** WE ARE ARTISTS **

**Class:** Pears (Y1/2) **Teacher:** Miss Ellis **Term and Year:** Year B – Summer Term

**PRIMARY PROVOCATION**

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

**“GRAFFITI IS VANDALISM”**

In this topic children will have the opportunity to explore the provocation ‘Graffiti is vandalism’ and decide whether this is an appropriate viewpoint or not to take. It will provoke a response and the opportunity for exploration that many emotions, feelings and moral boosting can come from graffiti if it is done in the right way (Banksy artwork to support the Covid -19 appeal, street art in Brazil to eliminate street crime etc).

We will explore the idea of contemporary art, including looking at different styles such as street art, pop art and graffiti and will also look at the way that lyrics and words can provoke a response. In particular we will look at slam poetry and rap. In addition to this, children will learn the core skills around colour mixing and blending.

Pupils will have the opportunity to make links between art and music by combing the two elements together. Children will aim to create a wall of positivity with a twist!

**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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| **Compassion**  Ensuring that children show compassion when discussing graffiti words. Making sure children are compassionate to one another when coming up with words of hate and words of positivity. | **Koinonia**  Showing teamwork and collaboration when creating artwork and music. Understanding that a united approach can be more successful than working alone. |

**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 – Colour and Key Artist Research  LO – To understand and identify primary colours  *Essential Vocabulary: Primary colours, Piet Mondrian*  LO – To understand and use secondary colours  *Essential Vocabulary: Secondary colours, Mark Rothko, abstract art*  LO – To mix tints  *Essential Vocabulary: Neutral colours, tints, Paul Klee*  LO – To create shades  *Essential Vocabulary: Neutral colours, shades, Jackson Pollock*  LO- To understand the difference between warm and cool colours and how they make us feel  *Essential Vocabulary: Warm colours, cool colours, Robert Delaunay, abstract art*  LO – To use shapes in my artwork  *Essential Vocabulary: Wassily Kandinsky, abstract art*  Art – Graffiti  LO – Who is Banksy?  *Essential Vocabulary: Banksy, graffiti, artist, street art*  LO – What are fonts?  *Essential Vocabulary: Font, typeface, words, vocabulary, description*  LO – Do words matter?  *Essential Vocabulary: compassion, emotion*  LO – To compare Brazilian street art to Banksy’s artwork  *Essential Vocabulary: Compare, similar, different*  LO – To learn about Keith Haring  *Essential Vocabulary: pop art, colour, expression*  LO – To compare Roy Lichenstein and Andy Warhol  *Essential Vocabulary: Compare, similar, different*  LO – To create a graffiti styled message of positivity  *Essential Vocabulary: Positivity, kindness, hope, graffiti, font, style, abstract, contemporary*  Music – slam poetry/rap  LO – What is a beat?  *Essential Vocabulary: Beat, music, pace, rhythm*  LO –How does music make us feel?  *Essential Vocabulary: Music, notes, pitch, sound, feelings, emotions*  LO – How can music help us?  *Essential Vocabulary: Wellbeing, emotions, calm, relaxed*  LO – How can we spread messages of positivity through music?  *Essential Vocabulary: Words, language, emotion*  LO – How can we create our own music using words in our values?  *Essential Vocabulary: Percussion, strings, woodwind*  LO – To write lyrics for a purpose  *Essential Vocabulary: Koinonia, lyrics, words, message of positivity*  LO – To rehearse our songs  *Essential Vocabulary: Practise, sing, beat, pace, rhyme, rhythm*  LO – To perform our songs (in the style of slam poetry/rap)  *Essential Vocabulary: Slam poetry, rap, confidence, performance*  **Links to the National Curriculum – Content Coverage Overview Areas:**  *Art:*  Pupils should be taught:   * to use a range of materials creatively to design and make products * to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination * to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space * about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.   *Music:*  Pupils should be taught:   * to use their voices expressively and creatively by singing songs and speaking chants and rhymes * to listen with concentration and understanding to a range of high-quality live and recorded music * to experiment with, create, select and combine sounds using the interrelated dimensions of music | * Begin each lesson with a short review of previous learning * Ensuring daily review of new vocabulary including using this on We are Artists display * Making learning meaningful – having appropriate real-to-life activities including using ‘real’ resources like photographs and resources available in feely bags and on display * Ensuring stations are well set up and support a range of artistic media * Providing examples and demonstrations to support children * Using small steps to introduce new concepts * Ensuring questioning is tailored to address misconceptions and to move learning on * Revisiting learning | * Following routines * Actively listening * Being prepared and organised * Ready for learning * Engaged in the process * Showing commitment to the learning * Independently applying themselves to the learning * Using prior knowledge * Supporting one another * Asking questions |

**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 – Colour and Key Artist Research  LO – To understand and identify primary colours  *Essential Skills: Identifying, recognising*  LO – To understand and use secondary colours  *Essential Skills: Blending, identifying new colours*  LO – To mix tints  *Essential Skills: Mixing, wiping, blurring*  LO – To create shades  *Essential Skills: Recognition of tones*  LO- To understand the difference between warm and cool colours and how they make us feel  *Essential Skills: Knowing the difference between warm and cool tones*  LO – To use shapes in my artwork  *Essential Skills: Using shapes, mixing, filling*  Art – Graffiti  LO – Who is Banksy?  *Essential Skills: Research (art-history link)*  LO – What are fonts?  *Essential Skills: Noticing differences between fonts and explaining how this is so*  LO – Do words matter?  *Essential Skills: Understanding synonyms and antonyms*  LO – To compare Brazilian street art to Banksy’s artwork in Britain  *Essential Skills: Comparing, explaining*    LO – To learn about Keith Haring  *Essential Skills: Art-history link, research*  LO – To compare Roy Lichenstein and Andy Warhol  *Essential Skills: Compare*  LO – To create a graffiti styled message of positivity  *Essential Skills: To create a relevant shape, size and style of lettering*  Music – slam poetry/rap  LO – What is a beat?  *Essential Skills: Clapping in time*  LO –How does music make us feel?  *Essential Skills: Explaining emotions*  LO – How can music help us?  *Essential Skills: Explaining and reasoning*    LO – How can we spread messages of positivity through music?  *Essential Skills: Talk for learning*  LO – How can we create our own music using words in our values?  *Essential Skills: Teamwork, collaboration*  LO – To write lyrics for a purpose  *Essential Skills: Choosing words to fit the purpose*  LO – To rehearse our songs  *Essential Skills: Timing, collaboration*  LO – To perform our songs (in the style of slam poetry/rap)  *Essential Skills: Performance, confidence* | Pre-teaching initial vocabulary and modelling how to identify primary colours. Ask pupils to recognise them from around the classroom as an initial pre-assessment ‘quiz’.  Demonstrate choosing and using the mixed colours to create a Colour Field painting Remind the children to swish, wipe and blot the brush between each colour. Show the children that their colours will mix and blur if they allow them to run together. Children can explore this technique at the edges of their colour blocks but take care not to obscure their chosen colours. Show the children ‘What a good one looks like’ slide on the Lesson Presentation to illustrate the end result.  Demonstrate mixing tints and painting a picture in the style of ‘Separation in the Evening’. Model adding enough paint to get a recognisably different tint for each strip of the template. Demonstrate good brush habits by always swishing, wiping and blotting your brush between colours.  Show how to mix shades and create a Drip Painting. Model mixing a range of shades with each colour of paint. Demonstrate using a range of tools to drip and spatter the paint onto the card.  Using the Painting Template, demonstrate painting with warm colours on one side of the dividing line, and with cool colours on the other. Model cleaning the brush at each colour change. Remind the children that neutral colours can be used as warm or cool colours.  Using the Painting Template, demonstrate creating a circle painting.  • Model using the available paint to mix lots of colours, tints and shades.  • Paint a dot in each square surrounded by circles of increasing size.  • Demonstrate filling in all the white space on each square.  • Remind children to clean the brush at each colour change  Introduce Banksy via PPT and give context of chronology via timeline.  Recap initial learning and over-learning through group PPT presentation. Look at ‘word art’ as displayed on the screen. All the words are the same but they appear to look different. Why is that? Display word ‘kindness’  Model synonyms and antonyms for some of our values. Come up with a synonym circle for ‘happy’.  Show pictures of street artwork in the UK and in Brazil. Come up with word bank as a class to describe.  Introduce Haring via PPT and give context of chronology via timeline.  Introduce both artists and a Venn diagram modelled by Mrs Gardiner to show how these artists are similar and different to one another.  Recap learning from previous lesson and support with emotions web for key words.  Teacher to model clapping rounds through songs and games. Whole group to join in together.  Whole class to listen to a range of music. How does it make you feel? Show lyrics to go alongside. ‘Where is the Love?’ Black Eyed Peas, ‘This is Me’ The Greatest Showman  Key questioning opportunities. Encouraging dialogic talk.  Whole class input on expectations. Review prior learning about lyrics, meaning and emotions.  Modelling of ‘talk-for writing’ symbols and explain how this can be used for music. Allow a flourishing musician to demonstrate as my partner to showcase the outcome together.  Use flourishing pupils to model and demonstrating – setting expectations for all.  Coaching form Mrs Gardiner to support independence.  Mrs Gardiner to film and record songs. Add to Tapestry journals. | Children choose from pre-cut squares and rectangles in primary colours to create a picture in the style of Mondrian by sticking the shapes onto black card. Provide larger shapes for children to use in their collage to support.  Pupils to have a go at exploring primary colours and begin the start of creating a paper plate colour wheel, deepening from initial understanding of primary colours.  Children use white and one other colour to paint a tint picture in the style of ‘Separation in the Evening’.  Adult support to mix tints in a small group.  Supported work initially and then mixed with flourishing pupils so that modelling can impact on learning.  Children use warm and cool colours to create a painting in the style of Robert Delaunay. Children choose to do either a warm or a cool colour painting and explain their final product using newly learned vocabulary.  Focus on trial and error and the idea of self-improvement. Encourage children throughout to remain independent.  Group work to allow opportunities for exploration and questioning.  Group work to allow opportunities for exploration and questioning.  Group work to allow opportunities for exploration and questioning.  Mixed ability work promoting consolidation and teamwork. Use key vocabulary to extend learning opportunities.  Independent practice tasks to create showcase of ‘graffiti’ skills. Demonstrate what you like/dislike in partners.  Pupils to create an information web with a partner to showcase knowledge.  Children to independently sketch their word.  Sat in clear sight of the teacher so that they can see and hear when to clap.  Independent work and opportunity for the teacher to observe and record.  Circle time – explain the positives of music. When do you listen to it? Why?  Mixed ability partner work allowing strengths of each child to work together. Encouraging teamwork and school values throughout.  Mixed ability partner work allowing strengths of each child to work together. Encouraging teamwork and school values throughout.  Support from teacher to work on rhythm, pace and timing as well as word choices.  Practice, repetition and support where needed to recall lyrics (talk for learning recap).  Performing and showing confidence in own capabilities. Have talk for writing prompts at the back of the classroom to act as a visual reminder. |

**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 – Skill: Understanding Colour and Key Artist Research  LO – To understand and identify primary colours  *Essential Skills: Identifying, recognising*  *Essential Knowledge: To know and name all primary colours*  LO – To understand and use secondary colours  *Essential Skills: Blending, identifying new colours*  *Essential Knowledge: To know which colours can be blended to make specific secondary colours*  LO – To mix tints  *Essential Skills: Mixing, wiping, blurring*  *Essential Knowledge: To know how to make a tint lighter or darker*  LO – To create shades  *Essential Skills: Recognition of tones*  *Essential Knowledge: To know how to mix successfully*  LO- To understand the difference between warm and cool colours and how they make us feel  *Essential Skills: Knowing the difference between warm and cool tones*  *Essential Knowledge: To know how an effect can be created through the use of either warm or cool colours*  LO – To use shapes in my artwork  *Essential Skills: Using shapes, mixing, filling*  *Essential Knowledge: To know which skills could replicate the style of the artist*  Art – Graffiti  LO – Who is Banksy?  *Essential Skills: Research (art-history link)*  *Essential Knowledge: To know why Banksy is famous*  LO – What are fonts?  *Essential Skills: Noticing differences between fonts and explaining how this is so*  *Essential Knowledge: To know what fonts are*  LO – Do words matter?  *Essential Skills: Understanding synonyms and antonyms*  *Essential Knowledge: To know the meaning of words*  LO – To compare Brazilian street art to Banksy’s artwork in Britain  *Essential Skills: Comparing, explaining*  *Essential Knowledge: To know the meaning behind the artwork*    LO – To learn about Keith Haring  *Essential Skills: Art-history link, research*  *Essential Knowledge: To know why Haring is famous*  LO – To compare Roy Lichenstein and Andy Warhol  *Essential Skills: Compare*  *Essential Knowledge: To know the differences between both key artists*  LO – To create a graffiti styled message of positivity  *Essential Skills: To create a relevant shape, size and style of lettering*  *Essential Knowledge: To know the impact of the words we choose*  Music – slam poetry/rap  LO – What is a beat?  *Essential Skills: Clapping in time*  *Essential Knowledge: How to maintain a rhythm*  LO – How does music make us feel?  *Essential Skills: Explaining emotions*  *Essential Knowledge: Being able explain timbre, tempo and pitch*  LO – How can music help us?  *Essential Skills: Explaining and reasoning*  *Essential Knowledge: Understanding wellbeing*  LO – How can we spread messages of positivity through music?  *Essential Skills: Talk for learning*  *Essential Knowledge: To know how to select words appropriately*  LO – How can we create our own music using words from our values?  *Essential Skills: Teamwork, collaboration*  *Essential Knowledge: To know how to select words appropriately*  LO – To write lyrics for a purpose  *Essential Skills: Choosing words to fit the purpose*  *Essential Knowledge: To choose words which fit the purpose*  LO – To rehearse our songs  *Essential Skills: Timing, collaboration*  *Essential Knowledge: To know how to improve*  LO – To perform our songs (in the style of slam poetry/rap)  *Essential Skills: Performance, confidence*  *Essential Knowledge: How to project* | Pre-teaching initial vocabulary and modelling how to identify primary colours. Ask pupils to recognise them from around the classroom as an initial pre-assessment ‘quiz’.  Demonstrate choosing and using the mixed colours to create a Colour Field painting. Remind the children to swish, wipe and blot the brush between each colour. Show the children that their colours will mix and blur if they allow them to run together  Demonstrate mixing tints and painting a picture in the style of ‘Separation in the Evening’. Model adding enough paint to get a recognisably different tint for each strip of the template. Demonstrate good brush habits by always swishing, wiping and blotting your brush between colours.  Show how to mix shades and create a Drip Painting. Model mixing a range of shades with each colour of paint. Demonstrate using a range of tools to drip and spatter the paint onto the card.  Using the Painting Template, demonstrate painting with warm colours on one side of the dividing line, and with cool colours on the other. Model cleaning the brush at each colour change. Remind the children that neutral colours can be used as warm or cool colours and explain how this is done. Can you think of how this is done elsewhere?  Using the Painting Template, demonstrate creating a circle painting.  • Model using the available paint to mix lots of colours, tints and shades.  • Paint a dot in each square surrounded by circles of increasing size.  • Demonstrate filling in all the white space on each square.  • Remind children to clean the brush at each colour change  Introduce Banksy via PPT and give context of chronology via timeline.  Recap initial learning and over-learning through group PPT presentation. Look at ‘word art’ as displayed on the screen. All the words are the same but they appear to look different. Why is that? Display word ‘kindness’. Why does it look different in this style as opposed to this one? How does each make you feel?  Model synonyms and antonyms for some of our values. 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Use flourishing pupils to model and demonstrating – setting expectations for all.  Coaching form Mrs Gardiner to support independence.  Mrs Gardiner to film and record songs. Add to Tapestry journals. | Children choose from pre-cut squares and rectangles in primary colours to create a picture in the style of Mondrian by sticking the shapes onto black card. Children draw straight lines to separate the coloured construction paper into squares and rectangles then cut out their own shapes with scissors (work with flourishing children in strength partners).  Pupils to have a go at exploring primary colours and begin the start of creating a paper plate colour wheel, deepening from initial understanding of primary colours.  Children use white and one other colour to paint a tint picture in the style of ‘Separation in the Evening’.  Provide two colours of paint so children can mix two sets of tints that join in the middle like Paul Klee’s original.  Independent work to allow for experimentation.  Children use warm and cool colours to create a painting in the style of Robert Delaunay. Allow children to mix their own warm and cool colours from paint in the primary colours, plus white and black.  Focus on trial and error and the idea of self-improvement. Encourage children throughout to remain independent.  Group work to allow opportunities for exploration and questioning. Mixed ability to allow for consolidation.  Group work to allow opportunities for exploration and questioning.  Group work to allow opportunities for exploration and questioning.  Mixed ability work promoting consolidation and teamwork. Use key vocabulary to extend learning opportunities.  Independent practice tasks to create showcase of ‘graffiti’ skills. Demonstrate what you like/dislike in partners and write sentences to explain.  Pupils to create an information web with a partner to showcase knowledge. Feed back to the rest of the class verbally.  Children to independently sketch their word.  Ensure that children are able to work with partners where possible to support understanding.  Independent work and opportunity for the teacher to observe and record.  Circle time – explain the positives of music. When do you listen to it? Why? How does it make you feel?  Mixed ability partner work allowing strengths of each child to work together. Encouraging teamwork and school values throughout.  Mixed ability partner work allowing strengths of each child to work together. Encouraging teamwork and school values throughout.  Support from teacher to work on rhythm, pace and timing as well as word choices.  Practice, repetition and support where needed to recall lyrics (talk for learning recap).  Performing and showing confidence in own capabilities. Have talk for writing prompts at the back of the classroom to act as a visual reminder. |

**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. | | |
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Ask pupils to recognise them from around the classroom as an initial pre-assessment ‘quiz’.  Demonstrate choosing and using the mixed colours to create a Colour Field painting. Remind the children to swish, wipe and blot the brush between each colour. Show the children that their colours will mix and blur if they allow them to run together  Demonstrate mixing tints and painting a picture in the style of ‘Separation in the Evening’. Model adding enough paint to get a recognisably different tint for each strip of the template. Demonstrate good brush habits by always swishing, wiping and blotting your brush between colours.  Show how to mix shades and create a Drip Painting. Model mixing a range of shades with each colour of paint. Demonstrate using a range of tools to drip and spatter the paint onto the card.  Using the Painting Template, demonstrate painting with warm colours on one side of the dividing line, and with cool colours on the other. Model cleaning the brush at each colour change. Remind the children that neutral colours can be used as warm or cool colours and explain how this is done. Can you think of how this is done elsewhere?  Using the Painting Template, demonstrate creating a circle painting.  • Model using the available paint to mix lots of colours, tints and shades.  • Paint a dot in each square surrounded by circles of increasing size.  • Demonstrate filling in all the white space on each square.  • Remind children to clean the brush at each colour change  Introduce Banksy via PPT and give context of chronology via timeline.  Recap initial learning and over-learning through group PPT presentation. Look at ‘word art’ as displayed on the screen. All the words are the same but they appear to look different. Why is that? Display word ‘kindness’. Why does it look different in this style as opposed to this one? How does each make you feel?  Model synonyms and antonyms for some of our values. Come up with a synonym circle for ‘happy’. Can you create your own for ‘sad’?  Show pictures of street artwork in the UK and in Brazil. Come up with word bank as a class to describe.  Introduce Haring via PPT and give context of chronology via timeline.  Introduce both artists and a Venn diagram modelled by Mrs Gardiner to show how these artists are similar and different to one another.  Recap learning from previous lesson and support with emotions web for key words.  Teacher to model clapping rounds through songs and games. Whole group to join in together.  Whole class to listen to a range of music. How does it make you feel? Show lyrics to go alongside. ‘Where is the Love?’ Black Eyed Peas, ‘This is Me’ The Greatest Showman  Key questioning opportunities. Encouraging dialogic talk.  Whole class input on expectations. Review prior learning about lyrics, meaning and emotions.  Modelling of ‘talk-for writing’ symbols and explain how this can be used for music.  Use flourishing pupils to model and demonstrating – setting expectations for all.  Coaching form Mrs Gardiner to support independence.  Mrs Gardiner to film and record songs. Add to Tapestry journals. | Children choose from pre-cut squares and rectangles in primary colours to create a picture in the style of Mondrian by sticking the shapes onto black card. Children draw straight lines to separate the coloured construction paper into squares and rectangles then cut out their own shapes with scissors (work with blossoming children in strength partners).  Pupils to have a go at exploring primary colours and begin the start of creating a paper plate colour wheel, deepening from initial understanding of primary colours. Pupils to label these.  Children use white and one other colour to paint a tint picture in the style of ‘Separation in the Evening’.  Provide two colours of paint so children can mix two sets of tints that join in the middle like Paul Klee’s original. Explanation of his replicates Klee’s work.  Independent work to allow for experimentation. Justification verbally.  Children use warm and cool colours to create a painting in the style of Robert Delaunay. Allow children to mix their own warm and cool colours from paint in the primary colours, plus white and black and explain how this has worked.  Focus on trial and error and the idea of self-improvement. Encourage children throughout to remain independent and to act as coaches/mentors to growing and blossoming children if they need support.  Group work to allow opportunities for exploration and questioning. Mixed ability to allow for consolidation.  Group work to allow opportunities for exploration and questioning.  Group work to allow opportunities for exploration and questioning.  Mixed ability work promoting consolidation and teamwork. Use key vocabulary to extend learning opportunities.  Independent practice tasks to create showcase of ‘graffiti’ skills. Demonstrate what you like/dislike in partners and write sentences to explain the impact of these. Share with peers.  Pupils to create an information web with a partner to showcase knowledge. Feed back to the rest of the class verbally.  Children to independently sketch their word.  Ensure that children are able to work with partners where possible to support understanding.  Independent work and opportunity for the teacher to observe and record.  Circle time – explain the positives of music. When do you listen to it? Why? How does it make you feel? How might it affect our wellbeing?  Mixed ability partner work allowing strengths of each child to work together. Encouraging teamwork and school values throughout.  Mixed ability partner work allowing strengths of each child to work together. Encouraging teamwork and school values throughout.  Support from teacher to work on rhythm, pace and timing as well as word choices. Encourage to be independent.  Practice, repetition and support where needed to recall lyrics (talk for learning recap).  Performing and showing confidence in own capabilities. Have talk for writing prompts at the back of the classroom to act as a visual reminder. |

** WE ARE ARTISTS **

**Class:** Pears (Y1/2) **Teacher**: Miss Ellis  **Term and Year:** Year B – Summer Term

**FINAL FLOURISH**

*Enabling children to reflect on and celebrate their learning, whilst connecting their knowledge over space and time.*

As a Final Flourish, pupils will have the opportunity to showcase their understanding by creating a ‘Wall of Positivity’. They will have a workshop led by Artz Academy/Graft Graffiti (dependent on availability) in the lead up to the final flourish, coaching the children about graffiti styles and applying all they’ve learned in the term. They will design a mural – a large scale piece of artwork which is graffiti inspired and will showcase our school values and messages of kindness and positivity. Once created (and photographed as it is being made), children will hold a grand unveiling of the artwork for the wider village community. A PowerPoint presentation of the children completing their challenge will be shown alongside a performance of some of their own raps and songs (equally demonstrating our values).

This demonstration of core learning will help to embed learned skills from across the term and will promote pride in the work they have created.