

Spring Term Year 5 Mixed Media Land and City Scapes		Topic: Paint, Surface, Texture		Cultural Capital: Watch art videos online to increase access to places you are unable to visit. Visit local galleries, museums, crafts groups, artists.		
<u>National Curriculum Objectives (KS2):</u> Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:						
<ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • to know about great artists, architects and designers in history. 						
<u>Enquiry Question: How can we use our skills of making gestural marks working in mixed media to create energetic land or cityscapes?</u>						
Previous Learning: Years 3 & 4:						
<ul style="list-style-type: none"> • Explored working with gestural marks and mixed media. Developed skills in working from original sources. Understood how you use your body, media, tools and intent affect outcome. 						
Future Learning (Yr 6):						
<ul style="list-style-type: none"> • Develop skills in combining materials. Develop skills in working from original source and making independent creative decisions about which media to use and how. 						
Lesson Theme	Retrieval	Learning Target:	Activity	Success Criteria	Vocabulary	Key Concepts
Lesson 1: Artists	How do artists respond to land and city scapes?	To understand that artists often work outside, finding inspiration from the land and city scapes.	Pupils will be introduced to two different artists who are inspired by the land and city where they live. Pupils will see how artists involve different materials and media. Pupil will	I have seen how artists respond to land and city scapes in various ways and use inventive mixed media combinations.	Landscape, Cityscape, Working from Life, Mixed Media, Senses, Spirit, Energy, Capture,	That artists use a variety of media, often combining media in inventive ways to capture the energy and spirit of land or city scapes.

			respond to the work of artist through class discussion and in their sketchbooks. They will compare the artists and identify things which might be of interest to them in their own work.	I have seen how artists work outside, amongst the land and city scapes which inspire them, and how they use all their senses to capture the spirit of the place. I have been able to share my response to their work.		That artists often work outside (plein air) so that all their senses can be used to inform the work.
Lesson 2: Sketchbooks	How can I experiment with paper sizes to make my sketchbook more interesting?	To extend my sketchbook by adding pages of different sizes and ratios to make my drawings more interesting.	Pupils will extend bought or made sketchbooks by adding concertina pages. They will add pages of different sizes and ratios using cartridge paper or neutral sugar paper so that a variety of media can be used next week. They make some pages long and thin and others fat and wide.	I can extend my sketchbook, thinking creatively about how I can change the pages giving myself different sizes and shapes of paper to work in.	Composition, Format,	We can use sketchbooks to focus this exploration and we do not always need to create an 'end result'.
Lesson 3 & 4 & 5: Mixed media experimentation	How can I used mixed media to capture the spirit and energy of a place?	To create lots of mixed media drawings/paintings in my sketchbook that capture the spirit and energy of my environment.	Pupils will be introduced to a plein air painter. They will respond to the work of the artist through class / peer discussion as well as visually in their sketchbooks. They will make quick drawings of the things that they see and note down their thoughts and feelings. Pupils will	I have continued my exploratory work outside sketchbooks, bringing a "sketchbook way of a thinking" to larger sheets of paper.		That as artists we can experiment with materials, combining them to see what happens. We can feel free and safe when to take creative risks without the fear of getting things wrong.

			work in their sketchbooks outside with the emphasis being on exploration and experimentation. They will discover how they can use different combinations of media to capture the energy and spirit of an outdoor space through a set of drawing challenges.			
Lesson 6: Share, Reflect, Discuss	How can I reflect on my exploration?	To display the work made through the half term and reflect on the outcomes.	<p>Pupils will display their work in a clear space and walk around the work as if they are in a gallery, sharing what they like about their own and each other's work.</p> <p>Pupils will work in pairs or teams to document their work using cameras or Ipads.</p>	<p>I can share my journey and discoveries with others and am able to reflect upon what I've learnt.</p> <p>I can appreciate and be inspired by the work of my classmates, and I can share my response to their work.</p>	Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	<p>That when we reflect on our own work and the work of others, we can think about what we are good at and what we might do differently next time.</p> <p>We can share our artistic discoveries with each other and be inspired by each other.</p>

Learning Outside of the Classroom?

- Paint outside, or take photographs outside and return to paint inside.

Cross Curricular Opportunity:

- **Geography:** Link your landscapes to your chosen topic e.g. cities in the Northern hemisphere, settlements and land use, digital mapping.
- **Science:** Local habitat, Environmental changes.
- **PSHE:** Responsibility to the planet, Collaboration, Peer Discussion.

Impact/Assessment

- Monitored by sketchbook work, one to one or small group conversation, whole class discussion, final outcome.
- Identify any personal challenges preventing meeting “I Can” statements
- Identify any weaknesses common to many in class which might help identify areas you need to focus on again as a teacher.
- Identify areas of particular strength which might benefit from being developed.
- No grades to be applied, no learning objectives in the sketchbooks, no teacher marking in sketchbooks.