

Summer Term Year 4 Festival Feats		Topic: Collaboration and Community		Cultural Capital: Watch art videos online to increase access to places you are unable to visit. Visit local galleries, museums, crafts groups, artists.		
National Curriculum Objectives (KS2): Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: <ul style="list-style-type: none">to create sketch books to record their observations and use them to review and revisit ideasto improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]to know about great artists, architects and designers in history.						
Enquiry Question: How can we use the skills we have learnt in drawing, painting, making and collage to create artwork which celebrates the food we eat?						
Previous Learning: KS1: <ul style="list-style-type: none">Introduced basic drawing, painting, making and collage skills. Introduced idea that we can come together to create art which represents us all.						
Future Learning (KS2): <ul style="list-style-type: none">Continue to develop skills above. Continue to explore ways in which we can contribute and collaborate, as individuals, to wider artistic projects.						
Lesson Theme	Retrieval	Learning Target:	Activity	Success Criteria	Vocabulary	Key Concepts
Lesson 1 & 2: Explore and Draw	How are artists inspired by food?	To explore the work of artists who create sculpture inspired by food.	Pupils will become familiar with artists who create sculpture based on food. They will be introduced to Claes Oldenburg and contemporary artist Lucia Hierro’s soft sculptures. Pupils will respond by filling a couple of sketchbook	I have explored the work of artists who are inspired by food, and I can share my responses with the class. I can use my sketchbook to record and reflect how the artist’s work makes me feel. I can use my sketchbook to draw food using a variety of		That sculpture can be joyful. That we can respond to a creative stimulus through lots of different media (pen, paint, modelling, materials, and fabric) to work towards drawing, painting,

			<p>pages with visual notes, jotting down quick drawings, words about how they feel, similarities and differences between the artist's work, and any other thoughts. Pupils will show you what they can see by creating observational drawings from film / life. They will consider shape, colour, texture, and composition whilst using a variety (and combination) of materials.</p>	<p>media, drawing from still images and from life. I can explore how I can use line, shape, and colour to capture the texture and form of the food.</p>		<p>collage, and sculpture.</p> <p>That we can use our knowledge and curiosity of line, shape, colour, and form to make playful and inventive art.</p>
Lesson 3 & 4: Sculpture	How can I make sculptures of food?	To make my own sculpture of food that I like.	<p>Pupils will explore their favourite foods through sculpture.</p> <p>Option 1: Pupils will explore painting and sculpture by recreating tins and jars of their favourite foods. They will explore line, shape, and colour through three different exercises. Pupils will turn their paintings into 3D sculptures to form a classroom shop installation.</p> <p>Option 2: Pupils will explore Modroc as a new material to make a sculptural feast which will contribute to</p>	<p>I can make a sculpture of food, understanding how my sculpture will be seen from different viewpoints working in 3d.</p> <p>I can explore and experiment using "Design through Making" and discover how I can transform and construct with different materials to make my sculpture.</p> <p>I have seen how my own sculpture can form part of a larger artwork and how we can all find inspiration in each other's ideas.</p>	Viewpoint, Relationship 2D 3D, Transform, Graphics, Design Through Making, Construct, Contribute, Artwork, Installation,	<p>That we can make an individual artwork which contributes to a larger or shared piece, or we can work on a shared artwork.</p> <p>That making art can be fun and joyful, and that we can find subject matter which inspires and brings us all together.</p>

			a class meal. They will explore texture and modelling as well as colour and form.			
Lesson 5: Collaborate	How do materials respond on cotton?	To collaborate to create a communal picnic drawing on a cotton sheet.	Pupils will lay out a picnic, including food which contributes colour, texture, pattern, and form to inspire lots of creative drawings into cloth. Pupils will work on a new surface (cloth) and see how using this material is different to working on paper.	I can explore drawing on different surfaces such as fabric, understanding how the drawing materials act differently to when they are used on paper.	Surface, Fabric, Texture,	That we can make an individual artwork which contributes to a larger or shared piece, or we can work on a shared artwork. That making art can be fun and joyful, and that we can find subject matter which inspires and brings us all together.
Lesson 6: Share, Reflect, Discuss	How can I reflect on my work?	To display the work made through the half term and reflect on the outcomes.	Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion. Pupils will reflect upon all stages of the journey and reference the artists studied. If available, they will take photographs of their work on tablets or cameras.	I can present my work as part of a larger artwork, and I can share my response to my own work and also the work of my peers.	Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences, Photograph, Lighting, Focus, Composition,	That when we reflect on our own work and the work of others, we think about what we are good at and what we might do differently next time.

Learning Outside of the Classroom?

- Visit local shops to explore food from representative of local communities/ideas for display.

Cross Curricular Opportunity:

- **History:** Look at the food grown during the time of your chosen civilisation topic e.g. Iron Age farming.
- **Science:** Soil, room to grow, nutrition, food groups, environmental changes.
- **PSHE:** Supports Responsibility to the planet, Collaboration, Peer Discussion. Look at foods from different religious ceremonies.

I 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.