

Summer Term Year 1 Making Birds		Topic: Making		Cultural Capital: Watch art videos online to increase access to places you are unable to visit. Visit local galleries, museums, crafts groups, artists.		
<p>National Curriculum Objectives (KS1):</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space to know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 						
<p>Enquiry Question: <u>How can we transform materials into sculpture? How can we transform 2d paper into 3d form? How can we use drawing and texture to add character to our sculpture?</u></p>						
<p>Previous Learning: Reception:</p> <ul style="list-style-type: none"> . 						
<p>Future Learning (KS2):</p> <ul style="list-style-type: none"> Continue to explore the relationships between 2 d shapes and 3d form, and the relationship of drawing to making. Build understanding of how one can inform the other. 						
Lesson Theme	Retrieval	Learning Target:	Activity	Success Criteria	Vocabulary	Key Concepts
Lesson 1: Drawing from images and film	How can I be inspired by images of birds?	To look carefully and slowly and respond to images and film by creating observational drawings.	Pupils will become familiar with using film as a source to create observational drawings of birds. Pupils will look carefully and slowly as they draw, creating a range of different marks and line using B	I can look carefully at photos and films of birds, taken in the details and overall shapes, and then made drawings of what I have noticed.	Lines, Shapes, Mark Making, Texture Soft pencil, Graphite, Handwriting Pen, Pastel, Oil Pastel, Coloured pencil,	That we can work from a similar stimulus or starting point but end up with very different results. That we can use observational drawing and experimental mark

			pencils, handwriting pens and pastels.			making together to make art.
Lesson 2: Drawing from observation	How can I use mark making to draw a feather?	To create observational drawings of feathers using a variety of medium and mark making.	Pupils will create drawings of feathers working from real life. They will recall the mark making that they have used throughout the year and will continue to explore new ways of making marks. Pupils will work in sketchbooks or on large pieces of paper to experiment with how paper size changes the nature of mark making. Pupils will demonstrate that they can create marks with a range of materials and have made conscious choices about which materials they want to use.	<p>I can draw from life looking closely.</p> <p>I can take creative risks and experiment with a variety of drawing media to see how I can describe a "feather".</p> <p>I can explore the different kinds of marks I can make, including using some colour.</p>	<p>Observation, Close study,</p> <p>Blending, Texture</p> <p>Explore, Discover</p>	<p>That we can work from a similar stimulus or starting point but end up with very different results.</p> <p>That we can use observational drawing and experimental mark making together to make art.</p>
Lesson 3: Introducing 3D	What happens when I fold, tear and crumple paper?	To manipulate paper to create 3d forms.	Pupils will demonstrate that they can intuitively transform paper to create 3d forms by tearing, crumpling, and collaging. Pupils will demonstrate this by either making rubbings, turning paper into feathers or manipulating paper 2d into 3d. In each of the	I can explore how to fold, tear, crumple, and collage paper to transform it from 2d to 3d.	<p>Transform,</p> <p>Fold</p> <p>Tear</p> <p>Crumple</p> <p>Collage</p>	<p>That there is a relationship between drawing & making.</p> <p>That we can transform 2d into 3d.</p>

			activities, pupils will explore and invent to develop their making and creativity skills.			
Lesson 4 & 5: Make	How can I use materials to make a sculpture of a bird?	To make my own standing bird sculpture taking inspiration from artists' work.	Pupils will engage with artists work to think about and articulate what it is they think of the artwork in their sketchbooks or in class discussion. They will draw upon the skills learnt in week 1, 2 & 3 to make choices about materials and structures to create their own sculptures of birds. Pupils will demonstrate an understanding of how to make things balance through exploration and play.	I have looked at the work of other artists who have been inspired by birds and talked about the work. I can explore how I can bring a variety of materials together to make my own sculpture. I can take on the challenge of making my sculpture balance and stand.	Sculpture, Structure, Balance Texture, Personality, Character,	That there is a relationship between drawing & making. That we can transform 2d into 3d.
Lesson 6: Share, reflect, discuss,	How can my individual outcome be part of a group installation?	To display my bird as a 'flock'.	Pupils will collaborate to create a flock of birds using their individual sculptures. Pupils will engage in class discussion about their individual and collective work.	I have seen how my sculptures can be part of a class artwork. I have shared my work with my classmates and teachers and reflected what was successful to me.	Installation Flock Collaboration Present, Reflect, Share, Discuss	That the individual results can then be brought together to make a whole artwork.

Learning Outside of the Classroom?

- Take the time to study birds in the local habitat.
- Collect feathers from local habitat.

Cross Curricular Opportunity:

- Geography: **Use language which supports understanding about continents (migration), maps, habitats.**

Maths: **Explore the relationship between 2D/3D shapes, weight, measuring.**

Science: **Explore birds, habitats, seasons, food chain**

PSHE: **Supports Peer Discussion, Collaboration, Responsibility to the planet.**

Impact/Assessment

- Monitored by sketchbook work, one to one or small group conversation, whole class discussion, final outcome.
- Identify any personal challenges preventing meeting "I Can" statements
- Identify any weaknesses common to many in class which might help identify areas you need to focus on again as a teacher.
- Identify areas of particular strength which might benefit from being developed.
- No grades to be applied, no learning objectives in the sketchbooks, no teacher marking in sketchbooks.