

Urban Art

Wow Moments

Create our own puppet show using our knowledge on light and shadows.

Create our own interpretation of Remed's work by using his techniques

Key Drivers

Be Resilient – Children will evaluate and adapt their art work. Children will peer assess, and justify their choices.

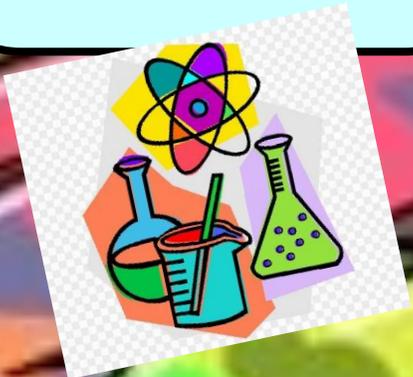
Be Creative – Children will create their own art work. At the end of our topic, children will showcase their work in our Y3 art gallery and perform their music to an audience.

Be World-Wise – Children to explore French artist Remed

What we are learning about

In Science, we will recognise that we need light in order to see things and that dark is the absence of light, notice that light is reflected from surfaces, recognise that light from the sun can be dangerous and that there are ways to protect their eyes, recognise that shadows are formed when light from a light source is blocked by an opaque object and find patterns in the way that the size of shadows change.

In art, we will study the artist Remed, looking closely at his skills and create our own interpretation using his techniques.



Urban Art

As Scientists we will...

What we should already know:

- We can explain the difference between day and night.
- We can ask simple questions and recognise that simple questions can be answered in different ways.
- We can observe closely using simple equipment.
- We can identify things to measure or observe, that are relevant to the question or idea we are investigating using a simple test
- We can record data in a wider range of given ways
- We can use data and results to answer questions
- We can use observations and ideas to suggest answers to questions.

Vocabulary

properties, magnifying glass, question, answer, observe, test, explore, gather, record, data, identify, classify, equipment, measure, table, diagram, dark, light, day, night, reflection

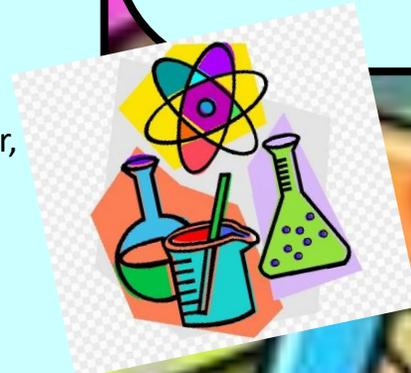
As scientists we will:

- Recognise that we need light in order to see things and that dark is the absence of light
- Notice that light is reflected from surfaces
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- Recognise that shadows are formed when light from a light source is blocked by an opaque object
- Find patterns in the way that the size of shadows change

Key Vocabulary

Light:: angle, bright, dark, dim, electricity, emits, light, mirror, opaque, reflects, shadow, source, beam, absence, translucent, transparent, reflect, surface, straight, protect, hazardous, long, short, incident ray, image

Working scientifically: fair test, comparative, observation, accurate, standard units, equipment, thermometer, data logger, gather, record, classify, present, data, tables, bar graph, presentation, conclusion, prediction, differences, similarities, theory, hypothesis, dependent variable, independent variable, results



Outcome - Make a puppet show

Urban Art

As Artists we will...

What we should already know:

- We can use sketch books to experiment with artistic ideas of their own in sketchbooks.
- We can experiment with different techniques and make sensible choices about what to do next to improve.
- We deliberately choose to use particular materials, media and techniques for a given purpose
- We can develop and exercise some care and control over our art work
- Express clear preferences and give some reasons for these (e.g. "I like that because...")

Outcome

Create art work to display as part of an exhibition

As Artists we will:

- Use sketch books to collect, record and review artistic ideas from a range of different sources.
- Develop technical skills by experimenting with, and testing the qualities of a range of different materials and techniques.
- Select, and use appropriately, a variety of materials and techniques in order to create their own work.
- Reflect upon what they like and dislike about their own work in order to improve it.
- Know about and describe the work of some artists, craftspeople, architects and designers
- Be able to explain how to use some of the tools and techniques they have chosen to work with.

As Artists we will:

- Name the primary colours and mix a range of secondary colours.
- Use and understand the term shade (lighten) and tint (darken) when describing tone.
- Mix paint to the appropriate consistency.
- Use overlapping techniques

Key Vocabulary

Painting

tint, tone – light/dark, intensity – strong/weak
shade, hue, mood, temperature – warm/cold
surface – shiny/matt, pigment –
transparent/opaque, landscape, portrait ,
primary colours, secondary colours



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Our School Drivers...

School drivers

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