



RATIONALE:

During this learning journey, the children will have the opportunity to develop their techniques in art and design, as they experiment with the use of materials and styles. As the children explore a range of famous artists and their artwork, they will learn to communicate and appreciate their understanding of the art and design, including the emotions they have towards contrasting artwork and style. As we live in an increasingly diverse society, it's important for us to appreciate and recognise that what we see may be different to someone else's interpretation, understanding that our values and views are developed from our background and life experiences which are of course different for each one of us! Teaching children to recognise the choices an artist makes in portraying a subject will help them to develop this skill as we all bring our thoughts to the artistic table to create our own artwork. Learning to express themselves and take risks in creating art, as well as developing a sense of innovation will all be part of this learning journey. This learning will build on the 2 dimensional art that the children learnt in key stage 1 and prepare them for their year 4 work as they are required to understand the design process when developing a piece to share with the public. children will apply what they have learnt to create attractive, appealing artwork in the style of Barbara Hepworth to capture our BFS 'school identity and community'. This will be displayed within our school environment for years to come!

English

Maths

Art and design

We VALUE creativity  
Learners will be expected to generate ideas about BFS as a starting point for their artwork. They will think divergently as they consider ways to represent their ideas and will develop their ability to judge the value of their work as they consider impact for the observer.

We VALUE Respect  
Through investigating the work of Hepworth, learners will be expected to articulate feelings and develop empathy with the artist and her point of view. Working on artwork for an area in school will require skills of negotiation and compromise as they communicate their ideas and make decisions appropriately.

We VALUE Independence  
The learners will focus on developing their abilities to be resourceful in this project. They will need to develop their skills of visioning so that they are clear as a whole class what they are working towards. The learners will need to plan time effectively to be successful.

CHALLENGE: Innovative, attractive pieces of 3D art are required to bring life to the inside learning space. Can the children take up the challenge of creating artwork that will communicate what it's like to be part of the Broadstone First School community?

OUTCOME: Using clay, the children will create human figures in the style of the British Sculptor, Barbara Hepworth for display in our school learning space.

STEPS TO SUCCESS:

- Set the Challenge- request from Mrs Wood to make the inside learning space more appealing and attractive through artwork.
- Explore a range of artists and their styles.
- Reflect on the importance of art and what art is.
- Write a setting description based on a painting.
- Explore story openings and write a story opening linked to a piece of art work of their choice.
- Consider and critique artwork and articles about artwork in order to justify thinking and opinion. Listen to how other people's views are similar or different to their own. Respect the views that each person has.
- Research the artwork of Barbara Hepworth and learn about her life.
- Write a critique of a piece of Hepworth's artwork, considering the purpose, audience and layout.
- Consider possible materials that artists use and learn how to use these materials to create their own artwork.
- Have a go at drawing human form considering proportional measure.
- Use this to create an abstract human figure, focusing on outline.
- Learn how colour can link to emotion, thinking about the use of primary and secondary colour.
- Take part in an art workshop with an art expert.
- Each learner will plan and create a small design in the style of Barbara Hepworth, and replicate it using different medias.
- Plan the making process of the final piece of art; including measuring the space where the art will be displayed.
- Make the final artwork design using clay, ensuring the deadline is met.
- Glaze final product for durability.
- Consider how the artwork could be shared with the school community at a reveal event, and let the community know when it will be taking place; write a letter to invite guests to the event.
- Create a powerpoint presentation that is clear and eye catching for the BFS website that will advertise the art reveal.
- Receive feedback from the BFS Community about the artwork in their learning space.



EVALUATION:

- What went well?
- How effectively did we meet the challenge of creating appealing, attractive pieces of artwork for the learning space?
- How does the artwork make you feel?
- Which learning activities helped to achieve the aim the best?
- How effective was your time management?
- How well did you work as a team?
- Which were less successful?
- What changes could be implemented for next year?

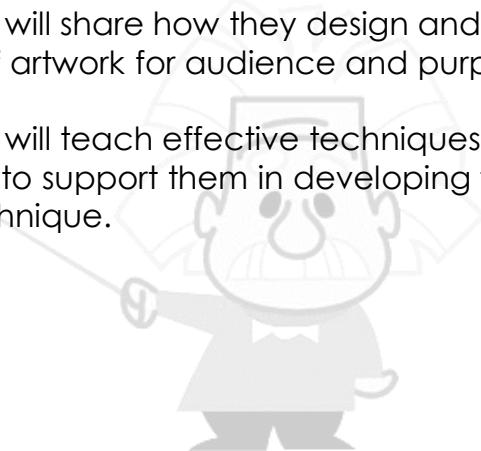
VISION FOR QUALITY:

- Aim to design appealing, attractive pieces of artwork that reveal the BFS community and identity.
- Well placed holes in the artwork to reflect the landscape where the artwork is displayed.
- Clay is moulded and can be recognised as a human figure.
- Final design is high quality, solid and glazed.
- All learners produce their own sculptor.
- Children can articulate their ideas.

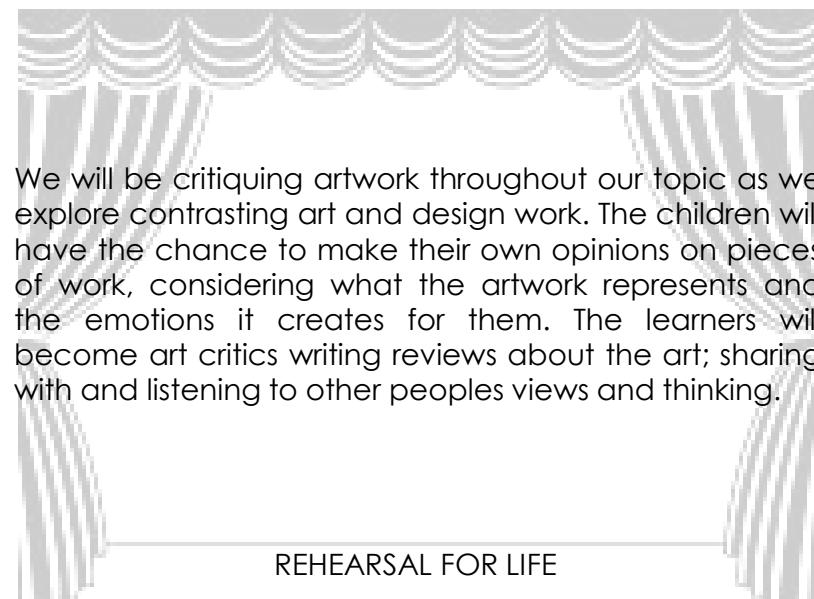
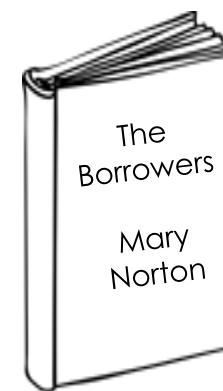
EXPERT CONSULTATION:

An artist will share how they design and develop a piece of artwork for audience and purpose.

An artist will teach effective techniques to the learners to support them in developing their style and technique.



QUALITY TEXTS:



We will be critiquing artwork throughout our topic as we explore contrasting art and design work. The children will have the chance to make their own opinions on pieces of work, considering what the artwork represents and the emotions it creates for them. The learners will become art critics writing reviews about the art; sharing with and listening to other peoples views and thinking.

COMMUNITY IMPACT:

Our final pieces of artwork will be designed and created for our Broadstone First School community to enjoy as part of the inside learning space. We hope that the art will capture our school ethos to visitors in an appealing, innovative way and be enjoyed by our community.



LEARNING BEYOND SCHOOL:



These are optional ways that you can support your child's learning alongside what will be teaching in school...

Visit an **Art exhibition**, and capture one of the artists work, life and style. Identify the materials the artist commonly uses and come to your own conclusion on their work. How does it make you feel? What do you interpret from the artwork displayed?

Have a go at **Soap Carving** a figure of a person. For step by step instructions, check out this: <https://www.tate.org.uk/kids/make/sculpture/soap-carving> We would love to see your soap creations so why not bring them in to school to show us once you have had a go.

DISCRETE LEARNING:

PE: In PE, the learners will develop the skills needed to play Tag rugby (Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Develop flexibility, strength technique, control and balance)

RE: Islam (fasting) How can we develop empathy?

Maths: Multiplication and Division, Measure: Length and Perimeter

OBJECTIVES

The National Curriculum 2014 objectives can be found on our website <http://fluencycontent2-schoolwebsite.netdna-ssl.com/FileCluster/BroadstoneMiddleSchool/MainFolder/first-school/Curriculum/KS1-OVERVIEW-OF-OBJECTIVES-YEAR-2.pdf>

COMPUTING:

Use technology to create a powerpoint presentation that will go on the BFS Website to advertise the art reveal to parents.