** WE ARE ARTISTS **

**Class:** Tigers Y5/6 **Teacher:** Mrs Gardiner **Term and Year:** Summer 2024

**PRIMARY PROVOCATION**

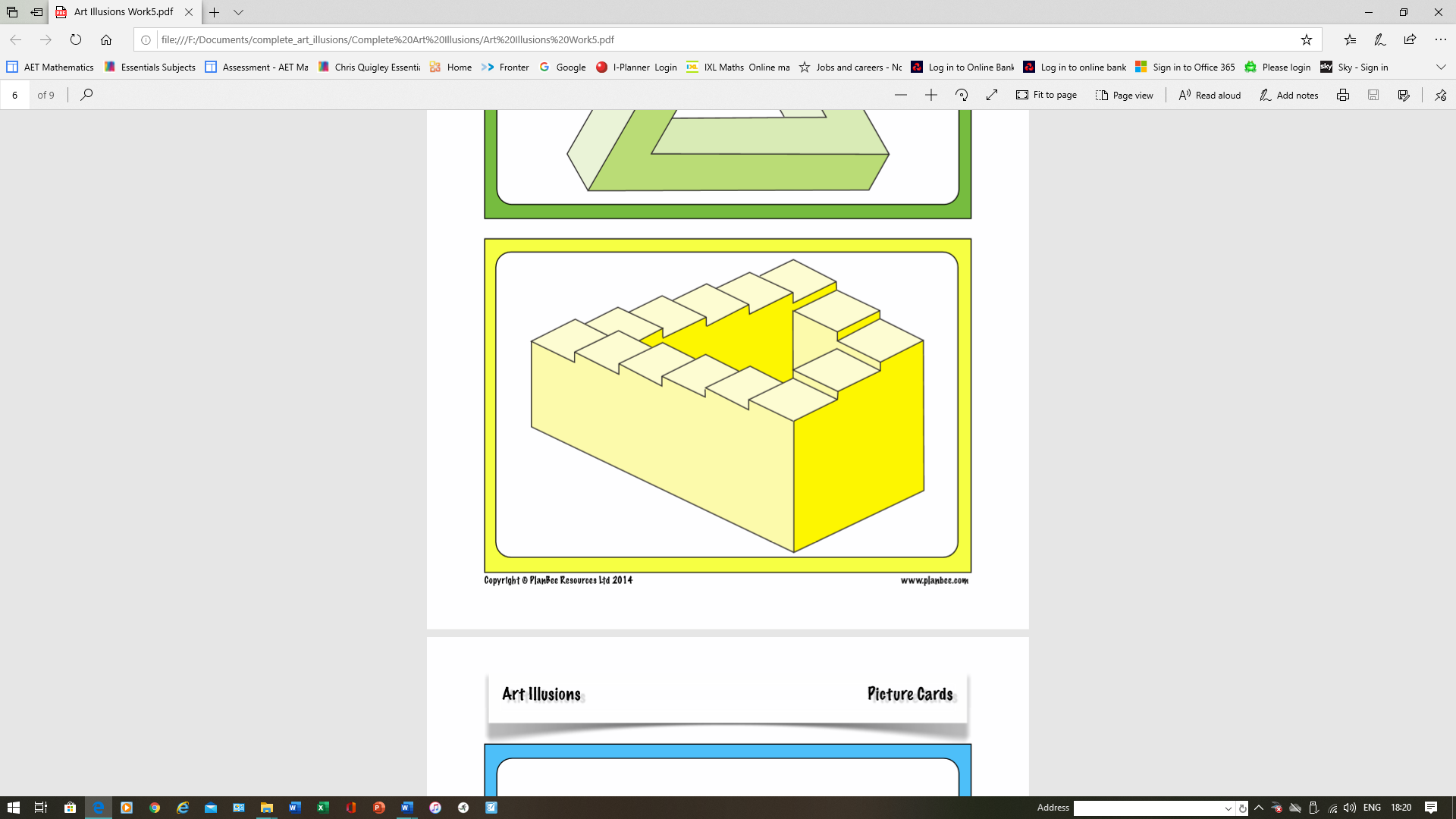
*Encouraging children to think deeply, ask questions, debate, have opinions and develop spiritually.*

Dictionary Definition of *‘illusion’:* *an instance of a wrong or*[*misinterpreted*](https://www.google.com/search?sca_esv=558099906&q=misinterpreted&si=ACFMAn8Oh0NPLPMUUCFo6ECuri0W07_y72KPGAyKbxCOYMtzW69apQ3bMYUJc_hSUn2XXLxZXg2cBoypQt-SnMauoDCGTA8aJzJTdrFKTapW02sNc_p4A8U%3D&expnd=1)*perception of a*[*sensory*](https://www.google.com/search?sca_esv=558099906&q=sensory&si=ACFMAn_otZSKbpzAqD_RvWk4YSL-Evh6v7iNDW1tYiF7bCw5AUTC8z-gI_xzs2QpMD8HxR_6bYjD34D68hRThNTudd-bS-bUxA%3D%3D&expnd=1)*experience*

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**Illusions are simply magical; moreover, they are prolific in Art and Music.**

They inspire adults and children alike to question – “Hold on, what is going on here?” “How did they do that?” and more advanced, “Why did they do that?” Many of the techniques used are not as complex as they originally appear and can be made accessible to Upper Key Stage 2 pupils. The picture provocations are deliberately intended to elicit attention to detail and that *je ne se quoi* enthusiasm, excitement and interest. These are essentially truly practical skills that can be learnt (Grow), developed (Blossom) and synthesised (Flourish) with perseverance, independence, enjoyment and excellence from our children.



**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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| **INDEPENDENCE**  Of thought, mind and deed. To enable originality and creativity in analysing, developing, using and applying and synthesising the techniques and tricks learnt though exploring art and musical illusions in wholly new and dynamic ways. | **PERSEVERANCE (Austen’s Butterfly)**  Great and progressive artwork and musical composition are not readily achieved at the first attempt. Within the Art of Illusions, basics need to be fully mastered before self-expression, creativity and originality can blossom or flourish. This requires patience together with the willingness to continually improve compositions whether individual, small group or whole class to achieve the desired illusionary effects. Perseverance here also includes embracing opportunities to transcend expectations and accomplishments in an ever- spiralling cycle. |

**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**  **Art Illusions Knowledge and Skills Progression**   * Use a sketch book to explore ideas and test materials and techniques, adapt their own work and improve original ideas * DRAWING, develop accuracy and drawing skills such as shading, line and tone to represent figures, forms, reflections, 3-dimensions and perspective. * Annotate their creative process * Identify, explain and develop techniques used by artists to create illusions of distance and perspective in their work. * to use a range of techniques and media, including painting * Use vanishing points and horizon lines   within artwork to create perspective   * Increase proficiency in the handling of different materials * Experiment with and use/apply b a range of shading techniques to create the 3D illusion * Understand the term ‘tone’ and apply different techniques to establish illusionary effects * Develop skills in foreshortening to create illusionary effects * Explore and develop skills in using trompe l’oeil * Research the work of M.C. Esher and the rationale and context behind his artistic achievements and present as a challenging biography * Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas * Create innovative tessellations * Explore classic examples of optical art illusions * PAINTING Colour mix using primary and secondary colours to create all of the colours, tints and shades they need, additionally developing an understanding of complementary and contrasting colour * Create optical art illusion using line and colour techniques * Use and expand blivets to create original artwork * Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work * Collaboratively compose a montage of optical illusions combing class and classic work * Present and showcase artwork for live audience in the style of an art gallery * Run simple workshops for parents/visitors to introduce them to one aspect of illusionary art   **Key Vocabulary Art Illusions**  **Sketchbook, improve, feedback, analyse shade, tone, perspective, shading, tints, shades, primary and secondary colours, annotate, blivets, optical, illusion, op art, montage, showcase, trompe l’oeil, M.C. Esher, tessellation, 3D, vanishing point, horizon line, foreshortening, depth, distance, interiors, proportion, blending, soft pencil, smooth shading, cross-hatching, stipling, contour-hatching, scumbling, isometrics, isometric paper, critique, analytical, biography, rationale, complementary colours, geometric pattern, Hogarth**  **Music Illusions – Knowledge and Skills**  **Knowledge**   * Know and use correct musical vocabulary * Know that musical features are deliberately used and integrated to create mood, atmosphere and illusions * Know the correct name for percussion instruments and make links between percussive pieces and elements of world music * Know what graphic notation is * Know what metronomes and conductors are, and how they can be used in improving and refining performances   **Skills**   * Listen carefully, developing and demonstrating musical understanding and increasing aural memory * Perform by ear and use graphic notations and ICT to support creative work, * Perform increasingly complex pieces such as rounds, harmonies/dissonance and solos * Compose their own instrumental and vocal music perform their own and others’ compositions in ways that reflect their meaning and intentions. * Compose for specific criteria such as creating a mood and illusion and performing this at an event * Appraise, describe and compare different kinds of music using appropriate musical vocabulary * Evaluate how the venue, occasion and purpose affects the way a piece of music is created   **Key Vocabulary Music Illusions**  **illusion, timbre, texture, harmony, dissonance, metronome, online metronome, pitch, tempo, dynamics, duration, crescendo, diminuendo, forte, percussion, World Music, compose, perform, refine, evaluate, compare, contrast, digital, by ear/notation, graphic notation, conduct, rounds, criteria, purpose, variation, contrast, improvise** | * Clarifying and facilitating shared exploration of the overall purpose and specific learning in hand and how it connects to previous learning * Presenting new material teaching material in small logical steps and being precise about knowledge goals – clear shared expectations * Rigorously sharing knowledge /instructional teaching in highly interactive ways backed up by discussion, questioning and activities to ensure fluency * Creating ongoing opportunities for practice, review and improvements * Offering variations, alternatives and extensions within learning * Using and clarifying subject specific terminology to secure children’s understanding and fluency * Enabling children to access key vocabulary prompts * Asking a large number of questions; sharing knowledge; checking for shared understanding and re-checking the responses of all students (if someone did not know, revisit); asking students to explain key concepts and values; provide feedback; scaffolding by modelling questions and thoughts and asking for shared refinements in explanations * Revisiting and re-activating learning continually to ensure fluency in essential knowledge and vocabulary, thereby enabling pupils to progress to blossom (analysis) and flourish (creative synthesis). * Asking children to rephrase, summarise and elaborate their understanding * Asking children to explain what they have learnt and using questions to enlist full explanations and add extra finesse and wider links within answers * Identifying subject specific / challenging vocabulary and offering regular opportunities for children to refine their understanding and accurate use * Providing exemplars, models, templates and scaffolds to guide students’ developmental practice * Enabling pupils to work and learn collectively in different groupings * Presenting high and enthusiastic expectations for continuous improvement and active engagement * Asking children to articulate their initial responses to art and musical compositions and refine these using appropriate terminologies * Enabling, supporting and challenging children to use ICT to its full potential. * Encouraging, skilling and enabling children to run workshops for adults * Highlighting and enforcing cycles of feedback, improvement, constructive criticism together with creative prowess to enable all children to blossom and flourish * Seeking help from specialists as required * Organising and choreographing the final flourish * Modelling how to analyse, critique and give feedback * Modelling how to annotate * Showing and making repeated reference to Austen’s Butterfly | * Actively listening * Being prepared, organised and committed to learn and progress * Recalling and re-activating learning by rephrasing, summarising, creating knowledge maps/prompts and revisiting their sketchbooks and musical graphical notations * Engaging collaboratively in shared discussion and debate as a whole class and in smaller groupings * Sharing ideas , posing questions and sketching, drafting, critiquing and giving constructive feedback and improving individually, in small groups and collectively * Using scaffolds, templates and exemplars * Sharing understanding and definitions of vocabulary and using and applying vocabulary accurately * Developing their repertoire and mastery of artistic skills (linked to illusions) including drawing, using lines/ angles, shading and tone, vanishing point, trompe l’oeil, foreshortening, colour and gradient, blivets * Creating sketch books to record their observations, evolving skills and progress and revisiting and reviewing their achievements accordingly * Developing their understanding of tessellations and using this creatively * Researching biographical facts about key artists (Esher) and investigating underpinning rationales * Developing their recall, understanding, use and application of key musical terms to enhance composition * Listening actively to musical compositions and identifying key musical elements that enhance effectiveness ( or otherwise) * Improvising, Composing, performing and improving * Collaboratively producing a montage * Showcasing their artistic work * Recalling and using prior knowledge * Using and applying techniques to progressively develop * Demonstrating and developing perseverance, collaboration and independence as required * Exploring and unpicking concepts and techniques * Explaining and articulating key concepts preferences * Giving, receiving and acting upon feedback to improve and refine work and ideas * Generating ideas and exploring possibilities * Using technology to research and record ideas/learning * Actively participating in teamwork to enhance their understanding * Challenging the opinions of others in appropriately respectful ways * Communicating learning in relevant ways to high standards * Articulating their conceptual understanding * Developing and fine-tuning teamwork skills * Revising their ideas and deepening their understanding in light of cumulative learning and challenging ideas * Running art- based workshops for parents plus at the final flourish * Using musical vocabulary accurately * Listening carefully to music to identify how different musical features such as dynamics, tempo are used to create mood and atmosphere * Improvising musical compositions * Improving and refining musical compositions * Performing compositions * Using graphic notation * Performing a musical composition for the Final Flourish * Running a musical percussive round including parents for their final flourish |

**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?** |
| Children who are GROWING in Art Illusions will begin to experiment with and use the new techniques being taught. To support their development, they will have access to templates and visual aids, together with peer and teacher support. Throughout, they will practise new skills and try out different techniques including simpler vanishing points, basic shading, essential foreshortening, and op art based upon scaffolded use of complimentary colours and lines. They will have opportunities for overlearning and access to access to exemplars, worked examples and aide memoires.  With repetition, reminders and visual prompts, they will recognise and recall the names of some of the techniques used and begin to recall and use correct vocabulary when discussing their own and others’ artwork. With support and guidance (from peers and teachers) they will annotate their own work and engage in self and peer review. With support and scaffolds, they will independently research and write a basic biography of Esher consisting of key factual information. They will participate fully in the final flourish with peer support to achieve challenging yet supported and achievable contributions and goals.  Children who are GROWING in music will begin to explore, learn and repeat knowledge and practise skills. With overlearning, flashcards, visual prompts and small group quizzes, they will increasingly recall and use key vocabulary such as dynamics, tempo, timbre and pitch. They will be able to offer simple insights into the mood and illusions that composers have created. Increasingly, they will identify 2 or 3 of the techniques used to achieve these effects and illusions and begin to experiment with them in small group improvisations and compositions – comparing and contrasting extreme variations to reinforce learning. They will share their understanding about what they are learning and the task in hand with a designated peer. They will begin to learn about different composers and composition techniques as they engage in improvisation and composition in mixed ability groupings. Through peer role-modelling, they will gain basic insights into graphic notation and conducting. They will participate fully in whole group performances, undertaking roles and contributions which are suitably challenging yet supported and achievable. | * Offering very precise knowledge goals for each facet of the learning and asking questions to ensure children have understood these goals * Presenting and revisiting new material in small steps with opportunities for student rehearsal, questioning and rephrasing after each step. Using post its to support this * Accessing vocabulary prompts through flashcards and other pictorial resources * Addressing misconceptions * Offering models and scaffolds to break learning into manageable stages * Re-teaching as required * Giving exemplars, worked examples and physical representations of art techniques and completed tasks * Printing off Power Point slides and similar resources as aide memoires * Asking questions, thinking aloud and modelling thought processes and steps (I wander…) to enable children to sequence, summarise, recall and explain key knowledge, techniques, tasks and vocabulary * Giving detailed instructional support (for example when undertaking tasks, annotating, researching secondary sources and recording learning). Narrating the steps and decisions * Asking the pupils to explain what they have just learnt and the thought-processes or steps behind this * Addressing and improving short, partially   formed or partially incorrect answers   * Offering initial inputs and ongoing pit-stop check points to support children in the research and planning stages of their artwork and musical improvisations and compositions * Creating mixed ability pairings and groupings to facilitate modelling, peer support and skills-sharing within art and music | * Beginning to analyse art and music features and identify techniques with scaffolds and support from the teacher and/or a peer * Using models, scaffolds and worked examples to develop secure knowledge and understanding and to support their own sketches, improvisations and compositions * Regularly using, defining and re-defining key vocabulary with increasing fluency and accuracy * Creating core ‘quiz’ questions based on their essential knowledge and understanding for peers to answer * Experimenting with basic techniques * Recalling and revisiting knowledge * Using templates, models and scaffolds to advance their musical and artistic repertoire * Showing perseverance and attempting independence whilst using peer and teacher support as needed * Repeatedly experimenting with, practicing and improving core skills * Doing simple self and peer assessments and with support, annotating sketchbooks accordingly * Being motivated to act on feedback to improve * Sharing key learning points in their own words and recalling essential procedures with a peer to facilitate ongoing listening, focus and understanding. * With support and scaffolds, using ICT for secondary research and recording their findings * Actively participating in mixed ability groupings and performances |

**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?** |
| Children who are Blossoming in Art Illusions will essentially engage with enthusiasm, commitment and absolute enjoyment to their evolving knowledge and skills in the manipulation of art to present the impossible through illusion. In pairs and whole classwork, they will actively discuss and analyse examples of Artists’ work portraying techniques relating to Art Illusions (including vanishing point, horizon lines, foreshortening, shading and tone for 3D effects, isometrics, perspective, tessellations, trompe l’oeil, and op art based upon line and colour) with curiosity and imagination. They will work independently to progressively practice, develop, use and apply these core artistic skills in their sketchbooks. They will include self-review and peer feedback annotations. They will use and apply correct artistic vocabulary to inform their self and peer assessments. Blossoming children will persevere to create successful, finished artwork pieces of which they are proud, and which embody learnt skills and knowledge. Increasingly, they will demonstrate independence in selecting and combing skills for illusory effects in original and experimental ways. Pupils will research and write a biography of Escher which transcends to key facts to offer simple analysis as to why he produced such artwork within his historical contexting. They will confidently showcase their artwork for a live audience including discussions and facilitate purposeful short workshops for visiting adults  Children who are Blossoming in Music Illusions will readily recall, use and apply musical terminology. They will use this to analyse the work of composers and to inform their own improvisations and refined performances. They will listen with attention to detail to establish how skilled musicians have used musical elements for desired illusionary effects. They will engage readily in creating and improvising and use graphical notation to record their work | * Sharing the overall purpose and specific learning throughout * Providing high quality instruction, learning materials and elaboration activities to enable children to develop, consolidate and extend their learning * Ask children to rephrase, summarise and elaborate upon their learning – especially to elicit links within and between existing artistic and musical skills and knowledge * Asking questions and modelling thought processes to support this process * Providing modelling, exemplars and models to support children’s independent thought process and artistic development and learning * Accessing compatible working groups and peer support to promote learning * Giving specific feedback to guide improvements * Addressing misconceptions or partial exploration and analysis * Postulating ideas, hypotheses and questions to further children’s curiosity, understanding and imaginations * Making technical vocabulary explicit and revisiting it frequently in varied and interactive ways to develop children’s fluency * Enabling children to practice, improve and use and apply their evolving artistic skills * Enable and ensuring that children know how to and do annotate and improve their artwork through self-review, peer feedback and annotations * Providing ample time for pupils to create finished products that they are proud of * Providing opportunities to extend learning though questioning, research and active investigation * Providing primary and secondary sources and resources for children to begin to interpret, analyse and evaluate. Offering inputs to extend their thinking and postulate further lines of enquiry * Promoting debate and modelling/reinforcing appropriate challenge * Enabling children to collaborate to create montages * Facilitating children in showcasing their work confidently to a live audience. * Skilling pupils to run short workshops for adults and children from other schools based upon core techniques * Sustaining enthusiasm, independence, perseverance and challenge | * Actively listening * Being prepared, organised and committed to learn and progress * Recalling and re-activating learning by rephrasing, summarising, creating knowledge maps/prompts and revisiting their sketchbooks and musical graphical notations * Engaging collaboratively in shared discussion and debate as a whole class and in smaller groupings * Sharing ideas , posing questions and sketching, drafting, critiquing and giving constructive feedback and improving individually, in small groups and collectively * Using scaffolds, templates and exemplars * Sharing understanding and definitions of vocabulary and using and applying vocabulary accurately * Developing their repertoire and mastery of artistic skills (linked to illusions) including drawing, using lines/ angles, shading and tone, vanishing point, trompe l’oeil, foreshortening, colour and gradient, blivets * Creating sketch books to record their observations, evolving skills and progress and revisiting and reviewing their achievements accordingly * Developing their understanding of tessellations and using this creatively * Researching biographical facts about key artists (Esher) and investigating underpinning rationales * Developing their recall, understanding, use and application of key musical terms to enhance composition * Listening actively to musical compositions and identifying key musical elements that enhance effectiveness ( or otherwise) * Improvising, Composing, performing and improving * Collaboratively producing a montage * Showcasing their artistic work * Recalling and using prior knowledge * Using and applying techniques to progressively develop * Demonstrating and developing perseverance, collaboration and independence as required * Exploring and unpicking concepts and techniques * Explaining and articulating key concepts preferences * Giving, receiving and acting upon feedback to improve and refine work and ideas * Generating ideas and exploring possibilities * Using technology to research and record ideas/learning * Actively participating in teamwork to enhance their understanding * Challenging the opinions of others in appropriately respectful ways * Communicating learning in relevant ways to high standards * Articulating their conceptual understanding * Developing and fine-tuning teamwork skills * Revising their ideas and deepening their understanding in light of cumulative learning and challenging ideas * Running art- based workshops for parents plus at the final flourish * Using musical vocabulary accurately * Listening carefully to music to identify how different musical features such as dynamics, tempo are used to create mood and atmosphere * Improvising musical compositions * Improving and refining musical compositions * Performing compositions * Using graphic notation * Performing a musical composition for the Final Flourish * Running a musical percussive round including parents for their final flourish |

**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 who are Flourishing as ARTISTS will relish in their learning about techniques in art that generate the impossible. Having mastered them , they will add originality and creativity to their application, generating further possibilities and options to be explored. They will readily integrate and assess progressive techniques, determining how and when to use each for maximum illusionary impact. They will offer rationales, justifications and novel perspectives in their own work and in their assessment of famous artists’ work. They will assess different pieces of work using annotations, self and peer feedback and be motivated to ever-improve and experiment. They will support and role-mode l for less confident peers. They will take a lead role in the Final Flourish event. They will accept challenge and provide informed rationales in their interpretation of classic artwork and artists, including their detailed biography of not only who Esher was, but why he created his art in light of the history of art, contemporary art and context.  Children who are FLOURISHING in Music Illusions will readily integrate use and apply advancing musical vocabulary to analyse composers’ intentions and the effectiveness of the moods and illusions that they are creating. They will also independently adapt and synthesise particular techniques or styles to match given intentions when improvising and composing independently, in small groups and as a whole class.  They will adapt and change their work to improve it, taking on board self-review and the comments of others. They will design and innovate based upon their developing musical knowledge and skills whilst actively volunteering constructive suggestions for the Final Flourish performance and audience event. They will support less confident and growing peers to achieve their full potential through modelling, support, guidance and constructive feedback. They will head up graphical notation and recording whilst teaching and guiding peers in these art forms. | * Sharing the overall purpose and specific learning throughout * Ask children to rephrase, summarise and elaborate upon their learning – especially in light of further learning * Asking questions and modelling thought processes to support this process * Providing modelling, exemplars and models to support children’s independent thought process and learning * Accessing compatible working groups and peer support to promote learning * Giving specific feedback to guide improvements * Addressing misconceptions or partial exploration and analysis * Providing high quality instruction, learning materials and elaboration activities to enable children to consolidate and extend their learning * Challenging pupils to experiment with skills learnt within artwork and musical compositions in creative and original ways * Challenging pupils to ever improve * Prompting children to make links within their learning, to integrate different aspects of learning within the same piece and to synthesise concepts as they design, compose and create * Asking pupils to postulate ideas, hypotheses and questions * Challenging pupils through questions posed to provide rationales, offer informed comparisons, assess techniques and theories and evaluate outcomes * Providing opportunities to extend learning though experimentation, research, specialists and debate * Providing primary and secondary sources and resources for children to begin to interpret, analyse and evaluate. Offering inputs to extend their thinking and postulate further lines of enquiry * Promoting debate and modelling/reinforcing appropriate challenge * Offering opportunities for independence, creativity and synthesis * Offering affirmation * Creating opportunities for peer guidance, teaching, coaching and role-modelling | * Actively listening and asking questions throughout to extend their thinking * Generating ideas and exploring possibilities in original and creative ways * Identifying omissions in their learning and independently sourcing missing information to deepen their understanding * Independently trying out alternatives, experimenting, composing by adapting , developing and synthesising ideas * Reactivating, rephrasing and summarising prior learning in order to cumulatively elaborate, refine and add depth to knowledge, understanding and creative designs * Adapting ideas and designs in light of further knowledge and understanding * Progressively selecting and combining techniques to match intentions * Using models and exemplars to enable working independently from the teacher * Sharing insights, justifying and reasoning * Making inventive links within their learning and hypothesising * Using and applying knowledge and vocabulary accurately * Explaining underlying concepts creatively in verbal and written format * Analysing and examining concepts and techniques independently in innovative ways * Making and expanding upon links and connections within their learning * Using technology confidently and effectively * Actively participating in teamwork and independent debate to enhance their learning * Persevering, acting on feedback to continuously improve and refine understanding and work * Using and interpreting primary and secondary sources and resources in pairs or small groups to raise questions and endeavour to answer them * Acting as peer coaches, demonstrating and modelling |

Art: Illusions

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| Key learning | Essential Learning Objectives | Grow | Blossom | Flourish |
| **Art Illusions 1 (2/3 lessons)**   * Identify and recognise where artists are using illusions to create effects such as depth and distance. * Explain what perspective is and how it is used by artists. * Use vanishing points and horizon lines in their own work to create perspective | To explore the concept of artistic illusions and link this to specific techniques.  To identify vanishing point and horizon lines as techniques used by artists to create depth and distance within artwork  To begin to experiment with using and applying vanishing points within their own artwork. | With support identify vanishing points and horizon lines in famous, classic pictures on the prepared Power Point. Have access to printed copies and mark on vanishing points to refer back to.  With support, models and templates, use vanishing point to create name art.  With support, templates and visual prompts, create a piece of artwork that has a road lined with trees that lead to a horizontal line and a vanishing point | In pairs, identify vanishing points and horizon lines in famous, classic pictures on the prepared Power Point. Consider whether shading has been used on any of the pictures for further effect.  Use vanishing point to create £D name art  Use vanishing point and horizontal line techniques to create pieces of artwork with a road lined with houses, and a river leading to an off-centre vanishing point.  Experiment with shading for further impact. | Independently identify vanishing points and horizon lines in famous, classic pictures on the prepared Power Point. Consider whether shading has been used on any of the pictures for further effect.  Experiment with different vanishing points and create both names linked to generate 3D name art.  Use perspective techniques to create a piece of artwork showing buildings on a street corner leading to a horizon line and 2 vanishing points. Also attempt a path winding through a forest leading to a horizon point and vanishing point.  Explain what happens when curved lines are used to a vanishing point and what the effects are of moving the vanishing point to different places. |
| **Art Illusions 2 (1/2 lessons)**   * to use perspective to design and create realistic interiors | To explore and experiment with identifying appropriate vanishing points in different contexts to create illusions of realistic depth and space.  Children to develop skills in using vanishing point and lines as guides for creating accurate perspective in different contexts.  Children to develop both drawing techniques and skills in using and applying digital technologies to progress their artistic repertoire. Photographs are then used to inspire further progressive sketches and artwork | With support and visual prompts, to create the outline of an interior room using vanishing point and horizon lines – thereby introducing a sense of depth. Children to share and discuss their work with support.  With support, guidance and visual prompts, pupils work in small groups to take pictures of each other from different angles to create foreshortening (picture cards supplied as visual prompts). | In pairs and with visual aids, to add to the basic illusion of depth in a room by including an open door and creating a second room or garden beyond the first room. Children to gain accuracy and confidence in identifying vanishing points and line guides to create a realistic illusion of distance and space.  Working in small groups and after discussing visual prompts, children to use digital technologies to generate photographs that embody foreshortening. Children challenged to experiment and extend the illusions they can create beyond the picture prompts  Children to discuss and share their progress, achievements and setbacks.  Children challenged to then sketch images based upon their photos whereby for example, their feet are foreground and large whilst their body is smaller and more distant. | To use perspective techniques to create a realistic interior with an open door, generating an illusion of depth and distance. Then independently add detail to the interior using perspective techniques. Children challenged to create a room interior as shown on the slides. Children to add as much detail as they can and always think about the objects they draw heading to the vanishing point to create accurate perspective. Children to critique their own and each other’s progress and achievements and suggest enhancements. |
| **Art Illusions 3 (2/3 lessons)**   * to investigate how artists use foreshortening to give perspective | Children can explain what foreshortening is and identify examples of its use by artists to create illusions of viewer perspective.  Children to use and develop foreshortening techniques to create an illusion of directed viewer perspective | Children to use pre-prepared resources, guidelines and templates of superhero flying through the air. Children to use the guidelines to copy the image, focusing on getting the proportions correct. Children progress to drawing their own superhero using templates with gridlines focusing upon foreshortening to create perspective. | Children experiment with recreating three different foreshortened superhero poses using gridlines to start with, whilst focusing upon getting the proportions correct. They progress to drawing their own superhero poses using sketchbooks and feedback from peers to enhance and improve their artwork. | Children critique images of superheroes, identifying and discussing the foreshortening techniques used. Independently, they create developmental /practice sketches based upon their insights. They progress to drawing their own superhero in a variety of different poses and annotate the foreshortening techniques they have used.  Using the photographs taken, Children challenged to draw themselves in sketch books using foreshortening. Children’s drawn work is reviewed with teacher input on the basis of what they are actually seeing as opposed to what they think they should be seeing. |
| **Art Illusions 4**  To explore how artists use trompe l’oeil to create illusions.  To explore the use of shading to create a 3D effect so that objects do not appear flat on the page | Children know and can explain what trompe l’oeil is.  Children can identify and explain how shading has been used to create the illusion of paintings being real objects (particularly by earlier artists)  Children know what photorealism is ( making pictures look as real as photos) and can explain and identify its use.  Children can comment on a variety of works of art that create illusions through trompe l’oeil.  If possible, show children the Honda advert ‘An impossible made possible’ which has lots of examples of trompe l’oeil. How many examples can they spot? online, for example at https://www.youtube.com/watch? v=UelJZG\_bF98#t=21.  Children create a piece of progressive artwork using trompe l’oeil. | With support, templars and pictorial prompts, children practice and develop basic shading skills to create a three D effect and by using soft pencils, develop blending skills to create smoother shading (using resources from Twinkl Tonal Shading and Planbee) | Children develop and apply their shading techniques to create the illusion that objects they have drawn are not flat on the page, progressing from a sphere to a glass of water. They enhance their skills in using tonal shading using 3D shapes ideas from Twinkl  In pairs children examine pictures that use trompe l’oeil and discuss how the artists have used shading to create the illusion that objects are not flat on the page. | Children apply and enhance their shading skills in more demanding contexts – for example by using shading to create the illusion of water being poured into a glass.  Children examine ‘Escaping Criticism’ by Borrell de Caso (depicting a boy escaping from a painting). They choose whether to replicate this idea or to create a notice board with objects pinned to it and use this is inspire a piece of trompe l’oeil artwork. |
| **Art Illusions 5**  To develop and extend children’s repertoire of shading and tone | Children identify and experiment with cross-hatching, blending, stippling, contour-hatching and scumbling via Twinkl Tone Power Point and resources | Using support, visual prompts, pictorial guides and peer support, children attempt two of these techniques and repeat and improve their initial efforts at least twice, annotating their improvements | Children engage with at least 4 of these techniques – using peer feedback and self-analysis to improve on their initial attempts | Children engage with all of these techniques, and self-and peer critique improvements. they identify effectiveness and potential advantageous uses of each. |
| **Art Illusions 6**  To develop basic use of isometrics as a means of creating 3D illusions | Children attempt to create the illusion of 3D by experimenting with isometric letters (Via Twinkl Power Point and resource kit) | With teacher guidance and direct instruction about counting dots,, children use isometric paper to create an isometric alphabet letter | Children support each other in pairs to draft and reproduce their first names using the Isometric alphabet | Children independently create their full Isometric alphabet letters and then consider/study and attempt the isometric cube |
|  |  |  |  |  |
| Mrs Storey |  |  |  |  |
| **Escher 1**  To learn how artists including Escher can use perspective to create (impossible) illusions (PlanBee Pack 5) | Children to explore art works where perspective has been deliberately manipulated to create illusions  Children can identify the tricks and illusions that artists have created  Children to create their own illusions using blivets | With support, reminders, visual prompts and repetition, children to examine ‘Magpie on the Gallows’ and ‘The importance of knowing perspective’ by Hogarth and identify what they can see in the pictures that could not be real in actuality.  With support and guidance children to fold paper in an impossible way.  Using templars and pictorial prompts, children to turn the blivet and impossible triangle into creative artwork. | In pairs, Children to examine ‘Magpie on the Gallows’ and ‘The importance of knowing perspective’ by Hogarth and identify what they can see in the pictures that can only exist in art rather that real life.  With support and  Children to follow instructions to fold paper in impossible way.  Children to draw the blivet and expand upon it to create original artwork by for example, turning it into a table or three legged being. | Independently, children to examine ‘Magpie on the Gallows’ and ‘The importance of knowing perspective’ by Hogarth and identify what they can see in the pictures that could not be real in actuality, with the additional challenge of working out how perspectives have been used by the artist to create these effects.  Children to follow instructions independently to fold a piece of paper in an impossible way and then offer explanations as to what has happened  Once provided with Picture Cards showing different examples of blivets. Children to have a go at sketching the blivets, then use them to create their own piece of tricky artwork. |
| **Escher** 2 To actively research M.C.Esher’s life, work and art, including consideration of historical contexting linked to other artists/art movements and exploring why he chose to create these art works | Children to find out about the life , work and rationale behind Escher’s work | With support, guidance and planning sheets, children to use books, copies of Power Points and bookmarked websites to research and record basic facts about Escher. With peer support, Children also to select three of his pictures using Google, save and print them in a Word document and annotate on simple facts about the illusions used, their preferences and choices. Children to write a simple biography. | Children to make initial notes during shared PowerPoints and presentations, children to research and record key facts about Escher’s life, work and art. They then investigate his contemporary artists and begin to discover why he might have created the art works he did. Children also to select five of his pictures using Google, save and print them in a Word document and annotate on analysis of the illusions used and any techniques they can identify.  Children to write an analytical biography which explores his context and motives for illusional artwork. | Children to independently research and profile M.C. Escher, detailing key facts and extending to an informed rationale of why he created such artwork in his historical context.  Children to create a profile of a wide range of Escher’s artwork (via the Internet) and compare, contrast and chronologise his artistic career within its historical context. |
| **Escher 3**  **Tessellations** (Twinkl resources) | To explore and create tessellations based upon Esher’s work | With support, pictorial prompts, scaffolds and reminders, children to create simple tessellations. | Using Esher’s inspiration, create more advancing tessellating artworks. Investigate which shapes and designs tessellate, and which do not and record/annotate findings | Using Esher’s work as inspiration, create, evaluate and improve original pieces of artwork |
| **Optical Illusions 1**(TES PowerPoints and Planbee)  To explore and create optical art | To explore and create optical art  To know that during the 1960s, artists started using simple geometric patterns and simple complementary colours to create the illusion of movement in images, and to identify how lines can be used to create similar illusory effects.  To know that colour and line can be used by artists to create optical illusions | With support, guidance and scaffolded resources, children complete an image that creates the illusion of lines bending rather than being horizontal. They then experiment with different colours to see whether this has any effect on the image  With peer support and pictorial prompts, create an optical illusion based upon a hand drawing | Using prepared resources, children combine black and a second colour to create an op illusion. As a further challenge, they introduce gradient shading as their second colour to experiment with and change the illusion they are creating.  Create an optical illusion based upon a hand drawing. Then experiment with different colours and line thickness to explore the impact. | Children independently follow instructions using circles and grids to create 3D op illusions.  Children complete the optical illusion artwork combing two hands and experiment with the effects. |
| **Optical Illusions 2**  Children to work in mixed ability and disposition teams to create a section of the Optical Illusions montage each. | To cooperate to collectively design and create a montage-based collage of optical illusion images– both famous and those made within class.  Children to work in mixed ability and disposition teams to create a section of the Optical Illusions montage each. | With support, guidance and prompts, children will use the Internet to select and save 3 of their favourite Op Art images. They will select their 3 favourite personal Op Illusion artwork and compile these pieces for use in a class montage. | Children will use the Internet to select and save 3 of their favourite Op Art images. They will select their 3 favourite personal Op Illusion artwork and compile these pieces for use in a class montage. | Children will use the Internet to select and save 3 of their favourite Op Art images. They will select their 3 favourite personal Op Illusion artwork and compile these pieces for use in a class montage. |
| **Preparation for final flourish** | This is a children led event so planning will be hugely collaborative and based upon their ideas | | | |

Music: Illusions

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| To create the musical illusion of sounds passing by experimenting with tempo, pitch, crescendo and diminuendo | To collaboratively create the illusions of sounds passing (sirens, motorbikes) and to improvise a simple rainstorm using body percussion (createarainstorm) and voices/sounds as a whole group then improvised and performed smaller groups | With support from peers and teachers, children will identify what changes as a sound approaches, is in close range and moves away. They will experiment with creating this illusion using simple percussion instruments. They will join in with peers in small groups and with support, participate in a simple improvisation of a storm passing using body percussion. They will accept cues and prompts from peers | Children will work in small groups to experiment with and improvise the illusion of an array of sounds passing using percussion, voice and dynamics. They will work in small groups using body percussion to compose and perform a simple storm passing and act on feedback to improve. | Children will work in small groups to experiment with and improvise the illusion of an array of sounds passing using percussion, voice and dynamics. They will show creativity, imagination and innovations in their compositions appropriate to the task in hand. They will work in small groups using body percussion to compose and perform a simple storm passing and act on feedback to improve. |
| The Storm and Musical Terms (use Planbee Extreme Earth music) | To listen to a composition that tells the storm of a storm  To learn and use key musical terminology including tempo, crescendo, diminuendo, texture, dynamics, structure, melody and dissonance (where sounds combine to sound unstable), pitch, duration (length of sounds and silences), forte (loudly and strongly)  To analyse the composition that they have listened to using these terms and linking texture, dynamics, tempo to the illusion of a storm passing in music  To link pitch to certain aspects of a storm and select percussion instruments accordingly  To improvise a storm combining digital recording and use of percussion instruments  To evaluate and improve the performance | Children will listen to a storm composition and with support, identify different stages and simple effects that were used. With visual prompts and frequent opportunities for overlearning, they will explain in their own words and give examples of 5 key musical terms. They will look to see whether and how these techniques have been used when they listen to compositions. With support, they will select percussion instruments linked to rain, thunder, wind etc with increasing accuracy. When improvising and composing, they will act on feedback to adjust tempo, duration and texture appropriately to enable their full participation in whole class and smaller group compositions. They will articulate what they have learnt/remembered and any improvements in their learning with a peer talk partner. | Children will increasingly recall and use musical terminology correctly. They will make visual prompts independently and participate in short, fun peer challenges to reinforce their knowledge base. They will use this knowledge to analyse compositions, working in pairs and small groups to identify and refine their understanding of how techniques are used and combined to create a desired effect. They will work in small groups to link pitch and specific percussion instruments to certain aspects of a storm. they will actively participate in a whole class improvisation of a storm combining digital and percussive features and will experiment freely, sharing ideas, suggesting improvements and acting upon feedback. | Children will rapidly internalise, use and apply musical terminology correctly.  They will independently analyse compositions to identify which techniques have been used and combined. They will suggest variations and improvements.  They will work in Flourishing groups to link percussion instruments with the illusion of a storm passing and present an improvised storm for the rest of the class to analyse and give feedback on. They will refine their composition and ideas in light of feedback received, challenging themselves to excel in their innovative yet informed compositions. They will take a lead role within a whole class composition combining digital and percussive elements and independently identify specific improvements. |
| The storm  To listen to, compose, perform, appraise and improve musical activity  (using the storm via TES) | To listen with attention to detail. To learn how combined musical elements of pitch, duration, timbre, texture, can be organised to create different illusory effects  To understand, use and apply the term tempo and know what a metronome is  To use graphic notation when composing music  Improvise, developing rhythmic & melodic materials when performing.  Explore choose, combine & organise musical ideas & structures.  Improve their own composition & others in relation to its intended effect.  To perform this to a live audience | With support, guidance, cues and prompts from peers and teachers, children will participate in the improvisation and composition of a storm story. They will act upon feedback to improve their performance. | Children will listen to compositions with attention to detail and techniques used.  In small groups, they will improvise and perform a storm composition, by combining all prior learning and choosing and organising musical ideas and structures for a desired effect  With support and guidance, they will experiment with graphic notation to record their ideas and use both a conductor and an online metronome  They will blend their creative ideas into a whole class composition  They will offer feedback and improvements and persevere in refining the composition to performance standards.  They will perform this to a live audience | Children will use all learning to choreograph an improvised storm performance. They will independently use graphic notation, conductors and metronomes to add precision. They will offer original and innovative role in making suggestions for the whole class performance and proposing informed and exciting refinements. |
| The pupil led Body Percussion Raindance | To create and deliver a passing rainstorm using body percussion within which parents and guests participate at the final flourish as rounds (identical yet groups start at different points) to convey the storm moving onwards | Children will use cues and prompts from peers about when to start and finish their contribution to the percussive rounds. They will regularly recall key knowledge about tempo, duration and dynamics. They will play an active part in smaller groupings consisting of parents and pupils | Children will understand and use the term ‘rounds’.  Children will actively participate in sharing ideas, refining their performance and practice leading small group rounds | Children will conduct and choreograph the timings of the rounds starting and ending, ensuring smooth and effective transitions. Children will make informed and creative suggestions to assist the composition of a quality body percussion storm within which adults will be invited to join. |

**WE ARE ARTISTS **

**Class:** Tigers Y5/6 **Teacher:** Mrs Gardiner **Term and Year:** Summer 2024

**FINAL FLOURISH**

The Art of Illusion will be an interactive event to which parents/carers, governors, the local community and Years 5 and 6 From All Saints Kirkby Overblow will be warmly invited. Pupils will collaborate in displaying and showcasing their artwork and discussing it with viewers. Groups of pupils will then run a selection of short workshops to enable visitors to gain insights into at least one of the techniques used. Once visitors have participated in a pupil-led activity, the pupils will next perform “The Storm”, a percussive piece that they (will) have composed to create the illusion of a storm gathering, raging and passing. Finally, visitors will be invited to join with the pupils in a creating the illusion of a Rainstorm using body percussion. This celebratory finale will again be led by pupils and will create the illusion of a rainstorm passing around the room.