

PPA Cover Ltd
Art Scheme of Work & Lesson
Plan Examples

Art and Design – FS, KS 1 & 2 Year Overview

Year Group	AUTUMN		SPRING		SUMMER	
Rec, Yr 1 & 2 On Going Skills	Unit 1a Self – Portrait	Unit 1b Investigating Material	Unit 1c What Is Sculpture?	Unit 2a Picture This!	Unit 2b Mother Nature	Unit 2c Can Buildings Speak?
3 & 4 On Going Skills	Unit 3a Portraying Relationships	Unit 3b Investigating Pattern	Unit 3c Can We Change Places?	Unit 4a Viewpoints	Unit 4b Take A Seat	Unit 4c Journeys
5 & 6 On Going Skills	Unit 5a Objects And Meaning	Unit 5b Containers	Unit 5c Talking Textiles	Unit 6a People In Action	Unit 6b What A Performance	Unit 6c A Sense Of Place

In this unit children investigate the qualities of a variety of natural and made materials. They learn skills for weaving and gain sensory experience of materials and an understanding of colour and texture. They learn about how textiles are used in their own and others' lives.

Expectations at the end of this unit

<i>All children will:</i>	Use materials to make weavings; describe what they think or feel about their own and others' work.
<i>Most children will:</i>	Explore and use natural and made materials to communicate ideas and meanings in a weaving; comment on differences in others' work; suggest ways of improving their own work.
<i>Some children will:</i>	Investigate and use materials and processes to explore and communicate ideas and meanings; comment on similarities and differences between their own and others' work; adapt and improve their own work.

Key Vocabulary used in this unit:

- materials, *eg natural, made, recycled*
- types of textile and fabric, *eg velvet, net, lace, satin*
- visual qualities, *eg colour, form, texture*
- tactile qualities, *eg flexible, soft, shiny, smooth, coarse, texture*
- weaving materials, *eg fleece, fibre, thread, natural and made materials*
- weaving, *eg loom, warp, weft, shuttle*

Year R Unit 1b Investigating Materials

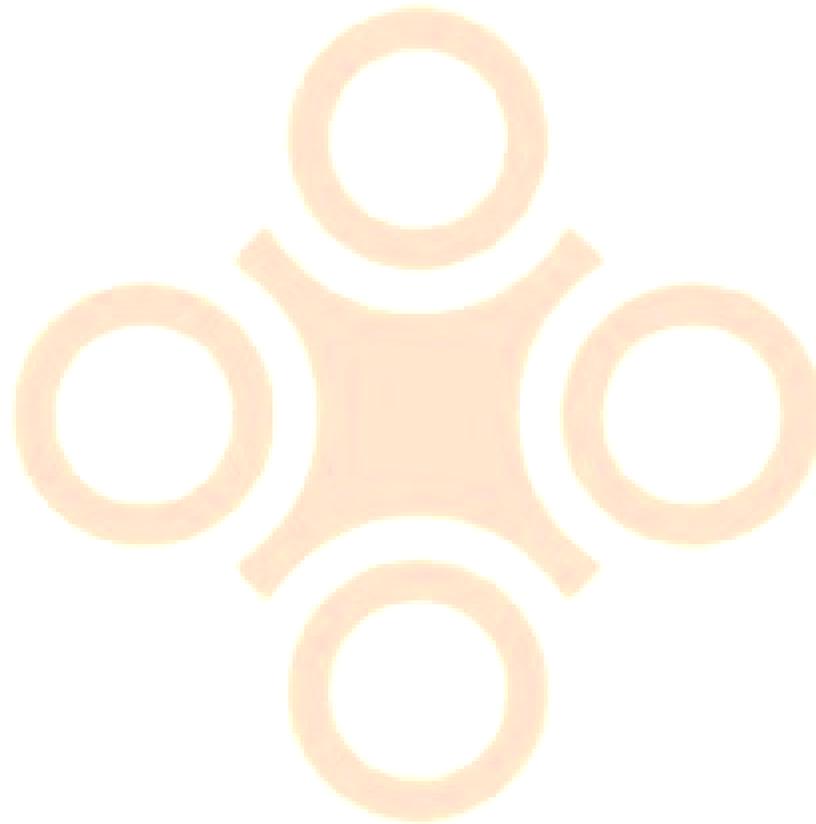
	Learning Objectives	Learning Outcomes
1	To investigate the possibilities of a range of materials and processes.	I can experiment with paper and fabrics and create different effects.
2	To ask and answer questions about the starting points for our work, and develop our ideas.	I can use words to describe patterns and say how a fabric feels. I can say how I feel about my favourite fabric.
3	To try out tools and techniques and apply these to materials and processes.	I can use threads to lace and wrap around my work. I can investigate weaving techniques. I can make a decoration using my lacing skills.
4	To work collaboratively on a large scale project.	I can contribute to a group weaving.
5	To review what we and others have done and say what we think and feel about it.	I can talk about my work and say what is the same as and different from the work of others.
6	To consider what we might change in our current work or develop in our future work.	I can say what I like about my work and what I might change next time.

Year R Unit 1b Investigating Materials

Date:	Year R Unit 1b	Resources: 'Where the Wild Things are.' by Maurice Sendak, Large images of monsters from the story, large cardboard outlines of monsters, tea bag paper, paper and thin card of various colours and textures, PVA glue, scissors.
Duration: 1 hour	Lesson Number: 1	
Lesson Objective(s): To investigate the possibilities of a range of materials and processes.		Accompanying Powerpoint: Unit 1b Investigating Materials—Year R
Learning Outcomes: I can experiment with paper and fabrics and create different effects.		

	Time	Content	Teaching Points	Differentiation/Extension
	10-15 min.	Read the children the story, 'Where the wild things are.' by Maurice Sendak. Display some of the monsters from the story and ask the children to describe them. Explain to the children that they are going to experiment with paper and find out lots of different ways of using it to make some monsters. Have large outlines ready to show the children and different colours and textures of paper.	Have some very large monster outlines pre-prepared on stiff cardboard.	Ask the children to imagine and draw their own monsters. What is the fur like? What about the legs? Are there any horns or spikes? Does it have pointed teeth?
	25-30 min.	<p>The children will take part in a 'round robin' of activities to experiment with paper:</p> <ul style="list-style-type: none"> • Scrunching and sticking tissue paper for the bodies • Cutting fringes along strips of coloured paper for fur and hair • Curling thin paper strips for fur and hair • Cutting and sticking overlapping 'scales' • Cutting and drawing details like eyes, teeth, claws etc. 	<p>Show the children how to use the scissors safely and effectively.</p> <p>Set out small pots of PVA glue for the children to use.</p> <p>Show them how to cut fringes and how to curl the paper strips.</p> <p>Provide papers of different weights, textures and colours.</p>	<p>Children could also help to build up parts of the monsters with tea bag paper to make them appear more solid.</p> <p>They could make tree trunks by scrunching paper to make a bark effect.</p> <p>They could draw and cut out leaves which could then be decorated with wool, sequins etc.</p>

	<p>10-15 min.</p>	<p>Discuss with the children what they have found out from their experiments. Which activities did they enjoy doing? Did they learn some new skills? Look again at the monsters from the story and discuss with the children how they would like their different papers to be used to decorate them.</p>	<p>Were the children able to use scissors correctly?</p>	<p>Can the children explain their choices? E.g. the fringed paper would make good fur for his back because it looks a bit spiky.</p>
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Lesson Evaluation (To be completed by the Art and Design teacher at the end of every lesson)**Objectives of module:**

Were these achieved?

Cross Curricular related:**Lesson Evaluation:**

What worked well? What did not work as well?

Assessment of children:

Behaviour techniques/ rewards and sanctions used:

Strategies for next lesson:

Year 1 Unit 1a Self-Portrait

In this unit children make a self-portrait to communicate ideas about themselves. They talk about images of children in drawings, paintings and photographs and artists' self-portraits in order to develop ideas about how they will portray themselves. They investigate a range of drawing materials and techniques and learn how to mix and use colour in a painting.

Expectations at the end of this unit

<i>All children will:</i>	Use drawing and painting techniques to communicate ideas about themselves in a self-portrait; talk about what they think or feel about their own work.
<i>Most children will:</i>	Explore ideas about self-portraits; investigate and use drawing and painting materials and techniques to communicate their ideas about themselves in a self-portrait; say what they think and feel about their own and others' work; suggest ways of improving their own work.
<i>Some children will:</i>	Collect visual and other information to help them develop their work; investigate visual and tactile qualities of media; make a self-portrait showing their ideas about themselves; comment on similarities and differences in their own and others' work; adapt and improve their own work.

Key Vocabulary used in this unit:

- lines, *eg thin, bold, faint, wavy, broken*
- colours, *eg bright, dull, light, dark*
- colour mixing, *eg thick, thin, watery, blending bright and dull and light and dark colours*
- shapes, *eg long, oval, curvy*
- textures, *eg smooth, crinkly, rough*

Medium Term Plan

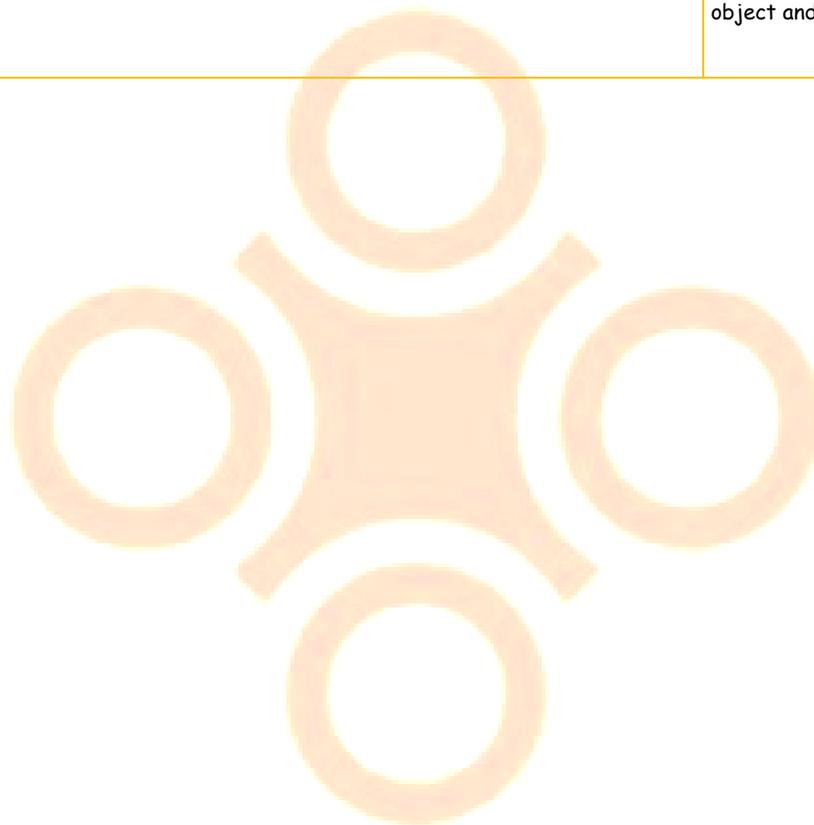
	Learning Objectives	Learning Outcomes
1	To talk about the work of different artists; noticing what is the same and what is different.	I can talk about different ways children are represented in art.
2	To ask and answer questions about the starting points for our work, and to develop our ideas.	I can suggest ideas about how to represent myself.
3	To investigate the possibilities of a range of materials and processes, including drawing.	I can experiment with drawing tools to make different marks. I can mix paint to create my own colours.
4	To try out tools and techniques and apply these to materials and processes, including drawing.	I can draw my face thinking about size and shape.
5	To review what we have done.	I can talk about how our drawings are the same and how they are different.
6	To represent observations, ideas and feelings, and design and make a painting.	I can make paint lighter or darker to create skin tones for my portrait.
7	To review what we have done and say what we think and feel about it.	I can use describing words to talk about my portrait.

Year 1 Unit 1a Self-Portrait

Date:	Year 1 Unit 1a	Resources: Various portraits of children. (IWB and table top), fabric, coloured and textured papers, lace, ribbons, metallic paper, buttons, threads etc for mood boards, digital camera. Accompanying Powerpoint: Unit 1a Self-Portrait
Duration: 1 hour	Lesson Number: 1	
Lesson Objective(s): To talk about the work of different artists; noticing what is the same and what is different. To ask and answer questions about the starting points for our work, and to develop our ideas.		
Learning Outcomes: I can talk about different ways children are represented in art.		

	Time	Content	Teaching Points	Differentiation/Extension
	10-15 min.	<p>Display portraits of children taken from different eras and cultures. Discuss each one. What is the child doing/wearing? What pose is the child in? What does this tell us? How could we sort the pictures?</p> <p>Show the children a mood board you have made for one of the portraits. E.g. floral fabric, light neutral papers, ribbons for a Renoir portrait.</p>	<p>Explain to the children how to create their own mood boards using similar colours, textures and patterns to their chosen portrait.</p>	<p>Ask the children to sort the portraits using given criteria. Can they think of their own criteria for sorting the portraits, thinking about when and how they were made and who made them.</p>
	25-30 min.	<p>The children will work in pairs. Each pair will choose a portrait that they like. They will discuss why they like it and write labels to describe it. They will then look closely at the details and draw some of them in their sketch books.</p> <p>The children will then create a mood board for their portrait using snippets of fabric, papers with different colours and textures, threads, buttons etc.</p>	<p>Whilst the children are working take a photograph of each member of the class for use in future lessons.</p>	<p>The children could take part in a 'round robin' of activities:</p> <ul style="list-style-type: none"> • Sorting portrait images • Labelling a portrait • Making a mood board

				<ul style="list-style-type: none"> • Drawing details from portraits
	10-15 min.	<p>Ask the children to think about ways they might like to represent themselves in a portrait.</p> <p>Will they be wearing their favourite/ best outfit? How will they be positioned—standing, sitting? Where will they be and how will they show that? What will they be doing?</p>	<p>Allow the children to experiment with their different ideas for how they might portray themselves.</p> <p>Send a letter to parents asking if children can bring a favourite object and outfit for next lesson.</p>	<p>Ask the children to think about what mood they want their own portrait to create. Do they want to look rich and powerful? Will they show their whole body or just the face? Why? What will they be doing?</p>



Lesson Evaluation (To be completed by the Art and Design teacher at the end of every lesson)

Objectives of module: Were these achieved?	Cross Curricular related:
Lesson Evaluation: What worked well? What did not work as well?	Assessment of children: Behaviour techniques/ rewards and sanctions used:
Strategies for next lesson:	

Year 2 Unit 1c What is Sculpture?

In this unit children develop their understanding of shape, form, texture and the sensory qualities of materials. They learn about the work of sculptors and about different kinds of sculpture, including those made of natural materials. They also learn skills for arranging materials they have collected to make a relief collage and a sculpture.

Expectations at the end of this unit:

<i>All children will:</i>	Represent ideas in three dimensions; describe what they think or feel about their own and others' work .
<i>Most children will:</i>	Explore ideas about sculpture; investigate and use materials and processes to communicate ideas and meanings in three-dimensional form; comment on similarities and differences between their own and others' work; adapt and improve their own work.
<i>Some children will:</i>	Collect visual and other information for their work; investigate shape, form and texture in materials to create a three-dimensional form; comment on similarities and differences between their own and others' work; adapt and improve their own work.

Key Vocabulary used in this unit:

- natural materials, *eg grasses, bark, pebbles, rushes, leaves*
- made materials, *eg fabric, card, clay tiles, plastic*
- reclaimed materials, *eg made for one purpose and used again for another purpose*
- visual qualities, *eg shape, form, colour*
- tactile qualities, *eg hard, soft, rough, smooth, bumpy, rigid, pliable*
- materials and processes, *eg sculptor, sculpture, carving, modelling, casting, constructing*

Year 2 Unit 1c What is Sculpture?

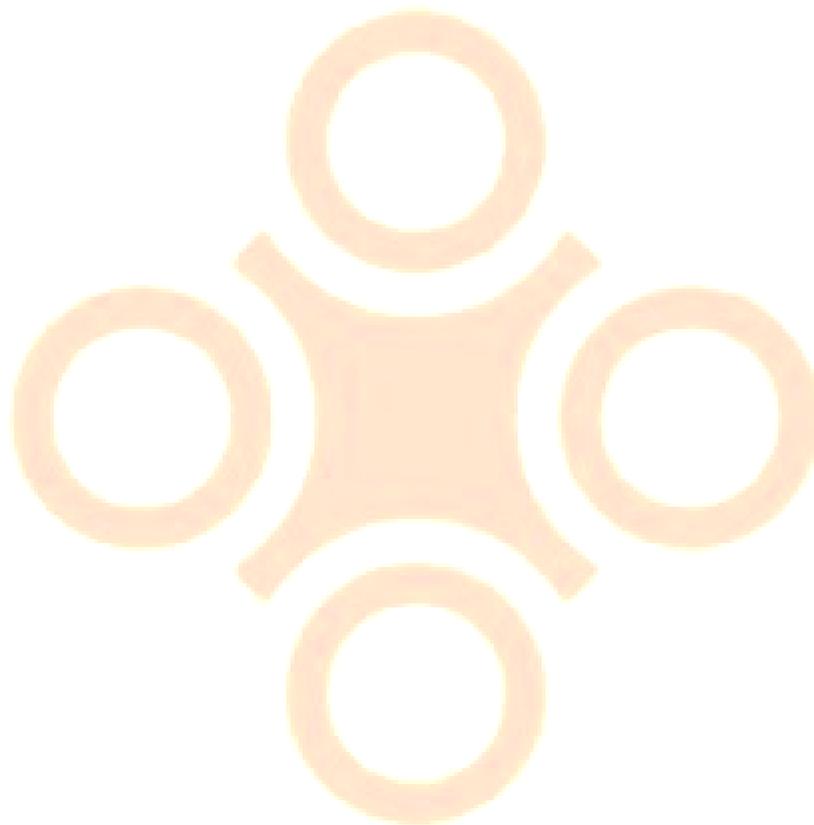
	Learning Objectives	Learning Outcomes
1	To talk about the materials and processes used in making sculpture.	I can identify the materials used to make a sculpture. I can suggest why the sculptor chose certain materials.
2	To record from first-hand observation and explore ideas.	I can look for 'natural' sculptures in my own environment. I can record what I see.
3	To ask and answer questions about the starting points for our work, and develop our ideas.	I can compare the surface textures of natural objects. I can use a range of media to create different textures.
4	To investigate the possibilities of a range of materials and processes.	I can collect natural materials to make an 'elf home'. I can work with my group to make an 'elf home'.
5	To try out tools and techniques and apply these to materials and processes.	I can explain how to make an ice mobile using natural materials. I can use recycled materials to make a mini-beast sculpture.

Year 2 Unit 1c What is Sculpture?

Date:	Year 2 Unit 1c	Resources: 'Images of sculptures, 2D and 3D shapes, sugar paper, coloured pens, glue sticks. Accompanying Powerpoint: Unit 1c What is Sculpture?—Year 2
Duration: 1 hour	Lesson Number: 1	
Lesson Objective(s): To talk about the materials and processes used in making sculpture.		
Learning Outcomes: I can identify the materials used to make a sculpture. I can suggest why the sculptor chose certain materials.		

	Time	Content	Teaching Points	Differentiation/Extension
	10-15 min.	<p>Show the children some 2D and 3D shapes. Ask them to talk to a partner about what 2D and 3D means. Establish that 2D shapes are flat and that 3D are solid. Display the words 'sculpture' and 'sculptor'. Can the children explain what these words mean? Establish that a sculptor makes sculptures and that sculptures use space in a room or open environment.</p> <p>Show the children examples of different kinds of sculptures. Can they think of any in their local environment; perhaps in a place of worship, library, park or town square?</p>	Discuss with the children what materials have been used to make the sculptures.	If possible the children should visit a sculpture in their local area so that they can experience the sculpture 'in the round'.
	25-30 min.	<p>The children will work in groups of 4. Each group will have a large sheet of sugar paper, some coloured pens and some images of sculptures. The children will look at their images and sort them into those made with natural or made materials. They will stick them at each side of their paper and write the headings 'natural' and 'made'. Next they will discuss as a group what they think the materials are that have been used. They will write notes around each image. They will then think about why the sculptor might have chosen the materials. E.g. to make sure it lasts a long time, because he loves nature, because she wanted it to look shiny and smooth. The children will then write about how they feel about the sculptures. E.g. It looks very fiddly to make, I love the bright colours and the light shining through, it reminds me of a bird.</p>	<p>Place the children in mixed ability groups. Give children specific roles. E.g. to stick the pictures down, to write about the materials, to write about why the materials might have been chosen.</p> <p>Encourage them to work cooperatively and listen to each</p>	<p>Ask the children to think about why a sculptor might have used certain materials. Which materials will last a long time/be temporary? Which will be worn away by the weather? Which have been chosen for their colour or texture?</p>

	10-15 min.	Ask the children to share their posters with the class. Which sculptures do the children like? Can they explain why?	Are the children able to name the materials that sculptures are made from and say whether they are natural or made materials.	Less confident children might like to hold up the poster and answer closed questions.
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Lesson Evaluation (To be completed by the Art and Design teacher at the end of every lesson)

Objectives of module: Were these achieved?	Cross Curricular related:
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Lesson Evaluation: What worked well? What did not work as well?	Assessment of children: Behaviour techniques/ rewards and sanctions used:
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Strategies for next lesson:

Year 3 Unit 3c Can we change places?

In this unit children explore sculpture in public buildings and spaces. They explore and use shape, form, colour and pattern to make a maquette or model of a sculpture for a site in the school or the local area. They compare the ideas, methods and approaches used in the work of different sculptors.

Expectations at the end of this unit

<i>All children will:</i>	Collect and record visual and other information about their location; create a maquette; identify similarities and differences in their own and others' work.
<i>Most children will:</i>	Explore how shape, form and space, and colour and texture can be used to create a maquette; collect and record visual and other information about a specific location; compare and comment on ideas, methods and approaches used in their own and others' work.
<i>Some children will:</i>	Explore ideas about how to improve a public space; select relevant information, choosing and experimenting with ideas, methods and approaches to create a maquette for a specific location; compare and comment on ideas, methods and approaches used in their own and others' work.

Key Vocabulary used in this unit:

In this unit children will have an opportunity to use words and phrases related to:

- public and private buildings and spaces, *eg architecture, architect, town planner, environment, enhance, detract, viewpoint*
- sculpture, *eg maquette, sculptor, designer*
- personal and public opinion

Year 3 Unit 3c Can we change places?

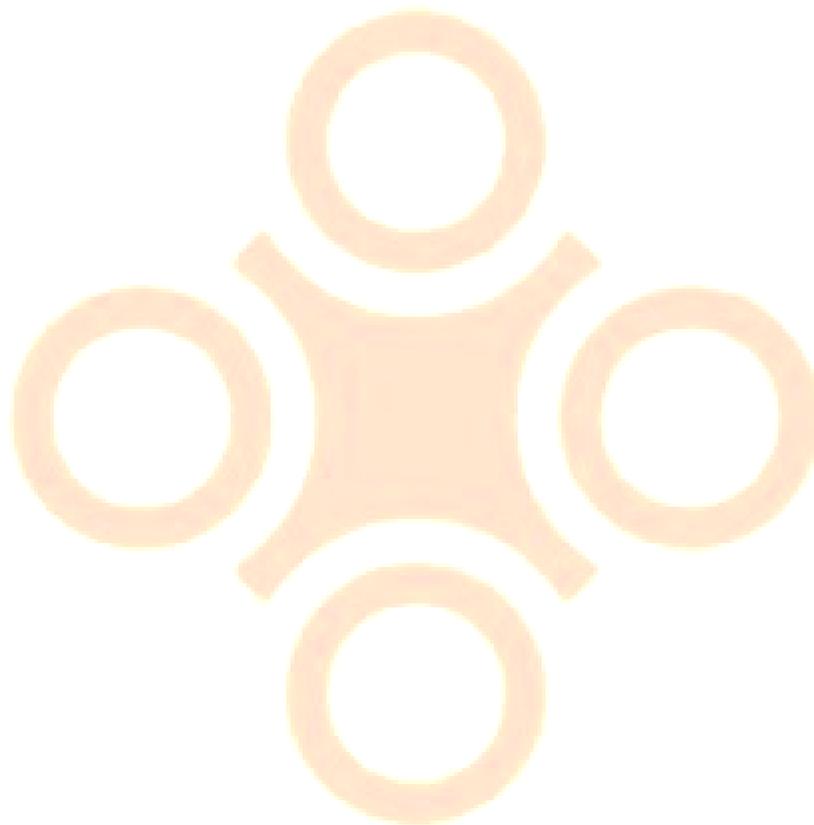
	Learning Objectives	Learning Outcomes
1	To question and make thoughtful observations about why and how sculptors and others work to improve the quality of an environment.	I can identify ways in which people have changed environments.
2	To record from first-hand observation and collect visual and other information to help us develop our ideas.	I can use a sketch book to record shapes, colours and textures in an environment.
3	To explore ideas for a site-specific sculpture.	I can develop my ideas for a sculpture.
4	To investigate and combine visual and tactile qualities of materials and processes and to match these qualities to the purpose of our work.	I can experiment with paper to make a sculpture. I can experiment with reclaimed materials to make a maquette.
5	To develop our control of tools and techniques.	I can investigate different ways of fixing and joining. I can use colour and texture to make an interesting surface.
6	To compare ideas, methods and approaches in our own and others' work and say what we think and feel about them.	I can talk about my work and compare it to the work of others.

Year 3 Unit 3c Can we change places?

Date:	Year 3 Unit 3c	Resources: Images of sculptures in the environment, plans of school or local area, drawing paper, arrange of drawing media.
Duration: 1 hour	Lesson Number: 1	
Lesson Objective(s): To question and make thoughtful observations about why and how sculptors and others work to improve the quality of an environment.		Accompanying Powerpoint: Unit 3c Can we change places? - Year 3
Learning Outcomes: I can identify ways in which people have changed environments.		

	Time	Content	Teaching Points	Differentiation/Extension
	10-15 min.	<p>Explain to the children that in this unit of work they will be thinking about whether we can change places to improve them. Ask the children to work together to list what things might enhance a place (make it a good place to be) and what things detract from it(make it a sad place to be).</p> <p>Display images of sculptures in the environment and ask the children how they enhance the places. Ask the children to discuss with partners what the words—'sculpture', 'sculptor' and 'environment' mean.</p>	<p>Establish that a sculpture is 3D art that you can look at from different angles, a sculptor makes sculptures and the environment, in this context, is any space in which to display a sculpture, inside or out.</p>	<p>Ask the children to think about the qualities of a place that enhance it and the qualities of a place that detract from it. E.g. light, cleanliness, peacefulness, interesting objects can enhance a place whilst noise, litter, poor light, lack of colour can detract from a place.</p>
	25-30 min.	<p>The children will be given a simple plan of the school or local area. They will work in pairs to mark areas that they feel enhance the school/locality and areas that they feel detract from the school/local area. They will use 2 different colours to mark their plans. They will then discuss and write notes about each area. They will draw one of the areas and annotate their drawing to show things they like and things they would change.</p>	<p>Provide the children with simple plans. Look at the plan as a class to make sure the children understand where different locations are to be found.</p>	<p>Pair less confident children with more able partners.</p>

	10-15 min.	The children will feed back their ideas and drawings to the class. Are their similarities and differences in the children's responses? Can they think why that might be? Is there a common feeling that a particular area really needs to be improved? How do the children feel it could be enhanced? Ask the children what kind of sculpture might improve that location.	Assess whether the children are able to discuss how places can be changed for better or worse by people.	Prompt less able children to use the words 'enhance' and 'detract'.
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Lesson Evaluation (To be completed by the Art and Design teacher at the end of every lesson)

Objectives of module: Were these achieved?	Cross Curricular related:
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Lesson Evaluation: What worked well? What did not work as well?	Assessment of children: Behaviour techniques/ rewards and sanctions used:
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Strategies for next lesson:

Year 4 Unit 4a Viewpoints

In this unit children explore how to convey the atmosphere and story of a dream. They explore different viewpoints in the school environment as a setting for their dream. They invent a number of characters who are photographed 'on location' and develop a narrative to describe the dream. They go on to make prints based on the narrative. They compare the ideas, methods and approaches used in their own and other artists' and print makers' work.

Expectations at the end of this unit

<i>All children will:</i>	Use different methods and techniques to explore their ideas and communicate experiences; identify differences in their own and others' work; adapt their own work, according to its purpose.
<i>Most children will:</i>	Explore ideas about dreams; collect visual and other information from different viewpoints; investigate a variety of methods and techniques, using shape, tone and texture in drawing, photography and print making; compare ideas, methods and approaches used in their own and others' work; modify and improve their work to realise their own intentions.
<i>Some children will:</i>	Explore a range of ideas using shape, tone and texture seen in the built environment; use sketchbooks and select relevant visual information for their work; experiment with photographic and printing techniques to inform and extend their ideas; compare the ideas, methods and approaches used in their own and others' work; modify their work to reflect their own view of its purpose and meaning.

Key Vocabulary used in this unit:

- surfaces and textures of building materials, *eg polished, matt, weathered, irregular*
- tone and lighting
- viewpoints and angles
- figurative and abstract images
- monochrome and multi-coloured print
- relief print, collograph (card block print)

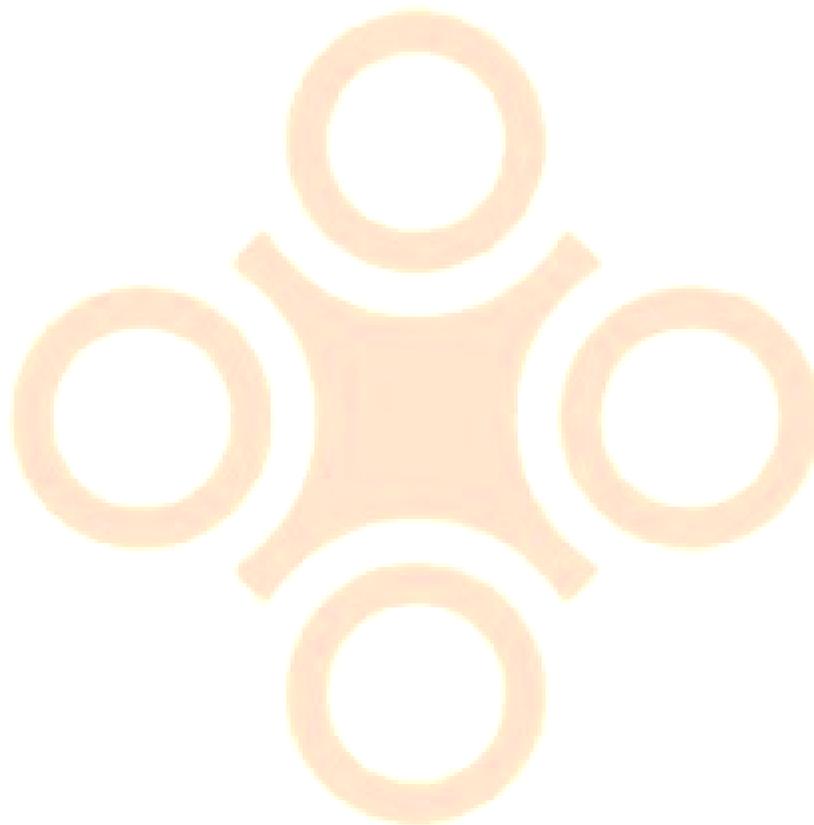
	Learning Objectives	Learning Outcomes
1	To question and make thoughtful observations about starting points and select ideas to use in our work.	I can record my ideas about a dream.
2	To collect visual and other information to help us develop our Ideas.	I can record details about the built environment in my sketchbook.
3	To explore ideas about the story we will film.	I can work with my group to make a visual plan for our dream sequence.
4	To use photographic and/or film techniques to suit our intentions.	I can experiment with photographic and film making techniques.
5	To use print-making techniques to suit our intentions.	I can use printing to create a dream like landscape. I can create a dream like figures and objects.
6	To modify and improve our designs and prints as they progress.	I can improve my ideas as my work progresses.

Year 4 Unit 4a Viewpoints

Date:	Year 4 Unit 4a	Resources: Strips of thick paper, a range of drawing and colouring media. Accompanying Powerpoint: Unit 4a Viewpoints - Year 4
Duration: 1 hour	Lesson Number: 1	
Lesson Objective(s): To question and make thoughtful observations about starting points and select ideas to use in our work.		
Learning Outcomes: I can record my ideas about a dream.		

	Time	Content	Teaching Points	Differentiation/Extension
	10-15 min.	Explain to the children that in this Unit of Work they will be thinking about dreams and learning about how different artists have create dream like atmospheres and feelings of being in another world. Watch short film clips that explore the idea of dreams. Discuss how impressions or emotional effects are built up in particular sequences. Talk about visual effects, sound effects and the use of silence. Discuss the use of camera position, lighting and costume. Ask the children to talk about dreams they have experienced.	Make sure the children can all recall a dream they can illustrate.	Ask the children to think about what colours they can recall from their dreams. What mood do they feel is created by each colour.
	25-30 min.	Share a dream you have experienced with the children. E.g. being able to fly. Model thinking back over the dream to how it started, what happened next and what happened just before you woke up. Draw the sequence on a long strip of paper, showing clearly the three stages. Use a dream like motif to run between the images. E.g. flowing lines to represent the feeling of floating through the night sky. Use simple bold designs to represent figures and objects. The children will work in pairs. First they will tell their partner their dream in the three stages and then they will draw it, thinking of a motif that suits their dream to join the images.	Provide the children with a range of drawing media. Encourage them to work boldly using oil pastels for the drawing.	Pair less confident children with more able partners. Consider providing chalks to create misty dream like qualities.

	10-15 min.	The children will share their work with their partners. They will explain the three stages of their dreams to their partners. The partners can ask for clarification of any parts of the drawing they don't understand.	Assess whether the children are able to record their ideas about their dreams.	Some children might want to add key words that they associate with the dream. Encourage them to think about what kind of lettering would suit the mood of the dream.
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Lesson Evaluation (To be completed by the Art and Design teacher at the end of every lesson)

Objectives of module: Were these achieved?	Cross Curricular related:
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Lesson Evaluation: What worked well? What did not work as well?	Assessment of children: Behaviour techniques/ rewards and sanctions used:
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Strategies for next lesson:

In this unit children investigate headwear and costume worn in different times and cultures, including theatre costume. They use this as a starting point for designing and making a piece of headwear for a character in a story, using a range of textiles and other materials.

Expectations at the end of this unit

<i>All children will:</i>	Explore ideas about headwear; collect materials and information for their work; use materials and techniques to communicate ideas through a piece of headwear; comment on differences between their own and others' work; adapt and improve their own work.
<i>Most children will:</i>	Explore ideas about headwear; collect materials and visual and other information to help them develop their work; use materials and processes to communicate ideas and meanings in a piece of headwear; combine and organise shape, form, colour and texture to match their intentions; compare and comment on ideas, methods and approaches in their own and others' work, relating these to the context of the work; adapt and improve their work to realise their intentions.
<i>Some children will:</i>	Select and use materials and other information in developing their work; manipulate materials and processes to communicate ideas and meanings; match visual and tactile elements to their intentions; analyse and comment on ideas, methods and approaches used in their own and others' work; adapt and refine their work to reflect their own view of its purpose and meaning.

Key Vocabulary used in this unit:

In this unit children will have an opportunity to use words and phrases related to:

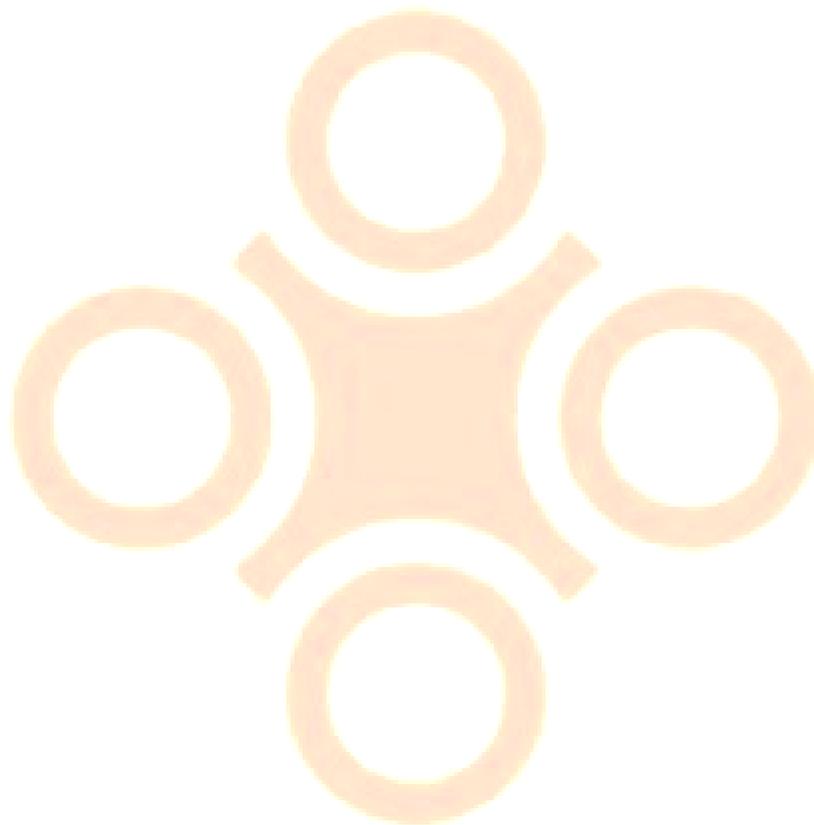
- headwear and costumes designed for different purposes, *eg for the theatre, carnival, celebration*
- expressive words and language, *eg in songs, stories and poetry*
- making skills, *eg knot, tie, fringe, fold*
- textile techniques, *eg applique, quilting*
- forces, *eg weight, balance, movement*

	Learning Objectives	Learning Outcomes
1	To investigate artists, craftspeople and designers working in different times and cultures.	I can identify a variety of ways in which people communicate ideas and feelings through what they wear.
2	To identify how visual and tactile elements can be combined and organised for different purposes.	I can identify how art, craft and design can be used for different purposes.
3	To think carefully about ideas to use in our work.	I can use my sketchbook to record my ideas.
4	To explore ideas and designs for headwear.	I can begin to experiment with colour, texture and pattern for my headwear.
5	To apply our experiences of materials and processes to our work and develop control of tools and techniques.	I can make a 3-dimensional form as a basis for my headwear. I can work co-operatively with others.
6	To combine visual and tactile qualities of materials and processes and to match these qualities to the purpose of our work.	I can develop the 3-dimensional form for my headwear. I can decorate my headwear to communicate ideas about my animal.
7	To adapt our work according to our views and describe how we might develop it further.	I can adapt my work as it develops and describe how I could develop it further.

Date:	Year 5 Unit 6b	Resources: Images of people in special costumes and headwear from different times and cultures, Sketchbooks, a range of drawing and colouring media, key questions.
Duration: 1 hour	Lesson Number: 1	
Lesson Objective(s): To investigate artists, craftspeople and designers working in different times and cultures. To identify how visual and tactile elements can be combined and organised for different purposes.		Accompanying Powerpoint: Year 5 Unit 6b What a Performance
Learning Outcomes: I can identify a variety of ways in which people communicate ideas and feelings through what they wear. I can identify how art, craft and design can be used for different purposes.		

	Time	Content	Teaching Points	Differentiation/Extension
	10 min.	Display images of people celebrating birthdays, weddings, festivals, fetes and other special occasions. What special outfits do people wear on such occasions? What might they wear on their heads? Look at examples of costumes and headwear from different times and cultures. Discuss examples of headwear by current designer-makers.	Discuss how different people celebrate in different ways. Identify how people communicate ideas and feelings through what they wear.	Prior to the lesson ask the children to bring in a special outfit (or photograph) to share the ideas and feelings that the outfit give them. Ask the children to research the hats of Philip Treacy.
	40 min.	Pairs of children will be given images of people wearing different headwear. They will select three examples of headwear to study and discuss them with their partners. What occasion do they think the headwear is for and what do they think it is made out of? Describe the headwear. What shapes, lines, colours and textures can they see? When they have discussed a piece of headwear they will each draw it and write notes about its purpose, the materials used and what it looks like.	Provide the children with a range of drawing and colouring media. The children should work in their sketchbooks and make the layout of their page attractive. They could also stick thumbnail photos of the headwear by their labelled drawings.	Less able children could be given a range of describing words to select from when describing the headwear. Some children could research carnivals around the world and find interesting headwear to share with the class.

	10 min.	The children will feed back to the class what they have discovered. Are there any common themes? E.g. Most of the headwear was made of... The colours are mainly... How has humour been used? What other feelings are conveyed?	Are the children able to identify how costume and headwear can reflect ideas and feelings?	What are the artists and craftspeople called who work with outfits and headwear? Introduce the word 'milliner'.
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Lesson Evaluation (To be completed by the Art and Design teacher at the end of every lesson)

Objectives of module: Were these achieved?	Cross Curricular related:
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Lesson Evaluation: What worked well? What did not work as well?	Assessment of children: Behaviour techniques/ rewards and sanctions used:
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Strategies for next lesson:

In this unit children explore the rural and/or urban landscape as a starting point for two-dimensional work. They record their observations through drawing and photography. They use shape, form, space, colour, texture and pattern to develop and communicate their ideas in a painting. They consider the ideas, methods and approaches of artists who have responded to landscapes in different ways.

Expectations at the end of this unit

<i>All children will:</i>	Use different methods to record observations of the environment and create a painting; comment on differences in others' work; suggest ways of improving their own work.
<i>Most children will:</i>	Explore ideas about the environment; collect visual and other information by observing and recording features of the environment; use a variety of recording methods and techniques, combining and organising shape, form and space; apply colour, pattern and texture in a painting; compare and comment on ideas, methods and approaches used in their own and others' work, relating these to the purpose of the work; adapt and improve their work to realise their intentions.
<i>Some children will:</i>	Select visual and other information and use this to develop their ideas; manipulate materials and processes and match visual and tactile qualities to their ideas; analyse and comment on their own and others' work, relating choice of methods and approaches to the purpose of the work; adapt and refine their work to reflect their view of its meaning and purpose.

Key Vocabulary used in this unit:

- landscape, *eg viewpoint, perspective, foreground, background*
- architecture, *eg scale, enlarge*
- visual elements, *eg relative size, colour, texture, pattern, detail, form*
- materials and processes, *eg acrylic paint, slab, mould, slip, impressed and incised pattern and texture*

Year 6 Unit 6c A Sense of Place

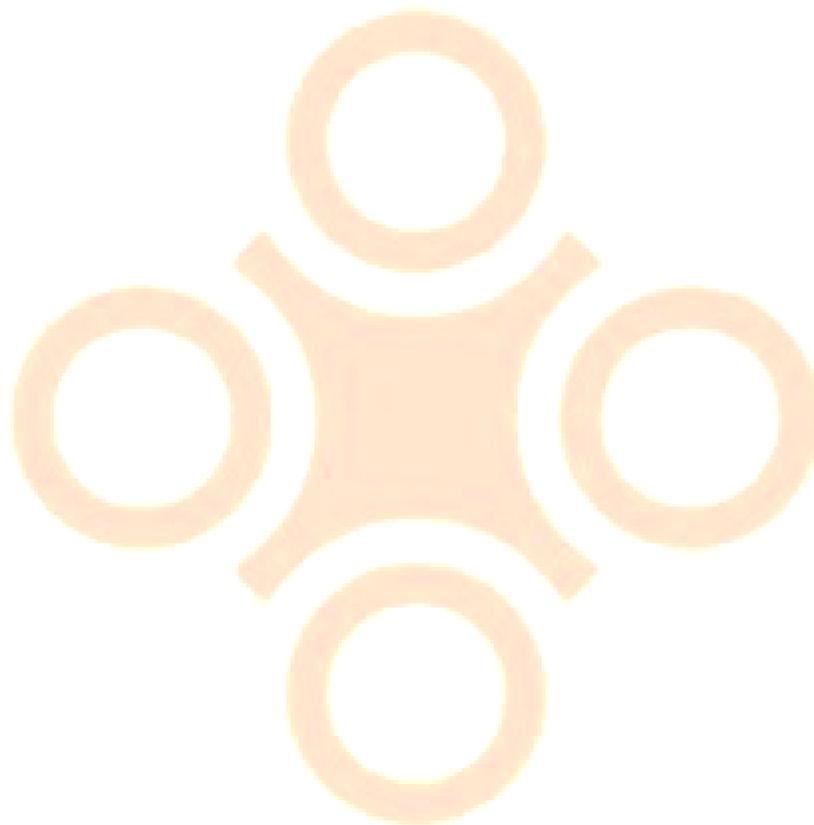
	Learning Objectives	Learning Outcomes
1	To collect visual and other information to help us develop our ideas. about the environment.	I can look at an environment I know well and explain what I think and feel about it.
2	To explore ideas for different purposes.	I can explain how farming, industry and climate shape an environment.
3	To select and record from first-hand observation of the environment.	I can record shapes and textures in an environment.
4	To use materials and processes and match them to our ideas and intentions.	I can experiment with materials and processes. I can create a landscape with a foreground, background and middle ground.
5	To reflect on our work in progress and adapt it according to our own ideas.	I can adapt and improve my work.
6	To use a variety of methods and approaches to communicate observations, ideas and feelings in a painting.	I can develop a landscape composition, using my sketchbook work to help me.
7	To compare ideas, methods and approaches in our own and others' work. and say what we think and feel about them.	I can create a landscape painting.

Year 6 Unit 6c A Sense of Place

Date:	Year 6 Unit 6c	Resources: Photographs of rural landscapes taken in the local area to use on the IWB and as paper copies for children to examine. Coloured pens and A3 paper.
Duration: 1 hour	Lesson Number: 1	Accompanying Powerpoint: Year 6 Unit 6c A Sense of Place
Lesson Objective(s): To collect visual and other information to help us develop our ideas. To explore ideas for different purposes.		
Learning Outcomes: I can look at an environment I know well and explain what I think and feel about it. I can explain how farming, industry and climate shape an environment.		

	Time	Content	Teaching Points	Differentiation/Extension
	10 min.	<p>Show the children photographs of rural landscapes taken in or near their locality. Ask them to discuss what they see and to think about what is made and what is natural.</p> <p>Ask them to consider whether the land would have always looked as it does now. What effects have farming, industry and climate had on what they can see.</p> <p>Demonstrate how to make a mind map using a different colour for each category.</p>	<p>If possible the children should visit a place in their local environment to explore natural and made elements of the landscape and take photographs.</p>	<p>Ask the children to research the history of farming. How have the tools and machinery used in farming affected the way the landscape looks.</p>
	40 min.	<p>The children will work in pairs to make their own mind maps. They will use a selection of photographs to help them explore how farming, industry and climate has affected the landscape. Ask them to look for evidence of how the land is divided up. Why do they think it is divided in that way? What do they think the land is used for? Can they see animals grazing or crops growing? Is any of the landscape wooded? What buildings can they see? What do they think they are used for? Can they see any machinery? Is it possible to travel across the landscape? How? What time of day/season is it in the photograph? What would be different at another time of day/year?</p>	<p>Consider providing the children with key questions to think about when looking at the landscapes.</p>	<p>Display some images of rural landscape paintings by different artists. Ask the children to compare the paintings with the photographs of their local rural landscapes. What is the same/different?</p>

	10 min.	<p>Ask the children to use their mind maps to feed back their ideas to the class.</p> <p>Make a class list of how farming, industry and climate affect how a landscape looks.</p> <p>E.g. patchwork effect of field divisions, roads and rivers look like ribbons, dark forest areas, water collected in low lying areas, rock formations made by weathering.</p>	<p>Ask the children to discuss which are their favourite photographs. Can they express how they feel about them and why?</p>	<p>The children could compare their local landscape with a contrasting area. E.g. holiday destinations, village life in Africa or India.</p>
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Lesson Evaluation (To be completed by the Art and Design teacher at the end of every lesson)

Objectives of module: Were these achieved?	Cross Curricular related:
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Lesson Evaluation: What worked well? What did not work as well?	Assessment of children: Behaviour techniques/ rewards and sanctions used:
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Strategies for next lesson:
