

Edward Peake C of E VC Middle School



Medium Term Plan

Subject: ART		Unit: Still Life Drawing Skills		Term/Duration: AUTUMN 2	Year Group 8										
Prior Learning: 5 tones of shading, following form. Pressure of pencils. Previous knowledge of rolling out inks (year 7)				Key Vocabulary: Tone, form, spatial recession, pressure, monoprint, foreground, middleground & background.											
By the end of this unit... students will be able to produce a cubist image through exploring photography. Using creative risks to assemble an image together.															
MOST I can show 5 tones of shading in my tonal bars. I can apply some of this to my drawings. I can show some form in my shading.															
SOME I have clear 5 tones of shading in my tonal bars. I can apply the 5 tones to my drawings. I have demonstrated following form and some blending. I have attempted shadows.															
ASPIRE I have clear 5 tones of shading in my tonal bars. I can skilfully apply the 5 tones to my drawings whilst demonstrating following form and some blending. I have considered my spatial recession and shadows.															
	Learning Objectives	Content	Assessment	Resources /Health and Safety	ICT Opportunities										
1/ 2	LO: to explore Morandi's styles, techniques and use of tones.	<p>TASK 1: Students to complete an observation of the plastic fruit still life. Students have 30 minutes to complete their drawing, using DRAWING PENCIL ONLY. Students can decide if they want their page Landscape or Portrait. Please stick in the marking criteria for the drawing on the Yellow slips of paper.</p> <p style="text-align: center;">Title: Observation Drawing number 1</p> <p style="text-align: center;"><small>This is not a test! However no talking so you can concentrate I will be using this to help me teach you new and exciting things this year</small></p> <p>This is what I will be looking at in your drawings:</p> <table border="1"> <tr> <td>Composition / layout</td> <td>Think about filling up the page and how you are positioning the objects.</td> </tr> <tr> <td>Tones & Shading</td> <td>Are you showing different shades and shadows?</td> </tr> <tr> <td>Details</td> <td>Have you included details such as patterns and textures?</td> </tr> <tr> <td>Form & Shape (3D qualities)</td> <td>Have you thought about how it will look 3D and the shapes of the objects</td> </tr> <tr> <td>Presentation</td> <td>Is it neat? Have you thought about how you are presenting your work</td> </tr> </table>	Composition / layout	Think about filling up the page and how you are positioning the objects.	Tones & Shading	Are you showing different shades and shadows?	Details	Have you included details such as patterns and textures?	Form & Shape (3D qualities)	Have you thought about how it will look 3D and the shapes of the objects	Presentation	Is it neat? Have you thought about how you are presenting your work	Teacher assessed.	<p>Set up a composition of fruit on a tray for students to observe. 4-5 fruits per composition.</p> <p>Print and place some of the PPT slides on the table to help with SEN needs.</p>	
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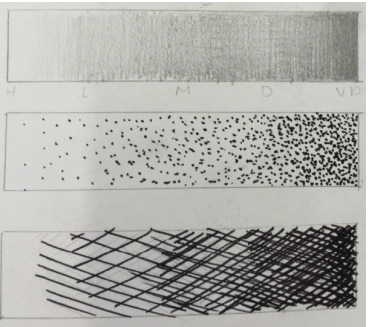


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		<p>read through the helpful hints on the first slide of the PPT.</p> <p>Task 2: Introduce Artist to the class. What things do we notice about his work? Any techniques we have learnt about before? (tones, form, cross hatching)</p> <p>Stick in their books the Giorgio Morandi sheet to create a visual mindmap.</p> <p>Read through the information as a class (ask for volunteers to read). After each point, class to decide what is the key information and to add to their mind map.</p> <div data-bbox="524 644 1160 880"> </div> <p>My Opinion: Now the class has learnt about Morandi and his life and style, write their opinion on their mind map. What do they like / dislike?</p> <p>LAC:</p> <p>Homework:</p>		<p>Morandi information sheets.</p> <div data-bbox="1608 368 1895 580"> </div> <div data-bbox="1608 596 1895 799"> </div> <p>Information sheets Giorgio Morandi mindmap images.</p>	
3/4		<p>Task 1: (demonstrate under visualiser)</p> <p>Sketchbooks - Students are to draw 5 squares measuring 2x2cm in a row.</p> <p>Get students to figure out what 5 words might be used.</p> <p>Label underneath the boxes when they guess correctly.</p>		<p>Sketchbooks 2B pencils rulers rubbers visualiser</p>	



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	<p>Highlight - Light - Midtone - Dark - Very Dark. The students may need some support with the highlight and midtone. When shading in, talk about the pressure and positioning of the hand on the pencil. If you are heavy handed and need to press lightly, hold the pencil further up. As you want to make the shading darker, move your hand to a normal stance on the pencil.</p> <div data-bbox="515 558 963 885"> <p>Natural Forms LESSON 1 EQUIPMENT: Pencil, ruler, rubber, black pan, planner and sketchbook.</p> <p>LO: To Learn the 5 Tones of Shading and apply them to different techniques</p> <p>TASK 1: Draw out 5 boxes in pencil (2cm x 2cm square)</p>  <p>What do you think are the 5 tones of shading?!</p> <p><u>5 tones of Shading</u></p>  <p>TIP! If you struggle to press lightly with your pencil, hold it a little further up to get the light tones.</p> </div> <div data-bbox="974 558 1344 885">  </div>	<p>black fine liner</p>	
	<p>Task 2: Develop this onto a blending bar, connecting the tones together to create blending. Make sure you always label the tonal bar with the 5 tones to ensure even positioning. Stippling - small dots, the darker the tones the closer the dots together. Crosshatch - flick the line at the end (feathering)</p>		
	<p>LAC:</p>		
	<p>Homework:</p>		




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<p>3</p>	<p>LO; to learn the term spatial recession</p>	<p>Well done Casey you have shown your spatial recession in your drawing really well. Your blending is improving.</p> <p>Spatial recession: Mark out the background and base ground to your depth.</p> <p>I think you did pretty good. I thought from drawing my hand back. Nice.</p>			
<p>4</p>		<p>LO: To learn about the artist Lisa Milroy and her still life paintings.</p> <p>What materials does she use?</p> <p>Lisa Milroy</p> <p>What do you like / not like about the work and why?</p> <p>Section Copy</p> <p>How is it laid out? / what perspective or point of view is it from?</p> <p>If you were to name the painting what would you call it and why?</p> <p>Background information:</p> <p>If you were to make a piece of work inspired by this what would it be?</p>			



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5 / 6		<p>LO: to be able to use the process of Monoprint and create tonal ranges</p> <p>Step by Step</p> <ol style="list-style-type: none"> 1. Equipment: Roller, Perspex board, printing ink, paper and newspaper. 2. Roll out the ink onto the Perspex. Keep the edges free. 3. Use newspaper to get off excess ink. You can do this twice. 4. Using masking tape, attach the photograph to the piece of paper. 5. We gently place the paper on the board, avoid pushing down to transfer the ink with our hands. 			
		LAC:			
		Homework:			
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