Urban Art

Art

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...")

As Artists we will:

- Use sketch books to collect, record and review artistic ideas from a range of different sources.
- Select, and use appropriately, a variety of materials and techniques in order to create their own work: paint/ draw/ collage/ printing/ collaborative art/ large art
- 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 and designers.
- Explore how artists use line, colour and pattern to reflect mood.

Key Vocabulary

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

Outcome - Create own collaborative art work inspired by Remed

Science

What we should already know:

- The difference between day and night.

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

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

Outcome – Build and perform a shadow puppet show applying our science knowledge

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Design Technology

<u>What we should already know:</u>

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- elect from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- Evaluate their ideas and products against design criteria
- Explore and evaluate a range of existing products
- Build structures, exploring how they can be made stronger, stiffer and more stable

<u>As Designers we will:</u>

- 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
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- Investigate and analyse a range of existing products
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.

<u>Key Vocabulary</u>

Appealing, brief, construction, client, purpose, criteria, develop, evaluate, material, modify, research, safety, pulleys, evaluate, illustrate, critical, analyse, reinforces

Outcome –Make shadow puppets

Computing

<u>What we should already know:</u>

- Log on and off safely.
- Open and close a program.
- Save a document with an appropriate name.
- Print a document.
- Use upper and lower case letters when typing.
- Insert images, text boxes and shapes and begin to edit them, e.g. changing colour, including using copy and paste.
- Use bold, italics and underline features.
- Create a short presentation by inserting and editing slides.
- Follow hyperlinks to another webpage.
- Take photographs and videos for a purpose.
- Discuss which videos to keep and which to delete.
- Change, save, retrieve and edit sounds they have recorded.

<u>As Computer Programmers we will:</u>

- Save documents in a specific location.
- Print documents with a specific property, e.g. A3.
- Begin to type using both hands and use punctuation marks, including using shift.
- Edit the design and layout of a document, e.g. background, borders, orientation, columns, margins.
- Insert bullet points or a numbered list.
- Arrange clips to create a short film.
- Choose which clips to keep and which to discard.
- Add a title and credits.

<u>Key Vocabulary</u>

Source, folder, drive, A4/A3, shift, background, border, orientation, columns, margin, bullet points, Arrange, film, title, credits, discard, audience, clip.

<u>Outcomes:</u>
Make a sun safety Poster –

Create a movie of their puppet show

Urban Art

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.
- Children will create their own poster using ICT
- Children will make a movie

Be World-Wise
- Children to explore French artist Remed

Wow Moments

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

Create our own collaborative Urban Art

Watching our own movies