

# Edward Peake C of E VC Middle School



## Medium Term Plan

Subject: Art	Unit: 1	Term/Duration: Autumn	Year Group 5		
Prior Learning: N/A		Key Vocabulary: Techniques / inspired / paint / painting / colours /			
By the end of this unit students should have an understanding of Vincent Van Gogh and be able to discuss his Starry Night.					
<b>most pupils will be able to:</b> explore a background in Van Gogh learning basic facts about him. Transferring this to the practical side, students should be able to recognise key skills that Van Gogh uses and take his technique and apply it in a range of materials.					
<b>some children will not have made so much progress. They will be able to:</b> explore a background in Van Gogh learning basic facts about him. Transferring this to the practical side, students should be able to recognise key skills that Van Gogh uses and take his technique and apply it in a range of materials.					
<b>some children will have Aspired. They will be able to:</b> explore a background in Van Gogh learning basic facts about him. Transferring this to the practical side, students should be able to recognise key skills that Van Gogh uses and take his technique and apply it in a range of material in a confident way with links to his style showing accuracy.					
	Learning Objectives	Content	Assessment	Resources /Health and Safety	ICT Opportunities
1	<b>LO:</b> To learn about <b>Vincent Van Gogh</b> and discuss his artwork	<b>Activities:</b> <ul style="list-style-type: none"> <li>• Write down date &amp; LO.</li> <li>• Complete Artist Study sheet using the information on the board.</li> <li>• Teacher to read through and see if Students can spot the information in the text. Work as a class to discuss information about Van Gogh</li> <li>• Stick in coloured image of Starry Night.</li> <li>• Title: Starry Night</li> <li>• PPT slide 3: go through the questions, students are encouraged to think independently about their answers.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher marking at the end.</li> <li>• Questioning, class discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• PPT slides 1-4</li> <li>• Artist worksheet</li> <li>•</li> </ul>	
		<b>LAC:</b>			

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		<ul style="list-style-type: none"> <li>• <i>Reading</i></li> <li>• <i>Writing</i></li> <li>• <i>Keywords &amp; spellings</i></li> </ul>			
		<p><b>Homework:</b> None</p>			
2	<p><b>LO:</b> To learn different <b>techniques</b> inspired by <u>Starry Night</u></p> <p><u>Coloured Pencil</u></p>	<p><b>Activities:</b></p> <p><b>Material: Colour pencil</b></p> <ul style="list-style-type: none"> <li>• <b>Date and LO</b></li> <li>• Teacher demo to the class show how the piece of work will be divided into 4.</li> <li>• Ask students to look at the image and tell you what colours they can see in section 1.</li> <li>• Apply the colour pencils talking about dashes / strokes. Question the students to see if they can describe the marks looking for those two words.</li> <li>• Talk to class about how Van Gogh didn't use the colour black, challenge for the lesson is to make a black. Demonstrate how to use red / brown and blue to make a dark colour.</li> <li>• Talk about overlapping the colours.</li> <li>• Students independently work</li> <li>• Plenary 😊 😐 😞</li> <li>• <b>Keywords: INSPIRED / TECHNIQUE</b></li> </ul>	<ul style="list-style-type: none"> <li>• Teacher exemplar of sheet</li> <li>• PPT on the board with the sections divided up.</li> <li>• Demonstration</li> <li>• Teacher circulation and verbal feedback.</li> <li>• Self assessment 😞 😊 😞</li> </ul>	<ul style="list-style-type: none"> <li>• PPT slides 5-6</li> </ul>	
		<p><b>LAC:</b></p> <ul style="list-style-type: none"> <li>• <i>Reading</i></li> <li>• <i>Writing</i></li> <li>• <i>Keywords of the lessons.</i></li> </ul>			
		<p><b>Homework:</b> None</p>			

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3	<p><b>LO:</b> To learn different <b>techniques</b> inspired by <u>Starry Night</u></p> <p><u>Felt Tip Pen</u></p>	<p><b>Activities:</b></p> <p><b>Material: Felt Tip</b></p> <ul style="list-style-type: none"> <li>Teacher demo to the class show how you will be doing the next section.</li> <li>Ask students to look at the image and tell you what colours they can see in section 1.</li> <li>Demonstration of making 'black' using brown and blue pen.</li> <li>Apply the colour pencils talking about dashes / strokes. Question the students to see if they can describe the marks looking for those two words.</li> <li>Talk about overlapping the colours.</li> <li>Students independently work</li> <li>Plenary 😊 😐 😞</li> </ul>	<ul style="list-style-type: none"> <li>Teacher exemplar of sheet</li> <li>PPT on the board with the sections divided up.</li> <li>Demonstration</li> <li>Teacher circulation and verbal feedback.</li> </ul> <p>Self assessment 😊 😐 😞</p>		
		<p><b>LAC:</b></p>			
		<p><b>Homework: None</b></p>			
4	<p><b>LO:</b> To learn different <b>techniques</b> inspired by <u>Starry Night</u></p> <p><u>Water colours</u></p>	<p><b>Activities:</b></p> <p><b>Material: Watercolours</b></p> <ul style="list-style-type: none"> <li>Teacher demo to the class show how you will be doing the next section.</li> <li>Discuss use of brush expectations. How to care and look after a brush – never push it down or leave it in a pot of water. This will damage it.</li> <li>Wet the tabs of watercolour, let the water soak in as you are getting ready.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher exemplar of sheet</li> <li>PPT on the board with the sections divided up.</li> <li>Demonstration</li> </ul>		

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		<ul style="list-style-type: none"> <li>• Demonstrate how to use water colour – discuss and compare the difference between the pencil and pen.</li> <li>• Demonstration of making ‘black’ using brown and blue pen.</li> <li>• Apply the colour pencils talking about dashes / strokes. Question the students to see if they can describe the marks looking for those two words.</li> <li>• Talk about overlapping the colours.</li> <li>• Students independently work</li> <li>• Plenary 😊 😐 😞</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher circulation and verbal feedback.</li> </ul> Self assessment 😞 😐 😞		
		<p><b>LAC:</b> <b>Reading / writing / keywords</b></p> <p><b>Homework:</b> <b>None</b></p>			
5	<p><b>LO:</b> To learn different <b>techniques inspired by Starry Night</b></p> <p><b>Poster Paints</b></p>	<p><b>Activities:</b></p> <p><b>Material: Poster Paints</b></p> <ul style="list-style-type: none"> <li>• Teacher demo to the class show how you will be doing the next section.</li> <li>• Re-cap use of brush expectations with the class. Questioning to see if they can remember. How to care and look after a brush – never push it down or leave it in a pot of water. This will damage it..</li> <li>• Demonstrate how to use the paint – discuss and compare the difference between watercolour and poster paint - THICKNESS.</li> <li>• Demonstration of making ‘black’ using brown and blue pen.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher exemplar of sheet</li> <li>• PPT on the board with the sections divided up.</li> <li>• Demonstration</li> <li>• Teacher circulation and verbal feedback.</li> </ul> Self assessment 😞 😐 😞		

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		<ul style="list-style-type: none"> <li>Apply the colour pencils talking about dashes / strokes. Question the students to see if they can describe the marks looking for those two words.</li> <li>Talk about overlapping the colours.</li> <li>Students independently work</li> <li>Plenary ☺ ☹ ☹</li> </ul>				
		<b>LAC:</b>				
		<b>Homework:</b> none				
6	<u>LO: To learn how to evaluate and choose appropriate materials for our group project.</u>	<b>Activities:</b> <ul style="list-style-type: none"> <li>Students are given a section of Starry Night</li> <li>Students are to choose their material and apply it to their section.</li> <li>Students to work independently on their section.</li> <li></li> </ul>				
		<b>LAC:</b>				
		<b>Homework:</b>				
7	<u>LO: To learn how to self and peer assess each other's art work.</u>  Assessment Lesson	<b>Activities:</b> <ul style="list-style-type: none"> <li>Name &amp; date</li> <li>Assessment worksheet</li> <li>Peer assessment – students swap with someone on their table. WWW &amp; EBI</li> <li>Students to work through the self-assessment Teacher read out and ask students to give examples.</li> </ul>				

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		<ul style="list-style-type: none"><li>• Keyword word search. Students complete the keyword word search with all the words that we have used over the last 6 lessons.</li></ul> <p><b>LAC:</b></p> <ul style="list-style-type: none"><li>• Reading</li><li>• Writing</li><li>• Keywords word search</li></ul> <p><b>Homework:</b></p>			