

CALCH LESSON PLAN			
Subject	Unit	Lesson	Key stage
Art and design	3	Time to get creative	KS2/3
<p><b>Learning objectives:</b> By the end of this lesson pupils should learn:</p> <ul style="list-style-type: none"> <li>• How to identify different features at the site and use them in their artwork</li> <li>• How to identify characteristic styles in the work of famous artists</li> <li>• How to incorporate these features in their own work.</li> </ul>			
<p><b>Keywords:</b> Shape, form, colour, space, texture and pattern, viewpoints, perspective, foreground and background.</p>			
<p><b>Introduction:</b></p> <p>This lesson should begin with a quick refresher from the site visit. Discussion could include what pupils liked and disliked most about the site and what they found most interesting. Teacher can guide the discussion to help pupils establish how they would like to present their art work based on their visit to the quarries.</p>			<p><b>Timings</b> (Based on 60 min)</p> <p><b>5-10 mins</b></p>
<p><b>Main :</b></p> <p>Pupils may now develop the observations, ideas and feelings into designs and continue to make images or artefacts. Pupils should think about colour, pattern, texture, tone and shape and how these can be combined and organised for different purposes.</p> <p>Depending on the time allotted for this project and how ambitious pupils (and teachers) may be with their creative work, this lesson could solely be based on the design process with further lessons for design and creation.</p> <p>Pupils could look at the work of other artists to identify what their characteristic styles are and how they could incorporate them into their work. (PowerPoint with examples of landscapes included in this unit)</p> <p>Pupils should also during the design process compare ideas with peers and say what they think and feel about them. Pupils may adapt and develop their own ideas reflecting on peer evaluation. Different ideas for the final product could range from a poster or postcard collage to a model of a kiln or of a quarry (dependant on time)</p>			<p><b>45 mins</b></p>
<p><b>Plenary:</b></p> <p>By the end of this lesson pupils should have a clear idea of what they want to create, if they have to complete the work in the next lesson they should have already begun their work.</p> <p>In the next lesson pupils will continue to develop their art and design work. Dependant on time pupils may need to do homework to help complete the project in time.</p> <p>Pupils should be reminded of the time that they have left to complete their work.</p>			<p><b>5 mins</b></p>

**Differentiation:**

Pupils should work to their own ability during this lesson, extra help should be offered to less able pupils who may find the creative process difficult.

**Assessment:**

Pupils should have identified features in their creative process and be able to say and what they think and feel about them.

They should be able to record details of the approaches of different artists to inform their own work.

Their work where possible should show an understanding of relative size, distance, shape and structure.

**Resources:** Examples of landscapes on PowerPoint, A3/A4 paper for design process.

**Links to literacy/numeracy:**

**Literacy** - This lesson can link to literacy in the following ways:

- *Pupils are asked to speak clearly using appropriate language*
- *Gather and organise information from various sources.*
- *Expand upon ideas with supporting reasons.*
- *Follow up initial ideas that interest them by further research.*

**Numeracy** - This lesson can link to numeracy in the following ways:

- *Time events and organise results.*

**Other curricular links:** Cross curricular links to ICT by using digital images to help create their interpretation and also to design and technology working with any equipment to create their work