

# Edward Peake C of E VC Middle School



## Medium Term Plan

<b>Subject:</b> ART	<b>Unit:</b> Fever, Fire and Fashion	<b>Term/ Duration:</b> Spring Term 1 (6 wks)	<b>Year Group</b> 5
<b>Prior Learning:</b> It is helpful if children have: <ul style="list-style-type: none"> <li>• drawn and painted natural and made forms</li> <li>• used a variety of shading techniques</li> <li>• mixed different tones of colour</li> <li>• looked at the use of different viewpoints, colour and painting techniques in still-life paintings</li> </ul>		<b>Key Vocabulary:</b> Rembrandt, chiaroscuro, still life, portraits, self-portraits, Nightwatch, 17th Century, sfumato,	
<b>Unit overview:</b> Through their work on Rembrandt, pupils will be able to: describe the work and techniques of one of the greatest portrait painters of all time. Use chiaroscuro techniques effectively to create mood in their sketches. To explore the effects of light and shadow on objects by developing large-scale still life in black and white, using charcoal and chalk.		<b>Resources</b> For background info follow: <a href="http://www.rembrandtpainting.net/">http://www.rembrandtpainting.net/</a> <a href="http://www.ducksters.com/biography/artists/rembrandt.php">http://www.ducksters.com/biography/artists/rembrandt.php</a> <a href="https://www.rijksmuseum.nl/en/explore-the-collection">https://www.rijksmuseum.nl/en/explore-the-collection</a> <a href="http://www.nationalgallery.org.uk/artists/rembrandt">http://www.nationalgallery.org.uk/artists/rembrandt</a> <a href="http://www.wga.hu/index.html">http://www.wga.hu/index.html</a> White objects photos White on black drawings internet search Torches and strong light Some simple white objects to serve as subjects for still life sketches (jug, teacup, vase, fabric, boxes etc) Black or dark sugar paper, white cartridge paper white chalks or soft pastels, pencils and graphite Rembrandt's the 'Night Watch' Terry Pratchett's night watch image Rembrandt lighting technique Tablets	
<ul style="list-style-type: none"> <li>• <b>Further suggestions for educational visits:</b></li> <li>• A visit to London to see some of the sites described in the Unit (such as the Tower of London and St. Paul's Cathedral) would be very advantageous</li> <li>• Museums such as the Museum of London Life provide a wealth of sources related to the era of the Plague and Great Fire</li> </ul> The reconstructed Globe Theatre on the South Bank of the Thames would also be an excellent place for pupils to learn about the theatre of the 17 <sup>th</sup> Century.			
<b>most pupils will be able to:</b>			
<b>some children will not have made so much progress. They will be able to:</b>			

# Edward Peake C of E VC Middle School



## Medium Term Plan

<i>some children will have progressed further. They will be able to:</i>				
	Learning Objectives	Content	Assessment	Resources / ICT Opportunities
1	<p><b>Objectives:</b> Compare two of Rembrandt's portraits and discuss similarities and differences for each</p> <p>I am learning about 'The Night Watch' painting created by Rembrandt.</p>	<p><b>Activities:</b> Begin by showing pupils some examples of Rembrandt portraits and self-portraits (available on iwb or online). The self-portrait from 1659 is a particularly fine example of his work. Pupils task is to compare this self-portrait, which shows Rembrandt in old age, with one showing him as a much younger man.</p> <p>Where and when did he live? What types of artwork did he create? What were some of the subjects he painted? Why was his work so famous? How did his work represent the history of the Netherlands?</p> <p>Whole class MAC Q: Ask pupils to work out how long ago Rembrandt lived. He was born in 1606 and he died 1669 Explain 17<sup>th</sup> century. How old was he when he died?</p> <p>Show pupils Rembrandt's most famous painting the 'Night Watch'.</p> <p><b>LAC:</b></p> <p><b>Homework:</b></p>	<p><b>Outcomes:</b> I know what a portrait is and why portraits were popular in the 17<sup>th</sup> Century I can describe some of the artistic techniques used by Rembrandt in his paintings. I can create some still life sketches by shading spaces rather than drawing lines (simple chiaroscuro)</p> <p><b>Success Criteria:</b> Discuss and write similarities and differences of Rembrandt portraits. Talking about key factors and techniques.</p>	<p><b>Resources needed:</b></p> <p><a href="http://www.rembrandtpainting.net/">http://www.rembrandtpainting.net/</a></p> <p><a href="http://www.ducksters.com/biography/artists/rembrandt.php">http://www.ducksters.com/biography/artists/rembrandt.php</a></p> <p><a href="https://www.rijksmuseum.nl/en/explore-the-collection">https://www.rijksmuseum.nl/en/explore-the-collection</a></p> <p>Writing equipment IWB presentation Sketchbooks</p>
2	<p><b>Objectives:</b> I am learning to: be able to recognise and</p>	<p><b>Activities:</b> <b>Whole class</b> Rembrandt was a master of the technique known as <u>chiaroscuro</u> (from the Italian words <i>chiaro</i>, meaning "light," and <i>scuro</i>,</p>	<p><b>Outcomes:</b> I can describe Rembrandt's artistic techniques.</p>	<p><b>Resources needed:</b> Torches or strong light drawings from last time Pencils or graphite</p>

# Edward Peake C of E VC Middle School



## Medium Term Plan

<p>use chiaroscuro technique.</p>	<p>meaning “dark”) refers to the use of light and shade in a work of art to define three-dimensional objects. This is use of light and shade to show feelings or share drama. He used to constantly experiment with shading whilst deliberately trying to forget about lines.</p> <p>Place white objects in the centre of the room. Ask pupils to gather around them so all the pupils can see the objects. Light the objects from one side (unless a window does this for you.) You are wanting to create strong contrast between the light and dark side of the objects.</p> <p>Show the pupils the images for white on black drawings. Demonstrate how to draw with white on black paper. Pupils to draw a sphere or a cube as their subject using a chalk and a black sugar paper. Apply: 5 steps of chiaroscuro: highlight, halftone, shadow, reflected light, cast shadow.</p> <p>They must only draw/ shade the light parts of the objects – not the shadows. This creates a strong chiaroscuro effect. Pupils draw an object by shading. Remind pupils to try and forget about lines as they work. This is a difficult task and helps pupils to look in a new way. They will need to try several of these to begin to feel successful. Encourage try and try again.</p> <p>Pupils can compare each other’s efforts making helpful and constructive comments where appropriate.</p> <p>Extension and G and T opportunities: Progress to coloured spheres. See worksheet.</p> <p><b>LAC:</b></p> <p><b>Homework:</b></p>	<p>I can create some still life sketches by shading spaces rather than drawing lines (simple chiaroscuro) with white on black.</p> <p><b>Success Criteria:</b> Remember to: shade spaces rather than drawing lines</p> <p><b>Support activity:</b> Provide an outline of an object so that pupils can concentrate on shading the light areas effectively.</p> <p><b>Challenge activity:</b> Drawing of more complex objects with irregular surfaces and projecting angles for pupils to sketch. Remind them to stay focussed shading and to try to resist any temptation to draw lines. Alternatively coloured spheres as a linear exercise.</p>	<p>Black sugar paper White chalk or soft pastels</p> <p>Some simple white objects to serve as subjects for still life sketches (jug, teacup, vase etc)</p> <p>Coloured spheres worksheet as an extension.</p>
-----------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

# Edward Peake C of E VC Middle School



## Medium Term Plan

4	<p><b>Objectives:</b></p> <p><u><b>LO: To be able to understand the importance of light in Rembrandt's portraits and recreate through Photography.</b></u></p>	<p><b>Activities:</b> <i>IWB Wk 4 available</i></p> <p>Modern photographers have tried to recreate the mood of Rembrandt portraits by using a technique known as Rembrandt lighting. This is where they use a light that shines a small triangle of light just beneath the eye on the darkened side of the subject's face. This lighting technique gives the portrait a very natural look and enhances the bone structure of the subject, especially if he or she has high cheekbones.</p> <p>Pupils could take it in turns to attempt to recreate Rembrandt lighting in a dimmed or temporarily darkened part of the classroom. They will need two torches: one, which shines light on one side of the subject's face but leaves the other side in shadow; the other positioned to shine a triangle of light onto the cheekbone of the darkened side of the face. The resulting triangle of light should be no wider than the eye and no longer than the nose.</p> <p><b>LAC:</b></p> <p><b>Homework:</b></p>	<p><b>Outcomes:</b></p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>-create some photographs using a camera and lighting techniques.</li> </ul>	<p><b>Resources needed:</b></p> <p><b>Torches or candle light</b> <b>many objects like a jugs, flowers, fruits, fabric,</b> Mirrors Tablets to take photographs or cameras per small groups. Hats, scarfs or mask to dress in.</p>
5	<p><b>Objectives:</b></p> <p>To investigate the nature and qualities of portraits.</p> <p>I am learning to: - be able to recognise and use chiaroscuro</p>	<p><b>Activities:</b></p> <p>IEvaluation and reflection lesson..</p> <p>which face is the lightest, second and which has the darkest shadows.</p> <ol style="list-style-type: none"> <li>1. What does Chiaroscuro mean?</li> <li>2. Rembrandt shows Chiaroscuro in his paintings. How does he show this?</li> <li>3. List 3 similarities your photographic portrait has with Rembrandt's self portrait</li> <li>4. List 1 difference</li> </ol> <p>My Opinion on Chiaroscuro portraits ...</p> <p>Worksheet to complete for the assessment with questions.</p>	<p><b>Learning Outcomes:</b></p> <p>I can describe some of the artistic techniques used by Rembrandt in his paintings.</p>	

# Edward Peake C of E VC Middle School



## Medium Term Plan

	<p><b>Final activity</b> - applying their understanding of light source into objects. Using a pencil to create chiaroscuro. lead by teacher from visualliser.</p>		
	<p><b>Homework:</b></p>		

Evaluation of unit: