



School name: _____ FOUNDATION PLANNING YEAR A



Theme: Native American Art

Year: 5-6

Term: Summer 1

ART	D&T	Geography	History	ICT	MFL	MUSIC	PE & SPORT	PSHE/SMSC	RE	SCIENCE
	X									

Lesson	Learning Objective and Success Criteria	Learning Tasks & Activities	Resources/ICT	Links to the Arts
1	<p><u>L.O. To understand how to carry out research to inform my Totem Pole design.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must be able to use the Internet safely. 2. I should be able to observe the different meanings behind the animals. 3. I can carefully consider how the totem pole features will affect my design. 	<p>Input: Show images of totem poles. What do they think that they were used for? <i>What can they see?</i> Allow children some time on the iPads/Chrome Books to research what the different animals represent so they can choose what design they would like to do. Come back as a class and make a list for the working wall. Remind the children that the designs would be carved out of wood so they need to be simple in design.</p> <p>Task: Children make a list of animals that they would like to include on their totem poles.</p> <p>Plenary: Children share their ideas with their partner.</p>	<p>Chrome Books/iPads Images of Totem poles.</p>	<p>Observing the different animals involved in Totem Poles.</p>

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2	<p data-bbox="293 140 853 204"><u>L.O. To understand the importance of a prototype model.</u></p> <p data-bbox="293 240 521 272"><u>Success Criteria:</u></p> <ol data-bbox="293 276 927 443" style="list-style-type: none"> <li data-bbox="293 276 927 308">1. I must be able to follow instructions carefully. <li data-bbox="293 311 927 375">2. I should be able to use the template to carefully construct a prototype. <li data-bbox="293 378 927 443">3. I could use ideas from the porotype when thinking about my own Totem Pole. 	<p data-bbox="972 140 1606 308">Input: Introduction: Recap previous lessons. What is a prototype? Why do designers use them? Tell the children that today they are going to make a prototype in order to plan their Totem Pole more effectively.</p> <p data-bbox="972 344 1606 480">Activity: The children should construct a small model of a Totem Pole using the template provided. Children will learn that it is useful to have tabs to join the model together.</p> <p data-bbox="972 517 1606 612">Plenary: Gallery viewing of models. Children consider how this will impact the making of their model.</p>	<p data-bbox="1632 140 1805 339">Art books Totem Pole template Scissors Colouring pens/pencils</p>	<p data-bbox="1841 140 2096 308">Generate, develop, model and communicate their ideas through prototypes.</p>

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3	<p><u>L.O. To know how to use my research to design an authentic Totem Pole.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must be able to design a Totem Pole based on research. 2. I should be able to use drawing skills to show pattern, line, form and shape. 3. I could review my own ideas. 	<p>Input: Recap the key features of a Totem Pole and what the different animals mean, what images really stick in the children's minds? What animals will they choose and why? What colours? What will go at the top of their pole?</p> <p>Task: Children complete a pole design, label the key features and design elements of each.</p> <p>Plenary: Children think of a design criteria for their Totem Poles.</p>	<p>Art books Pencils Totem pole templates</p>	<p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches.</p>

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4	<p><u>L.O. To understand how to make a 3D Totem Pole.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must use animal figures to make a totem pole that is 3D. 2. I should be able to use bold colours to make it look realistic. 3. I could create an authentic, neat and 3D Totem Pole that uses symbolism. 	<p>Input: Children share their designs with a friend. How are they going to make their design 3D? Show an example. The design must be complete first with the use of flaps to stick together.</p> <p>Task: Children make 3D totem poles with traditional designs.</p> <p>Plenary: Gallery viewing of poles.</p>		<p>Select from and use a wider range of materials and components.</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks.</p>

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5	<p><u>L.O. To understand how to successfully evaluate my work.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must be able to say what went well with my Totem Pole. 2. I should be able to explain the choices that I made and suggest what I would do differently next time.. 3. I could evaluate my Totem Pole against my design criteria. 	<p>Input: Congratulate the children on making their Totem Poles. Say that an important part of the process is evaluating their work. What does this mean?</p> <p>Task: Children evaluate their Totem Poles in their books.</p> <p>Plenary: Children share their evaluations and reflections.</p>		<p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>

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6	<p><u>L.O. To understand the skills required to make a Dream Catcher.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must understand what a Dream Catcher is. 2. I should be able to carefully choose my design and colours. 3. I should be able to follow instructions to make a Dream Catcher. 4. I could successfully evaluate my design. 	<p>Input: Display a picture of a Dream Catcher on the board. Does anyone know what it is? Show the children some information about Dream Catchers. They were made by Native American grandparents for a new-born baby. When the feathers moved, it showed the person was having a good dream, but bad dreams would get caught up in the woven string. Tell the children that today they are going to make their own dream catchers! They will use a paper plate, string, feathers and beads. What colours are they going to choose? Why?</p> <p>Task: Using the instructions provided, children make a Dream Catcher and then decorate it using colours of their choice. TAKE PHOTOS FOR ART BOOKS ☺</p> <p>Plenary: Galley viewing and evaluation.</p>	<p>Paper plate Wool Hole puncher Colours feathers Colourful beads</p>	<p>Improving their mastery of art and design techniques with a range of materials.</p>

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7	<p><u>L.O. To learn how to use natural resources to build a Native American home.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must understand what a Wigwam is and what it was used for. 2. I should be able to gather natural resources carefully. 3. I should be able to follow instructions to make a realistic Wigwam. 4. I could successfully evaluate my design. 	<p>Input: Recap what we have done so far. What do the children know about where the Native American people lived? Display some information about Wigwams. What shape were they? What were they made from? Tell the children that today they are going to be making Wigwams! We are going to go outside to complete this activity.</p> <p>Task: Children make Wigwams using natural resources.</p> <p>Plenary: Galley viewing and evaluation.</p>	Twigs String	Improving their mastery of art and design techniques with a range of materials.