

Edward Peake C of E VC Middle School



Medium Term Plan

Subject: ART		Unit: Teselection	Term/ Duration: Spring Term 2 (6 wks)	Year Group 5
Prior Learning:			Key Vocabulary: Tessellation, shape, pattern, overlapping, template,	
Unit overview: Students will look at how shapes and patterns are used in Art work. Looking at Escher's work and how he assembles his images using tessellation images. How tessellations work and fit together using colours, shapes and patterns.			Resources For background info follow:	
<ul style="list-style-type: none"> Further suggestions for educational visits: 				
MOST I can create a tessellated pattern with some gaps and showing a colour pattern. The paint has been applied with some accuracy.				
SOME I can create a tessellated pattern with no gaps. I can choose contrasting colours and put them into a pattern. I can apply the paint accurately.				
ASPIRE I can create a clear and challenging tessellated pattern with no gaps. I can choose contrasting colours and put them into a pattern. I can apply the paint carefully and accurately creating a clear presented painting.				
	Learning Objectives	Content	Assessment	Resources / ICT Opportunities
1	Objectives: <u>LO: To learn the term Tessellation and how it is used in Art</u>	Activities: <u>Introduction to Tessellation.</u> Introduction to tessellation worksheet. Task 1 - Students are to read the worksheet (slide into the PPT) and write down facts about what tessellation is. Show examples of how triangles, squares and hexagons tessellate together. The most important thing is that there are NO gaps and NO overlapping.	Outcomes: To understand what tessellation is and the important characteristics. Success Criteria:	Resources needed:



Edward Peake C of E VC Middle School

Medium Term Plan

		<p>Task 2 - Students are to use the graph section of the worksheet to create tessellations. Pencils and rulers are needed. Teacher demonstration recommended!</p> <ol style="list-style-type: none"> Squares Triangles hexagons diamonds <p>EXT: Colour in using 2 colours only (hexagons will need 3 colours)</p> <p>LAC:</p> <p>Homework:</p>	<p>To record information about tessellation.</p> <p>To draw out the shapes to fit with the tessellation rules.</p>	<p><small>(To learn the term Tessellation and how it is used in Art)</small></p> <h3>TESSELLATION</h3> <p><small>Examples by Artist M.C. Escher</small></p> <p>My Opinion</p> <hr/> <p>MAIN TASK</p> <p>Using the square paper, have a go at creating your own tessellation patterns.</p> <p>ASPIRE</p> <p>Could you create your own tessellation using just one shape?</p>
2	<p>Objectives: <u>LO: To learn how to create our own tessellation template.</u></p>	<p>Activities: starter: recap tessellation, what is it and the 2 golden rules! No GAPS No OVERLAPPING</p> <p>Main task - hand out A5 card (TA in the room can support with handing sellotape, working with SEN students for instructions). TEACHER DEMONSTRATION: (Prior practice recommended).</p> <p><small>Tessellation instruction sheet</small></p> <ol style="list-style-type: none"> Write "PART" in the corners like this. Draw a random line on the paper left-to-right. Draw a second random line on the paper top-to-bottom. Cut out your shapes on the lines you drew. 	<p>Outcomes: to be able to create a template that can tessellate. Success Criteria: to cut out their own template. to understand how a shape tessellates.</p>	<p>Resources needed: CARD - A5 size scissors sellotape pencil</p>

Edward Peake C of E VC Middle School



Medium Term Plan

		<p>Circulate to ensure all have reached this point. For the next stage a rhyme helps them remember, I call it the tesselation RAP!</p> <p>T to the R, to the R to the P, P to the A to the A to the T. This helps them remember which part attaches to which, if they don't get it correct the template wont be able to tessellate.</p> <p>If students make the template with enough time to go, in their books they are to trace round the template practicing how it tessellates.</p> <p>HINT - not everyone's tessellation will go straight, some may go diagonally (this is fine)</p> <p>LAC:</p> <p>Homework:</p>		
3-5	<p>Objectives:</p> <p><u>LO: to learn how to create a tessellation pattern using our templates.</u></p>	<p>Activities: starter: remind me of the the 2 tessellation rules? Can anyone remember the tessellation RAP?</p> <p>Make a smaller template, learn from what we did the previous lesson, do we need to adapt our lines we drew to make it tessellate better.</p> <p>Task 1: create a new template. Task 2: choose 3 colours, use the template to draw round, then cut out the paper to tessellate together. stick them down.</p> <p>CHALLENGE: try not to let the same colour touch side by side or on top of each other (diagonal is fine). Create a colour pattern in the tessellation.</p> <p>Tips - try to avoid gaps or overlapping. careful cutting out!!</p>	<p><u>Outcomes:</u></p>	<p>Scissors A6 card sellotape colour paper black sugar paper</p>

Edward Peake C of E VC Middle School



Medium Term Plan

		<p>LAC:</p> <p>Homework:</p>		
6	<p>Objectives:</p> <p>Evaluation</p>	<p>Activities:</p> <p>.</p> <p>which face is the lightest, second and which has the darkest shadows.</p> <p>Homework:</p>	<p><u>Learning Outcomes:</u> I can describe some of the artistic techniques used by Rembrandt in his paintings.</p>	

Evaluation of unit: