

**THE WINTERTON FEDERATION MEDIUM TERM PLAN ART Summer Term YEAR 6 – Extreme Earth/Ancient Mayans**

	<b>Learning Objective</b>	<b>Activity</b>	<b>Success Criteria</b>
<b>Session 1</b>	To look at and explore Hokusai’s Great Wave.	<p>Look at the slides of Hokusai’s Great Wave – chn to discuss the different questions that are on the slides. Explain that today they will be re-creating this. Chn to stick in the picture of Hokusai’s Great Wave in their sketchbooks and annotate answering some of the questions that they had discussed. Provide children with the Picture Card showing ‘The Great Wave’. Children to create their own wave templates, then use these to cut out several of each wave. Encourage children to think about which colours they will use for each layer. Children to then use different materials to construct their 3D picture.</p> <p>Chn to stick in sketchbooks and evaluate using the questions on the slides.</p>	<p>I can justify the materials that I have chosen.</p> <p>I can combine pattern, tone and shape.</p> <p>I can write detailed notes in my sketchbook explaining about items.</p>
<b>Session 2</b>	I can use colour, line and shading to create artistic tornadoes.	<p>Show the chn the pictures of a tornado and discuss what it is – chn to stick a picture of one in their sketchbooks and annotate different words that they could use to describe it.</p> <p>Go through step-by-step on the slides and explain how they are going to create their own artistic tornadoes.</p> <p>Give chn time to practise shading rectangles in so that the inside of the rectangle is lighter than the outside. Children to also experiment with different colour combinations to see which they would like to use in their final artwork. Children to then draw their own tornadoes on a sheet of paper and colour in according to the colours they have decided to use. Chn then to evaluate this in their sketchbooks.</p>	<p>I can communicate emotions and a sense of self in my sketches with accuracy and imagination.</p> <p>I can make a record about the styles and qualities in my work.</p> <p>I can explain why I have chosen specific drawing techniques.</p>

<p><b>Session 3</b></p>	<p>I can create a clay sculpture of an animal that lives in extreme conditions.</p>	<p>Where are the most extreme and desolate places on Earth? Explain that some animals have adapted to be able to survive in extreme conditions. Tell children that their challenge today is to portray one of these animals using sculpture. What is sculpture? What materials can you use for sculpture? - show ideas in sketchbooks. Go through the tips on the slides for how to use clay and clay tools to create a sculpture of an animal, including how to paint and varnish the sculpture. Children to work individually to sculpt their animal. When finished, challenge children to find out about their animal and how it has adapted to its extreme environment, then record in sketchbooks.</p>	<p>I can create models on a range of scales. I can include both visual and tactile elements in my work.</p>
<p><b>Session 4</b></p>	<p>I can use overprinting to create a piece of tornado art.</p>	<p>Explain that the chn are going to be over-printing today – when one colour overlaps another resulting in a new colour. Chn to experiment with over-printing in their sketchbooks – which colours work well together etc... Chn are going to be printing a tornado first of all – this could be using lino, vegetables, printing blocks etc.. And then printing an animal that might live there over the top. Chn to think about how they could make the animal stand out etc. Once finished the chn can evaluate this in their sketchbooks.</p>	<p>I can over print using different colours. I can look very carefully at the different methods I use and make decisions about the effectiveness of my printing methods. I can create work which is open to interpretation by the audience.</p>