

ADVENT TERM 1 – CYCLE A

ART – Year 4 and Year 3 - Medium Term Planning – DRAWING (Michelangelo – High Renaissance)

<u>LESSON 1</u>	<u>LESSON 2</u>	<u>LESSON 3</u>
Recap & retrieval - Tone shows how dark or light something is. - Brightness value (also value or tone), is how dark or light any part of a painting is.	Recall & retrieval - Tone shows how dark or light something is. - Brightness value (also value or tone), is how dark or light any part of a painting is.	Recall & retrieval - Tone shows how dark or light something is. - Brightness value (also value or tone), is how dark or light any part of a painting is. - Michelangelo (1475-1564) was an Italian artist of the High Renaissance.
LEARNING INTENTION: To know that tone is used to create a sense of depth and form to make it appear 3D. (Y2 recap) To know that light and dark tones help make an image more realistic. Skills: Disciplinary Knowledge Year 3 - Collect source material. - Discuss and describe some of the key ideas, techniques and working practices of a variety of artists that they have studied. (previous artist studied in Y1 and Y2) Year 4 - Plan and collect source material. - Know about and describe some of the key ideas, techniques and working practices of a variety of artists that they have studied. (previous artist studied in Y1 and Y2) Aim: Become proficient in drawing techniques.	LEARNING INTENTION: To know that Michelangelo was an Italian Renaissance artist. Skills: Disciplinary Knowledge Year 3 - Identify and draw the effect of light - Know and link some of the key ideas, techniques and working practices of a variety of artists that they have studied. Year 4 - Identify and draw the effect of light - Know about and describe some of the key ideas, techniques and working practices of a variety of artists that they have studied. Aim: Know about great artists and understand the historical and cultural development of their art forms. Evaluate and analyse creative works using the language of art.	LEARNING INTENTION: To know that proportion explores the size relationship between two or more elements. Skills: Disciplinary Knowledge Year 3 - Consider scale and proportion. - Collect and record visual information. - Investigate the nature and qualities of different materials and processes systematically (exploring and developing skills and techniques). Year 4 - Explore scale and proportion. - Plan, collect and record visual information. - Investigate the nature and qualities of different materials and processes systematically (exploring and developing skills and techniques). Aim: Become proficient in drawing techniques.
Key Vocabulary: Tone, light, dark, brightness, value, depth	Key Vocabulary: Renaissance, tone, light, dark, brightness, value, depth, shadow	Key Vocabulary: Proportion, scale, dimension, realistic

Key Knowledge: Child: • Tone shows how dark or light something is. • Brightness value (also value or tone), is how dark or light any part of a painting is. Teacher: • Tone is one of the basic elements of an art piece. • In art, tone adds depth to a piece. • By using dark and light values, you can create a three-dimensional illusion on a two-dimensional surface, thus creating depth in a painting.	Key Knowledge: Child: • Michelangelo (1475-1564) was an Italian artist of the High Renaissance. Teacher: • One of Michelangelo's most famous pieces of artwork is on the ceiling of the Sistene Chapel at the Vatican. • Michelangelo decided to represent the divine breath of life with God's and Adam's fingers almost touching each other.	Key Knowledge: Child: • Proportion refers to the dimensions of a composition and relationships between height, width and depth. Teacher: • The use of proportion is essential for creating accurate and/or realistic images. • Proportion also describes how the sizes of different parts of a piece of art or design relate to each other.
Scaffolding	Scaffolding https://www.youtube.com/watch?v=3VPm45_rxP4 https://artincontext.org/the-creation-of-adam-by-michelangelo/	Scaffolding
Learning Task Look at photos of hands. Take photos of hands in the classroom. Provide a hand outline and practise adding light and dark tones to the hand to create create depth and add realism.	Learning Task Michelangelo Hand of God and Adam <i>The Creation of Adam</i>  A – Approach – High Renaissance I – inspiration and ideas for own work – not copy but pick out things you like about it M – Meaning - What is he trying to say in his work? S – Skills – scale, proportion, shadow and tone Show image of the Sistine Chapel at the Vatican. Show a close up of the hands. Discuss the techniques of tone and shadow. Take photos of hands in different poses (curled, stretched, prayer etc) Print out images in black and white (ready for next session)	Learning Task Use the black and white images taken last session. Stick into sketch books. Focus on the proportion when drawing to ensure parts of the hand are at the correct scale. Use tone – light and dark. Use different grades of pencil.
Extension Draw own or partner's hand.	Extension	Extension

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<u>LESSON 4</u>	<u>LESSON 5</u>	<u>LESSON 6</u>
Recall & retrieval - Tone shows how dark or light something is. - Brightness value (also value or tone), is how dark or light any part of a painting is. - Michelangelo (1475-1564) was an Italian artist of the High Renaissance. - Proportion refers to the dimensions of a composition and relationships between height, width and depth.	Recall & retrieval - Tone shows how dark or light something is. - Brightness value (also value or tone), is how dark or light any part of a painting is. - Michelangelo (1475-1564) was an Italian artist of the High Renaissance. - Proportion refers to the dimensions of a composition and relationships between height, width and depth. - Scale is the size of one object in relation to the other objects in a design or artwork.	Recall & retrieval - Tone shows how dark or light something is. - Brightness value (also value or tone), is how dark or light any part of a painting is. - Michelangelo (1475-1564) was an Italian artist of the High Renaissance. - Proportion refers to the dimensions of a composition and relationships between height, width and depth. - Scale is the size of one object in relation to the other objects in a design or artwork. - Shading is the darkening or colouring of a drawing with lines or blocks of colour.
LEARNING INTENTION: To know that scaling means that every element in a drawing or model is in the same proportion. Skills: Disciplinary Knowledge Year 3 - Know about scales and choose one scale to work on. - Select and use relevant resources and reference to develop ideas (researching and developing ideas) Year 4 - Work on a variety of scales. - Select and use relevant resources and reference to develop ideas (researching and	LEARNING INTENTION: To know that shading creates the illusion of depth. Skills: Disciplinary Knowledge Year 3 - Create accurate observational drawings. - Use sketchbooks and drawing purposefully to improve understanding, inform ideas and plan outcome (sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome) Year 4 - Create accurate observational drawings. - Use sketchbooks and drawing purposefully to improve understanding, inform ideas and plan outcome (sketchbooks will show several different versions of an idea and	LEARNING INTENTION: To know that evaluation and feedback enables the artist to reflect and improve a piece of artwork. Skills: Disciplinary Knowledge Year 3 - Create accurate observational drawings. - Apply the technical skills they are learning to improve the quality of their work. - Regularly reflect upon their own work and use comparisons with the work of others (making judgements) Year 4 - Create accurate observational drawings. - Apply the technical skills they are learning to improve the quality of their work.

developing ideas) – give reason for your ideas. Aim: Become proficient in drawing techniques.	how research has led to improvements in their proposed outcome) Aim: Produce creative work, exploring their ideas and recording their experiences.	Regularly reflect upon their own work and use comparisons with the work of others (making judgements) Aim: Evaluate and analyse creative works using the language of art.
Key Vocabulary: Scale,	Key Vocabulary: Shading, illusion, depth, light, dark, tone, shadow, evaluation	Key Vocabulary: Evaluation, feedback, analyse, develop
Key Knowledge: Child: - Scale is the size of one object in relation to the other objects in a design or artwork. Teacher: - Artists use large scale art and small scale art to create different effects on a viewer through their perception of size.	Key Knowledge: Child: - Shading is the darkening or colouring of a drawing with lines or blocks of colour. Teacher: - Shading is often used to create the illusion of depth or make an object three-dimensional.	Key Knowledge: Child: - Evaluation is an opportunity to discuss your development and final work. Teacher: - Being able to analyse a work is an essential part of evaluating it. - Recording this evaluation ensures that the creative process is communicated clearly. - It helps others understand what you were trying to achieve. - It explains your successes and weaknesses. - It demonstrates your knowledge and understanding of art and design.
Scaffolding	Scaffolding	Scaffolding
Learning Task Take one part of the hand – thumb. Practise scaling up of thumb or finger.	Learning Task Sketch hand which is scaled up. Pencil shade to create a sense of depth. Peer evaluation and feedback (act upon this feedback in next session)	Learning Task Redo drawing of hand, acting upon previous feedback. Peer evaluation and self evaluation.
Extension	Extension	Extension
Assessment: Cumulative Quiz. Retrieval Practice.		

