

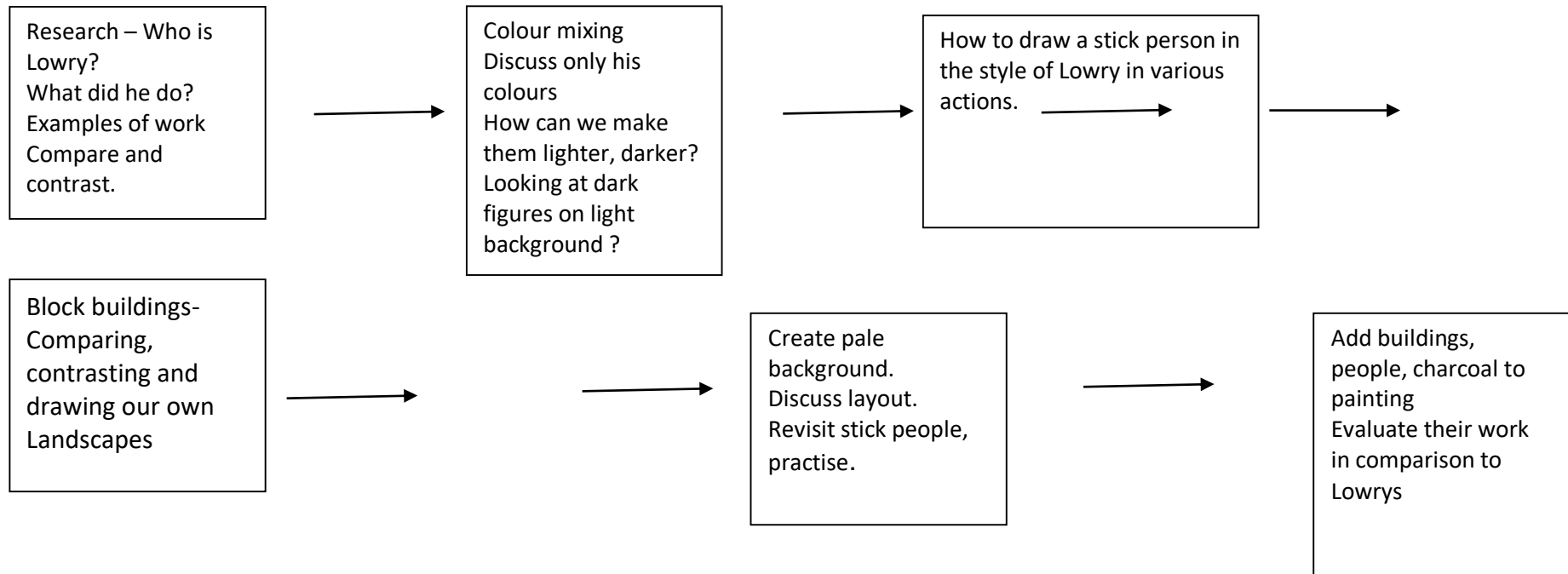
## National curriculum:

- Use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- About the work of a range of artists, craft makers and designers describing the differences and similarities between different practices and disciplines and making links to their own works.
- Evaluate and analyse.

## Vocabulary:

line, texture, pressure, shade, proportion, space, curve, straight, artists, form, materials, create, draw, sketch, light, dark, similarities, differences, features, pale, colour mix, blend, mix, fade, building, match stick, canvas, outlines, charcoal, oils, paint, water colours, tools, tone, effects, tonal.hue and tone





## Snapshot overview



**Art Medium Term Planning**  
**Year Group: 1**

**Term:** Taught after the Victorians Yr1

**Topic:** Art

	Learning Objective	Input (including key questions and vocabulary)	Task including scaffold and challenge	How will the learning be assessed?
<p>Session 1</p>	<p>I can identify the types of techniques that Lowry used</p> <p>I can identify the subjects that Lowry drew about</p>	<p>Introduce Lowry-            Where he is from (Manchester/Salford)            Show map of UK- identify Manchester and Southampton            Discussion about what life was like when he was born: Lowry was born during the end of the Victorian era – history link discuss what we already know about the Victorians and share pictures of this time.</p>  <p>Use pictures like this to discuss what the buildings look like, how they have changed.</p>  <p>Discuss that this is what people would have worn during when he was growing up – how does this compare to today            After Victorian period there was the Edwardian period – during this time Lowry would have been painting:</p>   <p>Discuss the pictures – what can we see? What is the same and what is different to today?            How does this compare to the Victorians? Discuss that this is what the country looked like when Lowry was creating his work</p> <p>Explain to the children they are going to be looking at pictures by the artist Lowry.            Have a pack of pictures of 6 pictures of Lowry's work per small group (2-3) for chn to discuss (keep these pictures throughout the plan as they will be used throughout). Key questions to discuss: What colours does he use? What does he show? Who are in the pictures? Do his paintings have a lot of detail? What art techniques does he use? Chn to verbally discuss the answers to this in small groups – adults to lap and prompt as required.            Feedback as a class .</p>	<p>Adults lap and facilitate discussion with question prompts.</p> <p>Mixed ability groups</p> <p>Adults to record what chn say and display on the working wall in preparation for next lesson</p>	<p>Discussion</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Session 2</p>	<p>I can identify which medium is more effective in recreating Lowry's artwork</p>	<p>Recap yesterday's lesson referring back to comments made by chn and the pictures used yesterday – point out the features on the art work from yesterday. Label the features with post it notes (e.g. pale background, stickmen, types of buildings, simple drawings). Find these features on all of the pictures discussed yesterday as a class.</p> <p>Look at variety of Lowry's art work and look at the backgrounds – are they similar? What technique does he use? How would you describe it? Make a list of words to describe the background (E.g. pale, light, hue, tone). Discuss how this background could be created – give chn a list of different mediums (e.g. pencil, pastel, paint, felt tip pens) what medium would be the best one and why?</p> <p>Chn to work on their own testing out the different mediums available to see which medium creates the best background in the style of Lowry (pastels, paint, pencils, felt tip pens). Chn to try out each one and evaluate the technique and which was best.</p> <p>Feedback as a class – what did we think would be the most effective, what turned out to be the most effective and why? As a class agree on the best medium to recreate Lowry's background (pastels and paint are the best)</p>	<p>Adults to lap and facilitate as appropriate – encouraging chn to use the style correctly.</p>	<p>Discussion</p>
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<p>Session 3</p>	<p>I can identify which medium is more effective in recreating Lowry's artwork</p>	<p>Revisit the pictures from session 1 and 2 - discuss the forefront of the pictures – what is in the pictures, how does he draw them (refer to people and buildings). Label his art work as a class with the forefront features – the types of buildings, style of the people, what the people are doing etc.</p> <p>Focus on the building and the people – what medium would be best to recreate this (paint, pastels, felt tips and pencils, charcoal) - why do you think this is the best medium?</p> <p>Chn to have the pictures of Lowry's work in front of them and to use the different mediums to try recreating the forefront of his pictures – the people and the buildings. Do these for all 4 mediums (paint, pastels, felt tips and pencils, charcoal) and discuss which medium was most effective and why. Which one recreates Lowry's style the best?</p> <p>Chn to come back to carpet and have a class discussion – which medium was most effective and why? Agree on a medium that is best (charcoal or pen is best). Discuss that he was known/famous for drawing match stick men and match stick animals – refer to the fact that he was known for this style. Discuss the simplicity of it and the simple straight lines and sharp joints – this is what we will need to do when we recreate his art work. Refer back to the artwork used in session one – find examples of where he has used that in these pieces.</p>	<p>Adults to lap and facilitate as needed – encouraging chn to refer back to the art work to ensure their drawings are in keeping with the style of Lowry.</p>	
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I can choose an effective medium for Lowry's art work

I can practise artwork in the style of Lowry

Recap previous learning on Lowry referring back to the pictures on the wall and the post it notes that have been added to them and what they mean. Refer to his chosen style and what medium we have decided is the most effective to recreate this.

10 mins – ask chn to go to tables and look back through their sketchbooks at the mediums they have explored so far. Encourage them to describe what was most effective and why and what techniques Lowry uses (e.g. matchstick men, light background etc).

Come back to carpet and feedback.

Share plan and model choosing a picture that you want to recreate.

Chn to do the same completing the table below:

Chosen picture		
	Colour	Medium
Background medium		
Forefront medium		

Once decided all chn to have the chosen picture in front of them (group chn based on picture and sit on tables) – have a go using the desired medium to practise the style of Lowry – the background and the forefront features (buildings, people and animals). Once chn have had a practise annotate it with how they did this e.g. the colour mixing they did, the medium they used, the sketching technique (e.g. straight lines etc.) using the picture. Copy the style and recreate parts of it. At the end of this session chn will have a page in their sketch books with practise drawings/paintings in the style of the picture they have chosen.

Feedback as a class – what have you done and why?

Adults to lap and facilitate as needed – encouraging chn to refer back to the art work to ensure their drawings are in keeping with the style of Lowry.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Session 5</p>	<p>I can use a chosen medium to create a background in the style of Lowry</p> <p>I can explore different techniques using the same medium</p>	<p>Discuss what we know about Lowry and ask chn to describe what mediums they have chosen and why and which picture they have chosen and why.</p> <p>Look at the backgrounds of the pictures that have been used so far in the planning – what medium did we choose (paint, pastel). Teacher to model using these mediums effectively to recreate the background – e.g. if using paint is it better to use a large brush or a fine point? Model trying out the different brushes and draw a class conclusion about which one is the most effective and why. Repeat for pastels – model using the long part of the part or the pastel and blending with finger vs. using the point of the pastel and colouring. Now thinking about your own background - how are you going to use these techniques e.g. smudging or which paintbrush to make the best effect. Discuss with partner on carpet and then amend plan how they will use that medium (e.g. add to plan I will use the long part of the pastel because it blends easier).</p> <p>Once chn have decided what medium they will be using for their background and how they will be using it, chn then need to make their background using the plan and sketchbooks to refer to as needed. This is to be done on a separate piece of paper.</p> <p>Chn complete background using sketchbooks and plans.</p>	<p>Adults to lap and facilitate as needed – encouraging chn to refer back to the art work to ensure their drawings are in keeping with the style of Lowry.</p>	
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Session 6

I can use a chosen medium to create a foreground in the style of Lowry

I can explore different techniques using the same medium

Refer back to yesterday and the background created.  
 Recap how Lowry draws people and buildings – refer back to stickmen approach and the lack of detail (see session 3). Refer back to his paintings on the wall  
 Refer back to plan chn created – what mediums did you choose and why?

Teacher to model using charcoal – look at picture and model recreating Lowry picture creating thick lines and thin lines/sharp lines and soft lines to recreate his work. Refer to where Lowry has block shaded certain areas e.g. the hat of the person and model having a go at recreating that – discuss how the charcoal needs to be used differently for a thin line vs. a thick line or shaded area.

Repeat this for pencil – model looking at picture and using pencil to recreate thin and thick lines in style of Lowry. Refer to the shading of certain areas and model using pencil to do this. When modelling for both mediums ensure pressure is referred to – what difference does pressure make on the lines drawn?

Now thinking about your own foreground - how are you going to use these techniques e.g. shading or which line style (thick/thin) is best.







Discuss with partner on carpet and then amend own plan with how they will use that medium (e.g. add to plan I will use pressure on the pencil to create a thicker line for the legs...etc).

Once chn have decided what medium they will be using for their background and how they will be using it, chn then need to make their background using the plan and sketchbooks to refer to as needed. This is to be done on a separate piece of paper.

Chn complete foreground on yesterday's background referring to sketchbooks and plans. Ensure chn have the Lowry picture they are recreating in front of them.

Chn to make the foreground of their picture using medium.

Adults to lap and facilitate as needed – encouraging chn to refer back to the art work to ensure their drawings are in keeping with the style of Lowry

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Session 7</p>	<p>I can evaluate my Lowry picture</p> <p>I can identify what mediums and techniques I have used effectively</p>	<p>20 minute = short session</p> <p>Chn to review picture they finished in session 6.          Look back at the Lowry art work they were trying to recreate and discuss the similarities and differences – what do you think you have done well when comparing Lowry’s art work to your own (e.g. the backgrounds are both the same) (e.g. the stickmen both look similar with simple bodies).          Chn to complete 2 stars about what they have done well when comparing their work to Lowry’s.</p> <table border="1" data-bbox="591 662 1272 991"> <tr> <td data-bbox="591 662 934 842">  </td> <td data-bbox="936 662 1272 842"></td> </tr> <tr> <td data-bbox="591 844 934 991">  </td> <td data-bbox="936 844 1272 991"></td> </tr> </table>						
								
								

Impact:

To be able to explore different mediums for effect

To be able to identify features of Lowry’s art work (light coloured background, dark black for foreground, simple drawings)

To be able to choose an effective medium for the style of Lowry

To be able to identify the mediums and techniques that have been used effectively in my Lowry artwork

