


Edward Peake C of E VC Middle School



Medium Term Plan

Subject: ART		Unit: Art & Music		Term/Duration:	Year 6
Prior Learning: <ul style="list-style-type: none"> ● Colour theory - colour mixing (basic at lower school) ● Use of watercolours and paintbrush care (van gogh unit) ● How to discuss artists. 			Key Vocabulary: primary colours secondary colours abstract feelings emotions		
By the end of this unit...					
MOST I can identify the primary colours and create secondary colours. I can show some warm and cool colours and apply my paint with some accuracy. I can create a piece to music showing the difference between 2 types of music. I can show basic and simple links to the artist Wassily Kandinsky.					
SOME I can show the primary colours and create secondary colours. I can annotate my work and show evidence of warm and cool colours. I can apply my paint with accuracy. I can create a piece to music showing a clear difference between 2 types of music using linked to the artist Wassily Kandinsky.					
ASPIRE I can show confidence using primary colours and create secondary colours. I can annotate my work and show a range of warm and cool colours. I can apply my paint with accuracy and skill. I can create a skilful piece to music showing a clear difference between 2 types of music and using my knowledge of colour theory and link the work to the artist Wassily Kandinsky.					
	Learning Objectives	Content	Assessment	Resources /Health and Safety	ICT Opportunities
1	<u>LO: To learn about the artist Wassily Kandinsky and his abstract art.</u>	Starter task: image displayed on the board What do all the images have in common? <ul style="list-style-type: none"> ● Colour ● pattern ● shapes ● music! ● abstract (credit answer!) 	Verbal feedback Class discussion 	PPT Kandinsky titles (in GD) Sen version available	

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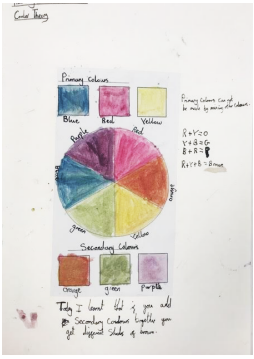


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		<p>Students to read through information sheet (recommended for them to read aloud then decide what the key facts are)</p> <p>Kandinsky painted to music, he saw shapes and colours as he listened to the music. He used Circles to symbolise Calmness and spiritual feelings / Triangles to represent anger and loudness / squares as calm. Lines close together // represented Harmony in the work. Yellows, brass instruments, colours reflecting feelings and emotions.</p> <p>Discussion on Abstract Art - record in mind map to embed students understanding and use it as a recap strategy.</p> <p>ABSTRACT: relating to or denoting art that does not attempt to represent external reality, but rather seeks to achieve its effect using shapes, colours, and textures.</p> <p>Extension - colour in your title & review key symbols and words.</p> <p><i>LAC:</i></p> <p><i>Homework:</i></p>	Peer assessment / class discussion	Kandinsky information sheets	
2	<u>LO: To learn how to paint to music. Using colours to show feelings & emotions</u>	<p>MAIN TASK</p> <hr/> <p>Date & LO.</p>	Verbal feedback - demonstrations and examples. Self	watercolours water pots paintbrushes youtube music	



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	<p>inspired by Kandinsky</p>	<p>STARTER: What does the word abstract mean? SPLIT Page in half using a pencil and a ruler.</p> <p>The top half of the page, the students will paint in and they will be listening to calm music, recap the symbols we discussed the previous week, how can they get them into their work.</p> <p>Play https://www.youtube.com/watch?v=9uKVI6_Fm4g</p> <p>Second half of the paper they will be listening and painting to a different type of music.</p> <p>Play https://www.youtube.com/watch?v=gqg3l3r_DRI</p> <p>TIP - You may need to play the music more than once</p> <p>End of lesson discussion. Leave enough time for students to pack away.</p>	<p>reflection / peer assessment.</p> 		
3	<p>LO: to learn what the Primary and secondary colours and their role in the colour wheel.</p>	<p>MAIN TASK</p> <hr/> <p>Recap paintbrush care. 1. don't leave in the water 2. don't clean by squashing at the bottom 3. wipe the excess paint carefully off at the side.</p> <p>Main task: What are the 3 primary colours? Red, Yellow & Blue What is special about the primary colours? They can't be made by mixing two colours together.</p> <p>Paint the 3 boxes and label primary colours. Then paint red into the 1st section, yellow into the 3rd section and blue into the 5th section in the colour wheel.</p>		<p>Colour wheel outline Water colours (cleaned lids for mixing) waterpots paintbrushes (small)</p>	


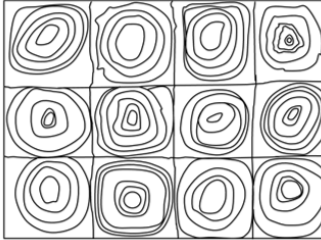


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		<p>What happens when you mix two primary colours together? What do they create? Secondary colours</p> <p>Secondary colours - Orange, Green and Purple</p> <p>Fill out and label the secondary colour boxes.</p> <p>Colours opposite on the colour wheel are known as Complimentary colours, this means that when they are put next to each other they stand out. The colour wheel goes in a certain way, it isn't random!</p> <p>Leave time to pack up and clear up. Clean lids for next lesson.</p>			
4	<p><u>LO: to learn what warm and cool colours are and how they affect emotions and feelings.</u></p>	<p>Starter: recap primary / secondary colours. challenge - colours opposite on the colour wheel are called? Complimentary colours</p> <hr/> <p>Using the knowledge of the colour wheel students will learn the difference between warm and cool colours, how they will affect emotions and feelings.</p>	<p><small>LO: to learn what warm and cool colours are and how they affect emotions and feelings.</small></p>	<p>Warm & cool colour sheet (SEN one available) Water colours (cleaned lids for mixing) waterpots paintbrushes (small)</p>	



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<p>5</p>	<p><u>LO: To learn how to create an ABSTRACT painting inspired by Kandinsky</u></p>	<ol style="list-style-type: none"> 1. Think about what you have learnt so far 2. <u>Warm Colours</u> 3. • yellows 4. • reds 5. • oranges 6. <u>Cool Colours</u> 7. • blues 8. • purples 9. • greens <p>Music for the lesson https://www.youtube.com/watch?v=0Bvm9yG4cvs&t=1445s</p>			
	<p><u>LO: To be able to evaluate my work and reflect on my colour theory knowledge.</u></p>	<p>Evaluation</p> <p>Students to fill out evaluation.</p> <p>Kandinsky colouring task, students to reflect on the knowledge they have learnt this unit, they may use their books to remind them how to create warm / cool colours.</p>	<p><u>LO: To be able to evaluate my work and reflect on my colour theory knowledge.</u></p> <p>My Self Reflection – Art & Music</p> <ol style="list-style-type: none"> 1. In this unit I have learnt 2. What part of your final piece are you pleased with and why? 3. What feelings and emotions did you experience through this painting? 4. Did you use any shapes in your work? What did you use and why? 5. If you could paint this again, what would you do differently? <p>TASK: Create your own version of Wassily Kandinsky's 'Colour Study Squares'. They need to include one square with the following colours.</p> <ol style="list-style-type: none"> 1. Primary colours 2. Secondary colours 3. Complimentary colours 4. Warm 5. Cool 	<p>evaluation sheets</p> <p>felt tip pens.</p>	

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