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| Macintosh HD:Users:ianread:Documents:WCM 2016-17:Miscallaneous:WCM booklets:WCM Logos 2017 PNGs:WCM logo final:watercliffe_line_White.png  Year 3 – Autumn Termly Overview: Art |

**End Point**

**How did humans move from the Stone Age into civilisation?**

Fab Finish – Classroom showcase with parents- displaying Art work (charcoal paintings and Iron Age houses) with footage of immersion day and Creswell Crags visit.

Thursday 28th November 2019

.KWL

1. K = knowledge. Show question and ask what we already know. Record on display as well as on p2 of Theme Folders.

W = what do we want to know. Added to over time (also on p2 of folder)

Sequence the chronology of history

2a. Timelines – putting chn’s lives in sequence.

2b. Ordering events in the Stone to Iron Age on a timeline.

4. Research events within Stone Age to Iron Age timeline to create large classroom timeline in groups.

Interpret the past using sources and artefacts/ Learn about particular artists and designers as inspiration

*Focus on Art objective*

5. Visit to Creswell Crags- focus on looking at evidence and primary sources of Stone and Iron Age. Learn about cave paintings.

5a. Use photos taken of primary sources from Creswell Crags and stone age flint to introduce primary sources-TP centred activity.

Experiment with and use a range of tools, materials and techniques

3.Stone Age immersion day with Steve- fire and den making, spear throwing.

6. Use charcoal and paper to create drawings- compare pencil with charcoal created from immersion day. Study key techniques- blending, feathering, different line, pattern and tone.

9.Use clay to create different shapes- techniques flatten, roll etc. Use tools to mark.

Create 2D and 3D work

7. Use charcoal to create cave drawing using different techniques.

10. Use clay to create beads for Stone Age necklace.

Identify the similarities, differences or changes throughout time/Reflect on your learning to see how we could improve

11. Look at the greatest achievements of the Stone Age to Iron Age period- deciding which was the greatest and why.

8. Review charcoal drawings and improve using different materials.

Reflection

12. Written reflections for university folders and theme folders.

Learning review plenary at the end of the following sessions  
2b, 3, 4, 5a, 8, 10, 11  
Opportunity within plenary to also add to W. Teacher led and added to theme folder.

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| **Knowledge** | **Skills** | **Concepts** | **Key Vocabulary** |
| * changes in Britain from the Stone Age to the Iron Age * 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] | History   * Sequence several events or artefacts across periods of time. * Use dates and vocabulary related to the passing of time, to place the event or period studied onto a time line.   Art   * Use a range of work from artists studied and learning in class to collect together ideas. * Experiment with a range of tools, materials and relevant techniques to create 2D or 3D work. * Learn about relevant artists, architects and designers in history, studying their work and using it as a stimulus. * Reflects on their learning, listing ways that they can improve it and making those changes. | * Have a sense of time over historical periods. * Be able to evaluate my own art work and suggest and make improvements. * Use different art techniques and reason which one works best for the chosen task. * Understand the differences between pre-civilisation and civilisation | Prehistory  Neolithic  Mesolithic  Stone Age  Iron Age  Timeline  Chronology/chronological order  Charcoal:  Line  Pattern  Tone  Blending  Feathering  Clay:  Roll  Flatten  Squash  Shape |

Review will be an integral part of each session with built in time to discuss and record what has been learnt, any misconceptions or new questions. These will be added to the classroom display in the right section of the KWL grid and in Theme Folders (up to teacher’s discretion whether to type for the class or record individually). This will be used to measure impact.