** WE ARE ARTISTS **

**Class: Apples Teacher: CD Term and Year: Autumn 2019**

**PRIMARY PROVOCATION**

**“If you go down to the woods today…”**

**Mrs Down will introduce a new bear which will be taken home each day by a different child. We will invite our own bears to come to school in response to the song “Teddy Bears’ Picnic”.**

**As the project develops we will explore different ways of representing the woods beginning with the basic song and a traditional English woodland, including traditional and popular tales. We will then look at and explore other woods such as the rainforest, a spooky fairy tale setting and autumnal changes with appropriate music. The children will develop skills to make their own settings and accompanying music. They will learn how human influence can change these environments.**

**THE ROOTS OF TEACHING FOR LEARNING**

**These are the prerequisites of Teaching for Learning**

*constant feedback from all adults*

 *sustained shared thinking between adults and children, between children*

*continuous questioning and hypothesising*

*high expectations for all*

*valuing every person and every contribution*

*learning from mistakes*

*recognising and celebrating achievements*

*willingness to be brave*

Teaching for Learning is rooted in our values. In WE ARE ARTISTS we are focusing on the following values.

|  |  |
| --- | --- |
| RESPECT  As part of our settling in process we will discuss how to respect our resources and each other. There will be a strong focus on respecting the art and music resources which are available and the views/feelings of others.  As the project progresses, we will learn how to respect the environment in a wider sense. | COMPASSION  The project will explore how our bears respond to different settings and atmospheres. By understanding their responses, we will gain an understanding of the feelings and needs of ourselves and others, compassion and how to support others. |

**THE TRUNK OF TEACHING FOR LEARNING**

|  |  |  |
| --- | --- | --- |
| **Teaching for Learning Objectives** | **Activities to Support Teaching for Learning** | |
| **What are the adults doing?** | **What are the children doing?** |
| **Art:**   * What happens when they mix colours * How different media can be combined to create new effects such as texture * How to use simple tools such as scissors, paint brushes, glue sticks * How to use simple techniques to shape materials (cutting, folding, joining)   **Music:**   * the names of different instruments, how to play them and what they sound like * The structure of a song including verse, chorus and rhymes * Differences in tempo, pitch and volume | **Week 1**   * Introduce a routine to the day * Introduce the different areas of the classroom (inside and out) with expectations, rules, boundaries etc * Model how to use the workshop appropriately, the names of the different resources * Model a collage apple for display * Model printing in order to create a handprint tree for the Explorers display   **Week 2 and onwards**   * Introduce the provocation – a teddy bear in order to follow on * Teach the song “Teddybear’s Picnic” * Introduce different instruments that they will have access to, how to look after them and use them appropriately * Explore ways to use the instruments alongside the song and other familiar songs – “Going on a bear hunt” song and nursery rhymes to link to phonic teaching * Continue to explore techniques in the workshop by creating images (eg painting), clothes and props for their bear * Visit a local wood to create a baseline   **Onwards**   * There will be further points during the project where the children will need further vocabulary work, for example, when introducing an artist or setting | **Week 1**   * Engaging in the routine for the day – coming into school and putting away their belongings, engaging in productive play, knowing when to sit on the carpet (and how) * Exploring the resources and how to use them * Learning to respect resources and tidy up appropriately * Visit the workshop to work with an adult to learn where resources are and how to access/use them and tidy up afterwards * Explore cutting, sticking, colour and texture when making a collage apple * Explore mixing colours to make shades of brown and green to create a handprint tree and a group   **Week 2 and onwards**   * Bring their own teddy to school and enjoy sharing and talking about it to their friends * Engage in learning the song “teddybears picnic” and begin to move with rhythm to it. * Know which part is the verse and which is the chorus and identify some of the themes and rhymes * Engage in lessons introducing and using instruments – begin to use and name them in their play * Follow rhythms and patterns when using the instruments alongside familiar songs and rhymes * Know some of the repetition and rhyme in familiar stories (eg Bear Hunt) and nursery rhymes * Cut, stick and paint to make costumes, labels and settings for their bears |

**GROWING**

|  |  |  |
| --- | --- | --- |
| The child is beginning to demonstrate understanding and is engaging with the learning. They recall some knowledge and use some vocabulary correctly and in context but maybe not sufficiently confident to do this without prompting. They are carefully led, by the adult, through small steps of guided learning to recognise, practise and repeat key skills. | | |
| **Teaching for Learning Objectives** | **Activities to Support Teaching for Learning** | |
| **What are the adults doing?** | **What are the children doing?** |
| ART   * Explore what happens when they mix colours and create different textures * Manipulate materials to a planned effect * Use simple tools and techniques competently and appropriately to engage in drawing, painting, printing, 3-d, collage and textile work * Select appropriate resources and adapt work where necessary * Know the work of Andy Goldsworthy, Henri Rousseau, Vincent Van Gogh   MUSIC   * Build a repertoire of songs and dances * Explore the different sounds of instruments * Begin to play instruments or body percussion with control including different tempo, pitch and volume * Listen with attention to different styles of music and respond appropriately | **Week 4 -8:**  **Who will come on our picnic?**   * Read stories such as Goldilocks, The Bear Hunt, The Bear Under the Stairs, My Friend Ted * Model thinking about what each character would like to eat, how we could make them feel at home through role play and scene setting * Encourage the use of skills taught in workshop in order to develop their ideas. Do they know how to access, use and respect the resources? * Sing songs and add percussion to songs about bears, revisit and rehearse to ensure all can keep a rhythm * How can we change our playing to match different types of bear – shy, fierce, cuddly etc * Read nonfiction books and show pictures and information ppt’s about different types of real bear * Explore where these bears live and what they would like at the picnic * Model how to make a setting for a type of bear – how to access and use the junk/collage resources in the workshop * Play music linked to stories and songs plus woodland sounds and explore feelings | **Goldilocks**   * Role play with masks and cooking resources in Esme’s house, mud kitchen and role play area * Overlearn cutting skills by cutting out pictures from the story and using them in sequencing and book making activities * Engage in free flow activities which enhance literacy, numeracy and fine motor control by cutting, sticking and beginning to count, sequence, sort by size, read words on cards and use them on a word mat to make lists and begin simple stories * Create art work using oats * Cook porridge * Learn Goldilocks song * Begin to understand which is a verse and which is the chorus * Add percussion to the song   **Real bears**   * Find out about different types of real bears and where they live etc * One at a time make a whole class mind map of what they like to eat, where they like to live and how human interference can help or harm – polar bears, grizzly bears, pandas * Link this learning to planning the food we will serve at our picnic, where we might hold it and the atmosphere created by decoration * Make settings in boxes |

**BLOSSOMING**

|  |  |  |
| --- | --- | --- |
| The child is engaged and enjoying the learning and able to apply the necessary skills and knowledge in order to demonstrate their understanding of the learning. They confidently meet the objectives and demonstrate a full ability to use the vocabulary correctly and in context. They are confident when making links and explaining their method to others. They are encouraged to explore and experiment whilst the adult sets challenges, hypothesises and explores misconceptions with them. | | |
| **Teaching for Learning Objectives** | **Activities to Support Teaching for Learning** | |
| **What are the adults doing?** | **What are the children doing?** |
| **ART**   * Select tools and techniques needed to shape, assemble and join materials they are using * Plan their own work incorporating ideas linked to projects * Represent their own ideas, thoughts and feelings through art and design   **MUSIC**   * Represent their own thoughts and feelings when playing and creating music * Use music to accompany stories * Listen to different styles of music and discuss how they make them feel | **Week 9-10**  **Where will we hold our picnic?**   * Introduce woodland animals and how they suffer during bonfire night * Talk about how we can stay safe whilst having fun * Visit a local wood and look at how it has changed (visit earlier in the year???) * Spooky wood – pictures and music * How can spooky be turned friendly? Andy Goldsworthy art project looking at using autumn materials to make art – explore photos and model collecting and creating | **Weeks 9-10**   * Find out about woodland animals through internet, CBeebies programmes, non fiction books and stories such as Percy the Park keeper * Observe and record changes to local woods using speech, pictures, photos, writing, painting and modelling * Look at pictures of a spooky wood – how does it make you feel? How might it make others feel? * Listen to different soundscapes and music tracks – match to different pictures of woods * Begin to create own music and soundscapes to match pictures of woods * Engage in exploring the work of Andy Goldsworthy and collect resources to create their own work using natural materials – record using photos |

**FLOURISHING**

|  |  |  |
| --- | --- | --- |
| The child is exhibiting a depth of learning and enthusiasm relating to the objectives. They can select knowledge and understanding for different contexts and justify their choice when using their repertoire of skills. They are able to revise, review and reflect on what they know and create their own solutions to situations, justifying the rationale for what they are demonstrating. They are able to, and indeed want to, ‘show off’ with what they know and what they can do; they want to share that they are flourishing and how they know they are flourishing. Adults are present for affirmation and organisation. | | |
| **Teaching for Learning Objectives** | **Activities to Support Teaching for Learning** | |
| **What are the adults doing?** | **What are the children doing?** |
| Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed.  Children talk about the ideas and processes which have led them to make music, designs, images or products. They can talk about features of their own and others’ work, recognising the differences between them and the strengths of others. | **Weeks 11-12**  **The Bear Hunt**   * Reread The Bear Hunt and talk about which bears would live in in each setting * Challenge the children to choose a setting for their picnic, to make a representation of it in a method of their choosing * Challenge the children to create background soundscapes and music of their own or choose some of the music we have listened to over the weeks * Check understanding by asking why they have chosen the setting, how they feel about it, why they chose to represent it in a certain way and use sound to enhance it. * Invite adults to accompany us on a Bear Hunt | **Weeks 11-12**  **The Bear Hunt**   * The children will be clear about what different woodland settings look like and how they can represent them – they will choose a particular to create a picture, junk model or setting and explain why they have chosen this method * They will be creative in the use of percussion and/or music from the internet to accompany their art work * They will appreciate and comment on the work of others * They will be excited to share this work with adults |

** WE ARE ARTISTS **

**Class: Apples Teacher: CD Term and Year: Autumn 2019**

**FINAL FLOURISH**

**The children will take parents on a ‘Bear Hunt’ style journey around different settings using props they have made, music they have enjoyed or composed and movements, for example, “uh oh, a wet rainy forest…” accompanied by jungle music, large scale leaves etc. They will end up back at North Rigton for a picnic!**

**The journey, narrated by CD, will show different styles of art work and link them to the different settings with atmosphere being created by music and movement.**