** WE ARE ARTISTS **

**Class: Apples Teacher: CD Term and Year: Autumn 2021**

**PRIMARY PROVOCATION**

**“If you go down to the woods today…”**

**We will begin with the song “Teddybears’ Picnic”**

**As the project develops we will explore different ways of representing the woods beginning with the basic song and a traditional English woodland, including traditional and popular tales. We will then look at and explore other woods such as the rainforest, a spooky fairy tale setting and autumnal changes with appropriate music. The children will develop skills to make their own settings and accompanying music. They will learn how human influence can change these environments and others where bears might live.**

**THE ROOTS OF TEACHING FOR LEARNING**

**These are the prerequisites of Teaching for Learning**

*constant feedback from all adults*

 *sustained shared thinking between adults and children, between children*

*continuous questioning and hypothesising*

*high expectations for all*

*valuing every person and every contribution*

*learning from mistakes*

 *recognising and celebrating achievements*

*willingness to be brave*

Teaching for Learning is rooted in our values. In WE ARE ARTISTS we are focusing on the following values.

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| RESPECTAs part of our settling in process we will discuss how to respect our resources and each other. There will be a strong focus on respecting the art and music resources which are available and the views/feelings of others.As the project progresses, we will learn how to respect the environment in a wider sense. | COMPASSIONThe project will explore how our bears respond to different settings and atmospheres. By understanding their responses, we will gain an understanding of the feelings and needs of ourselves and others, compassion and how to support others.  |

**THE TRUNK OF TEACHING FOR LEARNING**

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| **Teaching for Learning Objectives** | **Activities to Support Teaching for Learning** |
| **What are the adults doing?** | **What are the children doing?** |
| **Art:*** What happens when they mix colours
* How different media can be combined to create new effects such as texture
* How to use simple tools such as scissors, paint brushes, glue sticks
* How to use simple techniques to shape materials (cutting, folding, joining)

**Music:*** the names of different instruments, how to play them and what they sound like
* The structure of a song including verse, chorus and rhymes
* Differences in tempo, pitch and volume
 | Provide meaningful opportunities to learn and practice the following skills:* Cutting – straight, then curved, paper then card.
* Naming colours and investigating mixing colours
* Matching colour and creating patterns, including repeating patterns and patterns using texture rollers and scrapers
* Choosing the correct paintbrush for detail and large areas
* Folding different stiffness of paper and card
* Choosing joining methods – glue stick, PVA, tape, staple, string

Provide opportunities to:* Learn songs
* Name and play instruments
* Listen to and appreciate recorded music
* Make own music
 | Children will learn to use the workshop with an adult * Join in with adult led tasks to develop skills
* How to respect the resources
* How to use resources safely
* How to choose resources for a purpose
* How to evaluate and improve
* How to tidy up!

Some activities will involve painting and creating Apples collages, self portraits and free collage work.Children will be introduced to the musical box and taught the rules for use (eg they can go outside to the theatre but not in general play areas.)Play listening games to follow patterns and name an instrument. |

**GROWING**

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| The child is beginning to demonstrate understanding and is engaging with the learning. They recall some knowledge and use some vocabulary correctly and in context but maybe not sufficiently confident to do this without prompting. They are carefully led, by the adult, through small steps of guided learning to recognise, practise and repeat key skills. |
| **Teaching for Learning Objectives** | **Activities to Support Teaching for Learning** |
| **What are the adults doing?** | **What are the children doing?** |
| ART* Explore what happens when they mix colours and create different textures
* Manipulate materials to a planned effect
* Use simple tools and techniques competently and appropriately to engage in drawing, painting, printing, 3-d, collage and textile work
* Select appropriate resources and adapt work where necessary
* Know the work of Andy Goldsworthy, Henri Rousseau (Damien Hurst and Mondrian through maths activities)

MUSIC* Build a repertoire of songs and dances
* Explore the different sounds of instruments
* Begin to play instruments or body percussion with control including different tempo, pitch and volume
* Listen with attention to different styles of music and respond appropriately
 | **Who will come to our picnic?*** Sing ‘Teddybears’ Picnic’
* Read ‘Bear Hunt’ and Goldilocks
* Teach songs
* Set up role play activities including picnic making and eating porridge.
* Provide core provision linked to stories in puppets, small world, play dough, musical instruments, theatre area
* Provide adult led art opportunities such as painting teddybears, collage bears, painting story settings, collage story settings, junk models

**What is it like in the woods?*** Look at different images of picnic and Goldilocks vs Bear Hunt
* Listen to music and birdsong and recreate
* Listen to spooky music and imagine a spooky woods (nocturnal animals, cracking branches, wind)
* Look at how the woods are changing into autumn – introduce the work of Andy Goldsworthy
* Autumn by Vivaldi

**Where else do bears live?*** Read ‘The Cave’ – sensory experiences about caves
* Rainforest bears (Rouseau)
* Polar bears (Snow bear)
* Create opportunities to recreate some of these environments using paint, collage and junk.
 | **Who will come to our picnic?**Children will bring their teddies to school to describe, paint and involve in activities.They will become familiar with popular stories and retell them through song, role play, small world, puppets.They will engage in adult led activities such as cutting and sticking storyboards, making masks, painting settings and junk model homes, for example the three bears with different sized beds etc.They will be encouraged to sing songs whilst playing and use instruments to accompany them, for example by putting on a show.**What is it like in the woods?**Children will describe the illustrations and recreate some of their own using paint and collage. They will be encouraged to match different soundscapes and music to them. They will look at a different type of wood and match sounds to it, creating using instruments and recreating in the workshop using mixed media.They will use the work of Andy Goldsworthy as an inspiration to create their own sculptures using autumn resources such as leaves and pine cones.**Where else do bears live?**Children will relate stories and sensory work on caves to their own thoughts, experiences and ideas. They will learn about different environments and recreate them using media in the workshop and on a larger scale using junk, fabric, soft toys, small world |

**BLOSSOMING**

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| The child is engaged and enjoying the learning and able to apply the necessary skills and knowledge in order to demonstrate their understanding of the learning. They confidently meet the objectives and demonstrate a full ability to use the vocabulary correctly and in context. They are confident when making links and explaining their method to others. They are encouraged to explore and experiment whilst the adult sets challenges, hypothesises and explores misconceptions with them. |
| **Teaching for Learning Objectives** | **Activities to Support Teaching for Learning** |
| **What are the adults doing?** | **What are the children doing?** |
| **ART*** Select tools and techniques needed to shape, assemble and join materials they are using
* Plan their own work incorporating ideas linked to projects
* Represent their own ideas, thoughts and feelings through art and design

**MUSIC*** Represent their own thoughts and feelings when playing and creating music
* Use music to accompany stories
* Listen to different styles of music and discuss how they make them feel
 | **Who will come to our picnic?**Who have you brought to school?Can you describe colour, texture, how they feel? What would they like to eat at the picnic? How does the song make you/your bear feel? Can you make the song feel different? (sad, scary, excited)Can you make props for our role play?Which colours will you use to paint/stick Goldilocks? What will her face look like at different points in the story? Can you find materials to make a comfy bed/chair? How do you want the story to end? Can you put on a show? What do we need to have on the stage? How do you think the family feel in the different settings? Can you find an instrument to make a good ‘squelch’ noise etc? What could we use to make our best muddy/sandy/grassy picture? How can you tell the wind is blowing/the family are cold? **What is it like in the woods?**Look at images and illustrations.How do they make you feel? How would you move in this wood? What noises might you hear? How can we use voice/body/instruments to show?Which colours will you need for a night time wood? Which colours can you see in autumn leaves? How do the leaves, pine cones feel? Do they make a sound? Can you see a pattern? Can we fix these to make a picture? What shall we use? How can we record it? Why is this music spooky? Does this music make you think of autumn? What can you hear in the instruments? How does this music make you want to move?**Where else do bears live?**How does a cave feel? How would you feel walking into a cave? What can we find to put in a cave feely bag for friends? Which colours will we need to make a rainforest/arctic picture? Are all the green/white the same? How can you change your green? How can you make the leaves stand out? How will we see the polar bear against the snow?  | **Who will come to our picnic?**Create role play picnics, shopping lists, menus, play food in workshop and play dough. Set out picnics using counting and pattern. Make masks and sing.Role play Goldilocks story, put on a show or puppet show to retell, create props and add music using basic instruments. Make representations of the bears house paying attention to size and texture. Decide how they want the story to end. Make posters and tickets. Talk about how the family feels and how they might show this in their faces/body. Create representations of the different parts of the story using a variety of media eg mud, sand, tissue paper, twigs, fabric.Experiment with different instruments to accompany role play, small world **What is it like in the woods?**Children will listen and respond to recorded music then experiment with ways of moving to match it. They will explore how it feels to move in different ways. They will use music in their play by singing and humming at different tempo, pitch and volume (creeping, running)They will select different materials to create summertime, autumn and night woods thinking about colour and texture. When using collage materials they will think about how to fix them firmly.They will respond to the work of Andy Goldsworthy and recreate their own sculptures using collected natural materials. They will describe the patterns, colours and shapes they can see and have created.**Where else do bears live?**The children will explore texture and colour by creating their own representations of the rain forest and the arctic in paint, collage and fabric sculpture.They will have opportunities to retell stories such as Snow Bear using fabric etc as props |

**FLOURISHING**

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| The child is exhibiting a depth of learning and enthusiasm relating to the objectives. They can select knowledge and understanding for different contexts and justify their choice when using their repertoire of skills. They are able to revise, review and reflect on what they know and create their own solutions to situations, justifying the rationale for what they are demonstrating. They are able to, and indeed want to, ‘show off’ with what they know and what they can do; they want to share that they are flourishing and how they know they are flourishing. Adults are present for affirmation and organisation. |
| **Teaching for Learning Objectives** | **Activities to Support Teaching for Learning** |
| **What are the adults doing?** | **What are the children doing?** |
| Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed. Children talk about the ideas and processes which have led them to make music, designs, images or products. They can talk about features of their own and others’ work, recognising the differences between them and the strengths of others.  | Provide materials to follow the children’s interests in creating music and representations. Engage in sustained shared thinking about colour, texture how images and sounds make you feel, pitch, volume, tempo.Gently encourage extended independent projects which require evaluating and improving. Support children in recording and displaying their work. | Find areas of fascination, ask questions and find ways of recording and expressing their thoughts through photos, videos, paint, collage, models and sculpture. Comment on the work of artists and recorded music and talk about how this is reflected in their own work.  |

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**FINAL FLOURISH**

**Going on a Bear Hunt**

**The children will take their parents through different settings in a bear hunt style, following the trail and ending up at a picnic area.**

**“uh oh, it’s a cave” (feely box)**

**“uh oh it’s a polar bear” (ice art)**