

Summer Term Year 5 Activism		Topic: Printing, Collaging, Drawing		Cultural Capital: Watch art videos online to increase access to places you are unable to visit. Visit local galleries, museums, crafts groups, artists.		
<u>National Curriculum Objectives (KS2):</u> 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.						
<u>Enquiry Question: How can we, as artists, use our skills, vision and creativity to speak on behalf of communities, changing the world for the better?</u>						
Previous Learning: Years 3, 4 & 5: <ul style="list-style-type: none">Explored how artists bring their own experience to their work. Understood that artists have responsibilities in the way they act in the world, depending upon the discipline in which they work.						
Lesson Theme	Retrieval	Learning Target:	Activity	Success Criteria	Vocabulary	Key Concepts
Lesson 1: Introduce the relationship between Print and Activism	In what ways can artists express their ideas and opinions?	<p>To understand that art can be used to express the opinions of artists, who in turn speak for sectors of society.</p> <p>To learn that artists can be activists, and many artists choose print as a way to make their art</p>	<p>Pupils will respond to the work of contemporary artists and designers, Luba Lukova, Faith Ringgold, Kate DeCiccio. Jean-Michel Basquiat</p> <p>Pupils will compare the artists and will share their thoughts in</p>	<p>I have seen how artists use their skills to make art which speaks about things which matter, often on behalf of whole communities.</p> <p>I have explored how I can find out what I care about, and find ways I might share my ideas with us.</p> <p>I have seen how my</p>	<p>Activism</p> <p>Voice</p> <p>Message</p> <p>Community</p>	<p>That artists can use art as a way to express their opinions, using their skills to speak for sectors of society.</p> <p>That artists acting as activists often use print because it allows them to duplicate and</p>

Cross Curricular Opportunity:

- **History:** Look at the messaging from WW2 posters.
- **Science:** Environmental changes, deforestation.
- **PSHE: Responsibility** to the planet, Collaboration, Peer Discussion, Different Religions, Ethnic Identity.

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.