Springfield School

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| Blackbirds Class Medium Term Planning for Art |
| Topic: The Great Fire of London  |

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| **Lesson 1 ‘link it’** Exposition – discuss where the Great Fire started and why- London. Groups – Draw pictures of LondonPlenary – Share work  | **Lesson 2 ‘learn it’** **The Great Fire** Exposition – The Great Fire 1666 by Jan Griffier Groups – Create your own picture of The Great Fire by Jan Griffier Plenary – Share work.  |  **Lesson 3 ‘learn it’** **The Great Fire** Exposition – David Best Groups – Create a model from boxes and lollypop sticks. Paint on the flames as David Best did when he created his replica model. Plenary – Share work. | **Lesson 4 ‘learn it’** **The Great Fire** Exposition – Images of the Great Fire Groups – Create your own artwork on the Great Fire Plenary – Share work  |
|  **Lesson 2 ‘check it’** **The Great Fire** Exposition – Images of the Great Fire Groups – Create your own artwork on the Great Fire Plenary – Share work  | **Lesson 3 ‘check it’** **The Great Fire** Exposition – Samuel Pepys Groups – Create a portrait of Samuel Pepys Plenary – Share work. |  **Lesson 3 ‘check it’** **The Great Fire** Exposition – Samuel Pepys Groups – Create a portrait of Samuel Pepys Plenary – Share work. |  |

Take the objectives for the LO stickers from this section

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| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills)  |
| **Work of other artists** Children continue to study the works of famous artists. They have more opportunity to offer opinion and to compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and processes.To learn about great artists, architects and designers in history.**Children can:**a use inspiration from famous artists to replicate a piece of work;b reflect upon their work inspired by a famous notable artist and the development of their art skills;c express an opinion on the work of famous, notable artists and refer to techniques and effect;**Painting** Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood.To become proficient in painting techniques.**Children can:**a use varied brush techniques to create shapes, textures, patterns and lines;b mix colours effectively using the correct language, e.g. tint, shade, primary and secondary;c create different textures and effects with paint;d use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.**Sculpture** To improve their mastery of art and design techniques, including painting with a range of materials. Children still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction, asking and answering questions such as, ‘How can it go higher?’ Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail.To become proficient in sculpting techniques.To improve their mastery of art and design techniques, including sculpting with a range of materials.**Children can:**a cut, make and combine shapes to create recognisable forms;b use clay and other malleable materials and practise joining techniques;c add materials to the sculpture to create detail;d use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet. | * Describe the work of notable artists and designers.
* Use some of the ideas of artists studied to create pieces.
* Draw lines of different sizes and thickness.
* Colour neatly following the lines.
* Show pattern and texture by adding dots and lines.
* Show different tones by using coloured pencils.
* Use thick and thin brushes
* Mix primary colours to make secondary.
* **Replicate some of the techniques used by notable artists and designers.**
* **Create original pieces that are influenced by studies of others.**

**Describe the differences and similarities between the designs and materials used by different sculptors.** |

Progression of Learning

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| ‘Link It’  | ‘Learn It’ | ‘Check It’  | ‘Show It’ | ‘Know It’ |
| Previous learning of pupils * Knowledge of London and the Great Fire link Hist/Geog
* Skills in painting and creating.
 | Activities provided during lesson Resources **PPTs** **Pictures** Activities to explore the artists that captured the Great Fire through art.  | Independent activities linked to lesson Resources **PPTs** **Books** **Pictures** Activities to support knowledge of London and the Great Fire. Create and capture pictures of the Great Fire.  | How will the pupils share knowledge during or end of lesson**Explore and discuss photographs of lessons**Share and compare work through performance  | Retrieve or generalization of learning after lesson * Discuss the Great Fire and the scenes that were captured by artists
* Use their knowledge of the Great Fire to demonstrate through art
* Evaluate work of other artists
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