

Creative Arts (Art/DT) AUTUMN 2 MTP/STP Year 3/4 (2021-22)

W/B 1 st November	W/B 8 th November	W/B 15 th November
MyLO: To learn about famous inventors from England. (Need laptops/IPADs) Can the children remember any key names of inventors of certain technology and what technology it was. http://www.derbyshireuk.net/people.html - top 30 inventors and their inventions. watch video and ask if the children noticed anything (only two of the inventors were from England) explain how we're going to look at inventors from England and what they are well known for. TASK 1* = Have a Creative Arts L1 Map enlarged on to A3 in pairs match the inventor to where they are from. Use Creative Arts L1 inventors and cut and stick them out onto the map (around the map and draw a line to the relevant place). Stick in Sketchbook or Topic book. EXT: use an ipad/laptop in pairs/threes and use the website http://www.derbyshireuk.net/people.html And choose two of the inventors from the map work and write a couple of sentences in their books about them. 2* /3*= In 2s, http://www.derbyshireuk.net/people.html Use this website to see a list of famous people who are from/famous for what they did in Derbyshire, click on the name to get more information and find out where they are from. Children to stick the Creative Arts L1 Map sheet into their books – label where the inventors lived/born and say what they were famous for. Inventors to do: Richard Arkwright, Robert Bakewell Joseph Pickford, Henry Royce George Stephenson, Henry Issac Stevens, Barnes Wallis John Whitehurst, Joseph Whitworth Plenary Are all inventions big? Feedback children's thoughts. What is the purpose of inventions? (make things easier and simpler) Share examples of small ones that make things easier/simpler e.g. the paper clip.	MyLO: MYLO: To create a piece of artwork with a message. Art Books Ask the children's thoughts on 'What does the future hold' for technology. Ask the question what do they think happens to the old technology that is no longer used? Discuss and share ideas. Creative Arts L2 SMART Show the cartoon 'Obsolete Technology' (Creative Arts L2 pic or use website below) - What can they see? - What is happening in the picture? - What do you think the art work is trying to say? http://www.cartoonaday.com/obsolete-technology-digital-painting/ Website to look at the cartoon close up and a brief description. Children to have a mini Creative Arts L2 picture to stick in their art books and annotate around it as discussions are taking place. Discuss the positives and negatives of technology. (Effects on the environment) (Write up ideas on board for 1* to use for their main task) Tasks: 1* = Create a piece of art work showing the positive and negatives of technology – use the list created as a class and draw pictures to represent each one. 2/3* = Tell the children they are going to create/design their own piece of art work like the one we have just have looked at. Their artwork needs to have an underlying message. Discuss some ideas for a theme/message for their artwork. Examples:	MyLO: To research the role of Robots in modern day life. Art Books Put the word Robot on the board ask the children to discuss what comes to their mind when they hear the word robot and draw a picture in their books of what they see when they hear the word robot. Share children's thoughts and ideas – do the children all draw a fairly similar thing? https://www.youtube.com/watch?v=8wHJiLMnikU – Real life robots. Robots (1-3) or Volvo Cars Look at Creative Arts L3 PPt What are robots– not the final 2 slides (children make notes if they wish as they may need the information for the main part of the lesson) Tasks: 1* Stick a picture of a robot Creative Arts L3 Robots in the middle of the page and write 5 sentences about robots that they have learnt from the video and power point. Afterwards they can construct a model robot from the Creative Arts L3 agent of stem sheet. 2/3* Create an information poster in their art books about robots. (Use the titles from the power point slide to help them know what to include.) Ext: List the pros and cons in their books on using robots. Plenary https://www.youtube.com/watch?v=hM6ItEXb_Us&list=PLc3SiSSdDOqrCDpcmQM4bTIUz2p4Uq8sZ Watch clip. What do you notice about these robots? What can they do? How are they different from the robots we have been looking at and discussing? Show the word artificial intelligence and what this means – what could the robots of the future look like? .

Play guess the gadget – watch https://www.youtube.com/watch?v=vDLxcLLaQEY from 1 minute up to 7 minutes Phil and Holly from this morning guessing what the gadget is for, pause the video and let the children say what they think the gadget is for before replaying the video and saying what it is.	- People have become less connected/don't talk as much. - The damage technology does to the environment. - How useful technology actually is. - How safe is technology? Children to represent one of these ideas through drawings or an idea of their own. Plenary AA and HA are to share their artwork with the rest of the class, can the rest of the children unpick what message is being told through the artwork	
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Creative Arts AUTUMN 2 Y34 (2021-22)

W/B 22 nd November	W/B 29 th November and W/B 6 th December	W/B 13 th December
MyLO: To design my own robot of the future. Link back to the previous lesson and ask the children what they think robots of the future might look like. Create a thought shower of children's ideas: - If they could design a robot what would it do? - What would it be made out of? - What it look like? (think about the shape and size to fit the purpose) - Does it have any special features? - How would it be powered? Before the children design their robot watch - https://www.youtube.com/watch?v=ABridyavqkl – the world in 2050. Ask the children what robots they saw and what they could do? When designing their robot they can be imaginative as possible as who knows what the future holds, technology and robots have advanced dramatically over the years – anything is possible! Tasks: 1* = Design a robot using the Creative Arts L4 roll and build a robot template. Make the robot using this template – stick it into book and say what their robot can do. Add labels to robot on its parts. 2* = Design their own robot:	MyLO: To make my robot of the future <u>(THIS MAY TAKE 2 Sessions)</u> Using the design they created last week, the children are encouraged to make their robot either individually, in pairs or in small groups. Think about choice of materials: Can they use junk modelling to make a recycled robot? Will it be a large 3d Robot as tall as they are? How can they make sure it is sturdy and strong? Will it have moving parts (Stored energy, levers, pulleys) or use magnets to make things move? Will any parts light up with switches, bulbs, wires and batteries? (Sticky knowledge circuits from last year!) How will it be decorated? Silver paint, metallic paint or foil? Tasks: Individually, pairs or small groups, make a robot using recycled or new materials that move in some way. It could be a new Christmas toy to sell at a toy shop or for Santa to make at his workshop! Could be a pen holder or phone holder for an adult. Plenary Display and evaluate orally finished robot. Take a photo to stick in their sketch books and record an evaluation of the product. Did they have to revise their design? How did they strengthen it?	MyLO: To research the work of Eric Joyner Sketchbooks Introduce the work of Eric Joyner. Focus on the contrasts he makes between the robot and the background. Lots of his paintings have robots in real life backgrounds. Think about perspective. www.ericjoyner.com Discuss what is distinctive about Joyner's work e.g. robots in country settings, unusual objects like giant donuts. Children to make notes in the art book about Eric Joyner as we discuss. Tasks SEN/1* Use Google to find images of landscapes print and stick in sketch book, cut robots from toy catalogues to place in landscape. <i>(This is an alternative idea if the children would find the other activity too difficult; you may want the whole class to try the water colours.)</i> → 2/3* Look at Eric Joyner's work and how a lot of his robots have a landscape in the background including trees, grass, mountains the world or even the sea.

Use Creative Arts L4 design their own robot sheet. Or Creative Arts L4 design their own robot sheet SEN 3*Design their own robot: Draw their robot in their sketchbook (no more than half a page) adding labels where necessary (e.g. what some of its feature are and the dimensions of it.) Then write a paragraph about their robot including: What it can do. What it will be made out of. Any special features it will have. How it will be powered. Who their robot is aimed at? Plenary 3*and 2* pitch their robot design to the rest of the class. SEN and 1* choose their favourite robot design and say why they chose that one.	Do the moving parts work? Is it fit for purpose? Who is it aimed at? Will it be popular for children or adults? If they made it again, how could they change it?	Look at some simple watercolour versions of landscapes on Google. E.g.  Children to create one of these backgrounds in their art books with water colours. Whilst this dries, explore shadows and shading with torches and toy robots. Have a go at drawing a 3d robot on a separate piece of paper and add shading. (Show children how to add shading) When they have a robot they are happy with this can then be cut out and stuck on to their background. https://howtodrawa.net/robot/ This website shows step by step how to draw a robot although they are not 3D it may provide children a guide who are not confident artists.
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