



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 research cave painting.</u></p> <p>I must be able to say what stone age cave paintings are.</p> <p>I should be able to say how cave paintings were made.</p> <p>I could find out about the Caves of Lascaux.</p>	<p>Input: Discuss what art looks like in the 21st century. Why do people create art? Ask children if they think art has always looked this way? Discuss other periods of time and eventually think about what art was like in the Stone Age period. Would it have been done for pleasure or for another reason?</p> <p>Tell children that we are going to be looking at Stone Age cave painting over the next few weeks and that in today's lesson they will investigate the following three questions; What did it look like? How was it created? How do we know?</p> <p>Activity: Children use chrome books to research Stone Age cave paintings. Give them the following links to help them; Cave Paintings: All You Need To Know - A Guide for Kids (imagininghistory.co.uk) cave art Definition, Characteristics, Images, & Facts Britannica Lascaux Facts, Worksheets, Description & History For Kids (kidsconnect.com)</p> <p>Keep stopping children throughout the lesson to discuss what that have found out. Draw them back to the three key questions that they are trying to find the answers to.</p>	<p>Chrome books</p> <p>Images of cave art t2-h-431-stone-age-cave-paintings-photo-powerpoint-ver 7.ppt</p> <p>Sheet for children to record their findings in.</p>	

		<p>Plenary: Bring children back together and share findings. Write the answer to each question together and add to display. Tell children that in the next lesson they shall be starting to design their own cave art.</p>		
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2	<p><u>To explore and collect visuals to develop ideas.</u></p> <p><u>Success Criteria</u></p> <ol style="list-style-type: none"> 1. I must design a piece of cave art. 2. I should include handprints and animals. 3. I could use primary base colours only. 	<p>Input: Recap learning from previous lesson. Explain that in today's lesson we shall be designing our own piece of cave art once we have explored the techniques used by stone age people.</p> <p>Model to chn how we can create our own cave art using a range of examples.</p> <p>Model using stencils and free hand drawing different animals. Use pastels to colour, smudge and mix colours together.</p> <p>Model using a partner to draw around hand and then using our fingers to smudge the outline.</p> <p>Activity: Children to practise drawing different images of animals, handprints, hunters etc in their sketch book. Practise using a range of materials.</p> <p>Plenary: Share examples of work and techniques. Discuss any colours that have worked well together and methods used by chn.</p>	<p>Images of cave art. IWB Charcoal Pastels Paint powder? Sketch books</p>	<p>Observation skills – looking at original cave art.</p> <p>Drawing skills – developing their technique in the style of.</p>

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3	<p data-bbox="338 201 898 228"><u>To develop control of tools and techniques.</u></p> <p data-bbox="512 268 730 295"><u>Success Criteria</u></p> <ol data-bbox="293 336 898 432" style="list-style-type: none"> <li data-bbox="360 336 875 363">1. I must use primary base colours only. <li data-bbox="338 368 898 395">2. I should include animals and hand prints. <li data-bbox="293 400 824 432">3. I could include images of 'cave people' 	<p data-bbox="976 201 1563 260">Input: Remind children of techniques learnt in previous lesson.</p> <ul data-bbox="1021 268 1576 504" style="list-style-type: none"> <li data-bbox="1021 268 1480 295">• What did the paintings include? <li data-bbox="1021 300 1576 359">• Discuss the colours we should use and why? <li data-bbox="1021 363 1576 464">• Discuss some of the techniques and materials we looked at last week, what worked well? <li data-bbox="1021 480 1032 504">• <p data-bbox="976 512 1563 707">Activity: Children are to create their cave art paintings using the materials and techniques developed from last week. To create an authentic piece of work, children could stick paper to the underside of chairs or tables and lay on their back to create their pictures.</p> <p data-bbox="1003 746 1576 842">Plenary: Chn to look at their painting with a partner and give 2 stars and a wish. Did they include everything from the SC?</p>	<p data-bbox="1637 201 1816 528">Images of cave art. IWB Charcoal Pastels Paint powder? Sketch books Coloured sugar paper</p>	<p data-bbox="1845 201 2107 296">Observation skills – looking at original cave art.</p> <p data-bbox="1845 336 2123 464">Drawing skills – developing their technique in the style of.</p>

4,5,6 & 7 NOTE: Move to DT plans for the next 3 weeks after this and then come back to art after this.

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8	<p><u>To use design ideas from the Bronze Age.</u></p> <p><u>Success Criteria</u></p> <ol style="list-style-type: none"> 1. I must be able to record the patterns I can see. 2. I should be able to distinguish different types of patterns. 3. I could discuss why I think the used decoration. 	<p>Input: Explain to children that we are now moving on from the Stone Age to the Bronze age.</p> <ul style="list-style-type: none"> • Show the chn some Bronze Age artefacts. • Focus specifically on patterns that can be seen on the artefacts. • Discuss in detail what the patterns look like and how the chn think they have been created. <p>Activity: Chn to copy some of the patterns that they can see into their sketch book in preparation for designing some Bronze Age pottery.</p> <p>Plenary: Why do the chn think Bronze Age people used pattern to decorate their possessions?</p>	Sketch books Bronze Age pictures.	<p>Observation skills – looking at original cave art.</p> <p>Drawing skills – developing their technique in the style of.</p>

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9	<p><u>To compare ideas, methods and approaches in others' work by identifying simple shapes.</u></p> <p><u>Success Criteria</u></p> <ol style="list-style-type: none"> 1. I use base my design on animals or symmetrical patterns. 2. I should include circles, spirals or crosses. 3. I could include knot. 	<ul style="list-style-type: none"> • Iron Age people (sometimes called Celts) elaborate pieces of jewellery or pottery showing their distinctive style of art. • Visit website, look for - • Designs based on animals, Symmetrical patterns, Circles and spirals, Crosses or knots. • Choose one design and to describe it to a partner, see if partner can guess which one it is. <p>Activity: Chn to design an Iron Age shield or brooch using the features that they have seen in their designs. Chn to</p>	<p>https://www.timetrips.co.uk/rom-art-celtbrooch.htm</p> <p>Sketch book pencils</p>	<p>Observation skills – looking for Celtic artistic features.</p> <p>Artistic skills – drawing in the style of.</p>

		carefully draw their new design and then use the checklist to make sure that their design includes at least one of the features.		
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Plenary: Look at finished sketches. Which features of Iron Age art can they identify in each design?

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10	<p data-bbox="394 180 846 209"><u>To improve my painting technique.</u></p> <p data-bbox="510 245 730 274"><u>Success Criteria</u></p> <ol data-bbox="293 316 920 459" style="list-style-type: none"> 1. I must transfer my design to a bigger sheet. 2. I should use vibrant colours. 3. I could use shadow to make my design stand out. 	<ul data-bbox="1025 180 1592 488" style="list-style-type: none"> • Recap the design features of the Celtic designs from yesterday. Can we remember what their artwork would usually consist of? • Recap with the children how to hold a paintbrush and how we should put the paint on the paper. • Talk about vibrant colours and what that would consist of –compare to dull. <p data-bbox="974 523 1608 624">Activity: Explain that today we are going to transfer our designs onto a sheet and paint them using vibrant colours.</p> <p data-bbox="974 628 1599 729">Plenary: Look up some designs of Iron Age coins and see if you can see any of the features in these, too.</p>	<p data-bbox="1632 180 1787 357">Paint Plain paper Vibrant colours. brushes</p>	<p data-bbox="1839 180 2130 280"><u>Show the children the Mona Lisa by Leonardo Di Vinci</u></p> <p data-bbox="1839 316 2107 517">Look at the brush strokes and paint. Talk about the colours and amount of paint we can see on the page.</p>

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11	<p align="center"><u>L.O. To evaluate my work.</u></p> <p>I must say what I have done well. I should say what could have been better. I could say what I would do differently next time.</p>	<p>Input: Discuss with the children how they have found the tasks given to them over the past three weeks. Tell them that they will be evaluating their work in today's lesson. What does that mean? Discuss the language that can be used and model how to evaluate.</p> <p>Activity: Children stick a photograph of their finished work into their books and say what they did well, what could be better, and what they would do differently next time.</p> <p>Plenary: What have we learnt about the past form completing these tasks? What do we know now that we didn't know before? How does this compare to modern day life?</p>	<p>Photographs of work</p> <p>Language for evaluation</p>	