.		Q & A Before and after picture.	
Cross Curricular Links	SoW / NC ref and level	Differentiation	EAL

Literacy Science	Version of Art unit 2A	Q & A Support given Outcome	Oracy 1, 2, 3, 4, 5, 6, 7, 8, 9, 11.
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Belfield CP School

Lesson plan



Lesson	Year group	Term	Lesson Length	Lesson
Art	2	Summer 2	2 Hours	4 of 5

Aims / Outcomes
Using the various artists we have had this year, comment on likes/dislikes giving reasons why. Being objective. Then looking at differences in others' work; suggest ways of improving their own work.
Key Vocabulary
Artists Style Recreate

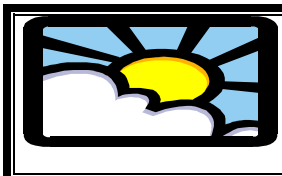
Introduction
Ask the pupils if they can remember some of the artist we have looked at this year: <ul style="list-style-type: none">• Frank Stella• Hundertwasser• Chris Drury• Andy Goldsworthy Discuss what an artist is and what materials that particular artist uses.

Main Activities
Look at pictures or Power Point Presentations on the different artist work. Discuss do they like --- particular style why? Why not? Tell the pupils that they can choose a style and use the resources available to recreate a picture in a different way that they have before, for example is they chose to copy Hunderwassers work on buildings instead of printing as they have before they could cut out paper and stick. Give ideas but then give the pupils opportunities to use the knowledge they have gained from this year to create a piece of work in the style of one of the named artists. Tell the pupils need to write on the back of their work, their name and the names of the two different artists.

Plenary
Come together as a group, various pupils show the class their work and explain how they have produced their work in the form of a particular artist and what materials they have used.

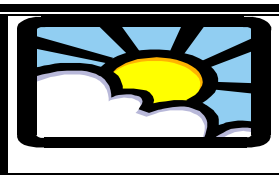
Resources	Assessment Evidence
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Teaching Assistant Natural materials-twigs, stones etc. Paint. Scissors Coloured paper.		Q & A Picture based on a named artist.	
Cross Curricular Links	SoW / NC ref and level	Differentiation	EAL
Literacy Science	Version of Art unit 2A	Q & A Support given Outcome	Oracy 1, 2, 3, 4, 5, 6, 7, 8, 9, 11.



Belfield CP School

Lesson plan



Lesson	Year group	Term	Lesson Length	Lesson
Art	2	Summer 2	2 Hours	5 of 5

Aims / Outcomes
Using the various artists we have had this year, comment on likes/dislikes giving reasons why. Being objective. Then looking at differences in others' work; suggest ways of improving their own work.
Key Vocabulary
Artists Style Recreate

Introduction
Recap the artists as we did last week : <ul style="list-style-type: none">• Frank Stella• Hundertwasser• Chris Drury• Andy Goldsworthy Quickly discuss what an artist is and what materials that particular artist uses. Recap how pupils produced work last week looking at one artist.

Main Activities
Tell the pupil this week I would like them to choose two artists and produce one piece of work based on the two artists. Give drawing examples of this, for example, Frank Stella bird shapes as a background with Andy Goldsworthy pebbles placed in a circle over the top, or with the pebbles also placed in the bird shapes. If necessary get some of the pupils to tell the class their different ideas or by passing the talking stone around the circle. Get the pupils to say what bits they like of don't with reasons. Show the pupils where to get their various materials from. Pupils go and work on their pictures using the two chosen artist. Tell the pupils need to write on the back of their work, their name and the names of the two different artists.

Plenary
Pupils come together as a group to celebrate their work and explain how they have used the two different styles to make one picture.

Resources		Assessment Evidence	
Teaching Assistant Natural materials-twigs, stones etc. Paint. Scissors Coloured paper.		Q & A Picture based on two named artist.	
Cross Curricular Links	SoW / NC ref and level	Differentiation	EAL
Literacy Science	Version of Art unit 2A	Q & A Support given Outcome	Oracy 1, 2, 3, 4, 5, 6, 7, 8, 9, 11.