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**End Point**

**How do we solve a problem?**

Fab Finish **–** performance at the Crucible

KWL

1.K = knowledge. Show question and ask what we already know.

W = what do we want to know. Added to over time (also on p2 of folder) Display some work of Joe Scarborough. Children to look and start to ask questions.

L = What influenced Joe Scarborough’s art work.

What skills have we learned?

What did we enjoy about this?

Collect relevant work from artists in a sketch books

2. Look at different artist and their art work

Joe Scarborough

Lowry

Steven Wiltshire

Compare and contrast

They can say what they like and why.

Stick in art and sketch parts of artist work that they like from example pieces.

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Learn about particular artists and designers as inspiration

3. Research both artists and what inspired them. Add notes to their sketches.

4. Replicate techniques used by artist. Chalk, charcoal, watercolour, sketching pencils, pastels.

Explore hard and faint lines, shading, thickness of colour etc.

Say which media they liked and why.

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

5. Colour mixing using watercolour, paint, chalk.

Making different colours and variety of shades. Discussing how we do this.

Create 2D work

6. Create a 2D replica of an artist’s painting. Each child to have a part of the painting to reproduce to create a large-scale piece of 2D art.

Create 3D work

7. Create a Watercliffe Meadow piece of living art based on Joe Scarborough.

Thinking about colours and themes that he uses. Children will produce a 2D photo of a living sculpture.

Reflection

Link back to Question

Review artwork from the term and critique the progress made.

Produce set and costumes for the production at the Crucible inspired by the artists studied this term.

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.

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| **Knowledge** | **Skills** | **Concepts** | **Key Vocabulary** |
| * Britain’s settlement by Anglo-Saxons and Scots.
 | * Begin to identify primary and secondary sources and the difference between these.
* Select and combine relevant information from different sources, to build up a picture of life in the time of history studied.
* Place events, people and changes into correct periods of time; and make some comparisons.
* Use dates and vocabulary related to the passing of time, such as modern, ancient, BC, century and decade.
* Study varied aspects of the lives of different people; such as men and women.
* Examine causes and results of events, and the impact on people.
* Identify, describe and give reasons for, and results of, historical events, situations and changes within and across different periods.
* Show some understanding that aspects of the past have an impact on the future.
 | * Have sense of time over historical periods
* Know the difference between primary and secondary sources.
* Understand that different experiences are influenced by technology and developments of the time.
* Understand that the actions of a civilisation can make a difference to life in the future.
* Be able to compare my life with the historical period
* Question what is the same and what is different between time periods
 |  SequenceChronology/chronological orderPrimary/secondary sourceArtefactInterpretViewpointValidity Past/present/futureConnectionsContrastsSimilaritiesDifferencesChanges Significance EventsImpact Time period |