



	Week 1	Week 2	Week 3	Week 4	Week 5
	<p><b>Objective:</b> To learn about carnival traditions and plan a carnival theme.</p> <p><b>Outcomes:</b>            Support: I can suggest the colour or shape for a product S6 DT Design            Core: I can design a product based on one/two specific criteria eg appeal, purpose S9 DT Design            Extension: I can generate and communicate ideas through a range of design techniques S10 DT Design            SMSC: Present authentic accounts of the attitudes, values and traditions of diverse cultures.            Using IT: Research carnival themes and / or images related to themes.</p> <p><b>Suggested Activities:</b>  <u>Art Attack 5 minutes max</u>            Sketch something you might find at a party – balloons, hats, cakes etc.</p> <ul style="list-style-type: none"> <li>• Introduction to carnival theme – videos, music etc</li> <li>• Definitions and history of krewes (pronounced crew) and doubloons.</li> <li>• Discuss carnival themes – animals, angels, seasons etc.</li> <li>• Classes can choose a single theme to work on or divide into groups – krewes – to design and plan resources for their carnival.</li> <li>• Design and make a doubloon based around krewe name and theme. Gold card / paper plates in gold.</li> <li>• Make carnival garlands using tissue flowers, pasta, beads.</li> <li>• Sensory learning opportunities – Make a sensory doubloon linked to theme – 3D design stuck to card and covered in foil. Focus on textures of design.</li> </ul>	<p><b>Objective:</b> To plan and make a carnival float related to our theme.</p> <p><b>Outcomes:</b>            Support: I can assemble components provided for an activity S4 DT Make            Core: I can select from and use a range of materials according to their characteristics with direction S9 DT Make            Extension: I can select from and use a range of materials according to their characteristics S11 DT Make            SMSC: Encourage pupils to work cooperatively and work successfully as a member of a group or team</p> <p><b>Suggested Activities:</b>  <u>Art Attack 5 minutes max</u>            Sketch image linked to carnival theme.            Selection of images based on themes as prompts or pupils to sketch own ideas.            Colour palette</p> <ul style="list-style-type: none"> <li>• Revise carnival theme(s). In groups or as a whole class collect ideas linked to this. Powerpoint of related images to support as required.</li> <li>• Design and make a shoe box float – 2 weeks</li> <li>• Pupils work in pairs to design a float linked to their krewe's carnival theme.</li> <li>• Look at materials available and plan what to include in design. Focus on discussion and paired working.</li> <li>• Cover shoe box.</li> <li>• Ideas which can be added to float include flags, banners, masks etc which pupils can draw or make.</li> </ul>	<p><b>Objective:</b> To decorate and evaluate a carnival float related to our theme.</p> <p><b>Outcomes:</b>            Support: I can assemble components provided for an activity S4 DT Make            Core: I can select from and use a range of materials according to their characteristics with direction S9 DT Make            Extension: I can select from and use a range of materials according to their characteristics S11 DT Make            LOtC: Look for decorations in the environment – flowers, pebbles etc            SMSC: Encourage pupils to work cooperatively and work successfully as a member of a group or team</p> <p><b>Suggested Activities:</b>  <u>Art Attack 5 minutes max</u>            Doodling fun - A line is a dot that went for a walk – Paul Klee. Experiment with lines, shapes, doodles, shading and see what happens! This does not need to be a specific picture of something.</p> <ul style="list-style-type: none"> <li>• Design and make a shoe box float – final week</li> <li>• Re-visit paired designs from previous week.</li> <li>• Complete flags etc from previous week and add final decorations to float – beads, tinsel etc</li> <li>• Make pipe cleaner people to add to float.</li> <li>• Evaluate their float in pairs. What do they like best, what would they change?etc</li> </ul>	<p><b>Objective:</b> To plan and make a carnival headdress related to our theme.</p> <p><b>Outcomes:</b>            Support: I can contribute to the design of a specific activity S4 DT Design            Core: With support, I can build structures exploring how they can be made stronger S9 DT Tech Knowledge            Extension: I can build structures exploring and communicating how they can be made stronger, stiffer and more stable S11 DT Tech Knowledge            SMSC: Extend pupils knowledge and use of cultural imagery and language            Using IT: Research headdress designs and use images to search for ideas.</p> <p><b>Suggested Activities:</b>  <u>Art Attack 5 minutes max</u>            Sketch / create headdress design ideas using own designs and given images</p> <ul style="list-style-type: none"> <li>• Design and make a carnival headdress – 3 weeks</li> <li>• Revise carnival theme(s). In groups or as a whole class collect ideas linked to this. Powerpoint of related images to support as required.</li> <li>• Design a headdress as part of a carnival costume. May help to think of more than 1 and choose a final design.</li> <li>• Extension – think of costume, make up etc related to headdress.</li> <li>• Sensory learning opportunities – Make choices for designs for headdress. Make carnival garlands using a variety of materials eg tissue paper flowers, beads, pasta etc.</li> </ul>	<p><b>Objective:</b> To decorate a carnival headdress related to our theme.</p> <p><b>Outcomes:</b>            Support: I can combine two chosen materials to produce a product S5 DT Make            Core: I can select from a choice of tools / equipment and use to perform a simple task S10 DT Make            Extension: I can select from a choice of tools and use with increased accuracy to perform practical tasks including finishing S12 DT Make            LOtC: Look for decorations in the environment – flowers, pebbles – link to farm / forest school if attending this half term.            SMSC: Extend pupils knowledge and use of cultural imagery and language</p> <p><b>Suggested Activities:</b>  <u>Art Attack 5 minutes max</u>            Sketching in nature – Look outside and sketch what you see – plants, leaves, flowers, bench, sky</p> <ul style="list-style-type: none"> <li>• Design and make a carnival headdress – week 2</li> <li>• Make headdress and focus on reinforcing structure. Ask pupils for ideas on how they can make these stronger?</li> <li>• Extension work – adding additional structures eg for animal theme elephants trunk, giraffe's neck etc.</li> <li>• Begin to decorate headdress based on designs from previous week – paint background</li> </ul>
	Week 6	Week 7	Week 8	Week 9	Week 10
	<p><b>Objective:</b> To complete and evaluate our headdress designs and experience a class carnival.</p> <p><b>Outcomes:</b>            Support: I can combine two chosen materials to produce a product S5 DT Make            Core: With support, I can evaluate ideas and products against one or two specific criteria S8 DT Evaluate            Extension: I can evaluate ideas and products against design criteria S11 DT Evaluate            LOtC: Consider joining with other year 7/8 classes to hold a carnival around the school.</p>	<p><b>Objective:</b> To understand what graffiti is and design our own tag.</p> <p><b>Outcomes:</b>            Support: I can create and apply familiar techniques to a task S5 Art            Core: I can observe a range of artists, craft makers and designers work S9 Art            I can use drawings to develop and share my ideas S10 Art            Extension: I am aware of different art styles and cultures S14 Art            I can improve the mastery of art and design techniques including drawing and painting</p>	<p><b>Objective:</b> To explore famous street artists and work in groups to plan a class mural.</p> <p><b>Outcomes:</b>            Support: I can look at the work of others S5 Art            I am starting to use tools and simple actions to produce a piece of work S6 Art            Core: I can observe a range of artists, craft makers and designers work S9 Art            I can use drawings and paintings to develop and share my imagination S11 Art            Extension: I am aware of different art styles and cultures S14 Art</p>	<p><b>Objective:</b> To explore different painting and printing techniques to decorate our mural.</p> <p><b>Outcomes:</b>            Support: I choose tools and materials which are appropriate for the activity S5 Art            Core: I can use drawings and paintings to develop and share my imagination S11 Art            Extension: I can identify and apply improvements as part of the creative process while working S14 Art            SMSC: Encourage pupils to take responsibility for their actions eg respect for property, care of the environment.</p>	<p><b>Objective:</b> To learn about Leonardo Da Vinci and his most famous painting.</p> <p><b>Outcomes:</b>            Support: I show preferences for activities and begin to carry out simple processes S5 Art            Core: I can use and apply a range of materials creatively S10 Art            Extension: I can combine and organize colour and pattern using mixed media S13 Art            SMSC: Use of imagination and creativity in learning.</p>



## Churchill Park School

### Mid Term Plan – Key Stage 3 - Food & Festivals – Brazil & Italy

	<p>SMSC: Present authentic accounts of the attitudes, values and traditions of diverse cultures.</p> <p><b>Suggested Activities:</b>  <b>Art Attack 5 minutes max</b>          Exploring shading – shade areas with lines only, closer together and thicker lines makes shadow appear darker (resource file – line drawing techniques)</p> <ul style="list-style-type: none"> <li>Design and make a carnival headdress – final week</li> <li>Add final decorations to headdress – glitter, material.</li> <li>Headdress carnival / parade to share their finished design. Experience a classroom carnival. Listen to music, dance and play instruments to create a carnival atmosphere to share final designs for floats and headdress with classmates.</li> <li>Evaluate design and headdress. Would you do it the same next time if not, what would you change?</li> <li>Is the headdress strong enough to be worn to a carnival?</li> </ul>	<p><b>S13 Art</b>          LOtC: Look for examples of graffiti in the community – are these vandalism or art?          SMSC: Provide a clear moral code as a basis for behavior which is promoted consistently.          Using IT: Look at examples of graffiti tags online. Use interactive white board to design own tag.</p> <p><b>Suggested Activities:</b>  <b>Art Attack 5 minutes max</b>          Sketch a letter. Sketch the initial letter of their name (bubble writing) and decorate it with pictures, shading, patterns etc.</p> <ul style="list-style-type: none"> <li>Introduce the theme of street art. Discuss this versus graffiti. Why is graffiti illegal?</li> <li>Look at examples of tags used by individuals.</li> <li>Pupils look at different examples of alphabet styles (resources file).</li> <li>Practice sketching decorative letters using different mediums – charcoal, pens, paintbrushes, calligraphy pens etc. Focus on different widths of strokes with brushes.</li> <li>Demonstrate how to draw bubble / block writing (examples for this in resources file).</li> <li>Pupils explore a variety of designs for their own tags and choose and create a final image.</li> <li>Sensory learning opportunities – Make a sensory tag – use pupils name or initials and create a sensory tag – sand mixed with paint, range of materials and textures etc.</li> </ul>	<p>I can identify and apply improvements as part of the creative process while working</p> <p><b>S14 Art</b>          LOtC: Look around the school to see if there is an appropriate place for class mural.          SMSC: Encourage pupils to take responsibility for their actions eg respect for property, care of the environment.</p> <p><b>Suggested Activities:</b>  <b>Art Attack 5 minutes max</b>          Charcoal drawing of a paint brush. Consider filling in the background and using a rubber to draw a negative image.</p> <ul style="list-style-type: none"> <li>Create a class mural design – 2 weeks</li> <li>Looking at different examples of graffiti / street art. Are they art or vandalism? Consider the pros and cons of street art – does it brighten up or ruin areas?</li> <li>Introduce Banksy and Keith Haring. Why do pupils think Banksy keeps his identity a secret? Haring is commissioned to produce art around the world.</li> <li>Consider a theme for the class mural – sport and fitness, hobbies etc.</li> <li>Draw round each other in to create life size poses for this theme OR link to bubble writing work with stick people and draw round to transform into broader images.</li> <li>Begin to paint / decorate bodies.</li> <li>Sensory learning opportunities – decorate bodies with varying textures / materials to print with (resources file).</li> </ul>	<p><b>Suggested Activities: Art Attack 5 minutes max</b>          Using charcoal – Look at filling in the background and using a rubber to draw a negative image.</p> <ul style="list-style-type: none"> <li>Create a class mural design – final week.</li> <li>Finish body decoration and prepare background / mural title as required.</li> <li>Arrange outlines for mural - overlapping, spaced apart etc to produce final display.</li> <li>Pupils tags could be added to display to sign their work.</li> </ul>	<p><b>Suggested Activities:</b>  <b>Art Attack 5 minutes max</b>          Da Vinci wrote in mirror writing. Practise writing names / phrases in this style.</p> <ul style="list-style-type: none"> <li>Introduce theme of Italian artists and Leonardo Da Vinci.</li> <li>Share examples of his work – do children recognise any?</li> <li>Mona Lisa coffee filter art (resources file). Note – It might be useful to have the Mona Lisa image already prepared on the filter paper for some pupils.</li> <li>Wet the filter paper and dab water colour paints onto paper to create a brightly coloured background.</li> <li>Create a Mona Lisa background (resources file) Prepare face templates for pupils to create fun hairstyles and backgrounds for the portrait.</li> <li>Sensory learning opportunities – decorate hair and backgrounds with variety of materials and textures eg wool, wire wool, sponge etc.</li> </ul>
<b>Week 11</b>				<b>Notes</b>	<b>Suggested Home Learning</b>
	<p><b>Objective:</b> To follow Da Vinci's plan to create one of his inventions.          To use clay / soft dough to create a sculpture in the style of Leonardo Da Vinci.</p> <p><b>Outcomes:</b>          Support: I am starting to use new materials and simple actions to produce a piece of work <b>S6 Art</b>          Core: I can select from a choice of 3 tools / pieces of equipment and use to perform a specific practical task <b>S10 DT Make</b>          Extension: I can demonstrate knowledge of great artists and designers in history inc the use of appropriate vocabulary <b>S13 Art</b>          I can select from a choice of tools and use with increased accuracy to perform practical tasks <b>S12 DT Make</b>          LOtC: Use climbing frame to test</p>			<p><b>Please note that these groups of lessons can be done in any order depending on which fits best with the half term theme.</b></p> <p><b>Carnivals - It may help to play carnival music during learning activities to set the scene for pupils and reinforce carnival as a celebration.</b></p>	<p><b>1<sup>st</sup> half term</b>          Research carnivals from around the world. Explore how the theme is represented through the costumes, music, decorations and doubloons. What other carnival traditions can you find out about?</p> <p><b>2<sup>nd</sup> Half Term</b>          Look for examples of graffiti in the community – are these examples of street art or vandalism?</p> <p>Look at other examples of Da Vinci's paintings, sculptures and inventions. Practise mirror writing in the style of Da Vinci.</p>



	<p>parachutes. Effects of wind on parachute as appropriate SMSC: Provide opportunities for pupils to participate in arts and encourage pupils to reflect on their significance Using IT: Research more of Da Vinci's inventions</p> <p><b>Suggested Activities:</b> <u>Art Attack</u> 5 minutes max Da Vinci famous for anatomical art. Drawing a finger – look closely at shape, lines and textures of a finger and re-create as an image. Focus on attention to detail</p> <ul style="list-style-type: none"><li>• Revise theme of Italian artists and Leonardo Da Vinci.</li><li>• More than just a painter – famous sculpture, inventor etc</li><li>• Share some of the sculptures and inventions he planned many years before they were made.</li><li>• Core &amp; Extension groups – make Leonardo's parachute (resource file)</li><li>• Core group – use net template to make parachute from card.</li><li>• Extension group – follow instructions to make parachute using material or plastic bag with dowel rods as reinforcement.</li><li>• Test and evaluate designs – do they work?</li><li>• Support &amp; Sensory group – use clay / soft dough to create a Leonardo sculpture.</li></ul>				
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