MJS – Spring 1 – Y5/6 Creative Arts (2024-2025)

Week 1	Week 2	Week 3 and 4	Week 5
MyLO: To create a time travelling background using paint blowing. **For this lesson children will need an a4 piece of white card, a straw and paints. You will also need to water the paints down in order to get the desired effect. You will also need pipettes for the paint. Make sure to have table covers too.** This is a 2-part lesson. The first lesson is to create the background the second is to draw the Tardis to stick on top of the background. 1) Show the class the paint blowing video. Explain that today they are going to use this technique to create their own space themed background ready for our Tardis drawing next week. 2) Demonstrate to the class how to paint blow, explaining that they may need to water down their paints and not to blow too hard. The class can either brush the paint on or drop it on the page using a pipette, but not too much paint. 3) Show the class the Paint Blowing PowerPoint slide to give them space themed ideas. **Tasks:** 1= Children to create their own space themed background using the blowing paint technique they have just learnt about.	**MyLO: To draw a Tardis by following a step-by-step guide.** **For this lesson children will need a piece of a4 paper a pencil, a ruler, a rubber and some blue and black colouring pencils.** This is the second part of a 2-part lesson. The class will now create a Tardis for their space backgrounds from last week. 1) Show the class the step by step video on how to draw a Tardis. You will have to keep pausing to allow the class to complete each step. You may also want to draw this on the board a long with them. **For those children who want to challenge themselves give them the Tardis Image and see if they can draw it without following the step-by-step guide.** **Tasks:** 1= Once they have drawn their Tardis, they can colour this in. Show them images of a Tardis online for them to use as examples. 2= Now cut out the Tardis and stick this onto their space background from last week. They can either do this landscape of portrait. **These can then be put up on display in the classroom. A picture of them can be taken for Artbooks.**	**MyLO: To design a piece of artwork based on time travel.** Place the word time travel on the board – ask the children to create a thought shower in their books on what images they think of when they see that word. Discuss and share ideas – where there any similarities? 1) Show time travel art ideas – compare the images to the children's thought showers. Were there any key differences/similarities? What are the key things within the artworks? What colours have been used? **Task:** ***Lesson 1*** – draw and design a piece of artwork they think shows/represents time travel. Children can magpie ideas from the examples they have seen if they are struggling to create their own. ***Lesson 2***- refer back to the travel art ideas and discuss the colours used. Get the children to think about what key colours they are going to use. https://www.youtube.com/watch?v=1p-5iadhpTo - video shows the children how to blend colours using pencil crayons. (video is quite long, watch from about 2:30 and decide how much you want/need to show) Children then colour in their time travel art designs with pencil crayons. Focusing on the key colours they chose and trying to blend some of them.	**MyLO: To design a new time travel machine.** Look at the time machines pictures e.g. Tardis, Delorean. Discuss any similarities and differences between the different time travel machines. https://www.youtube.com/watch?v=fYj4wgOTkro - a video which shows the inside of the DeLorean. As the children watch it take notes of any key features they think it has e.g. the clock. https://www.youtube.com/watch?v=SSqqwv86Pts - video showing the time machine H G Wells. (only need to watch the first 2 minutes to see the features of the machine) **Task:** Design a new time travel machine. Children draw their design and label its parts. Children to draw the outside of the machine – what will it look like (car, telephone box etc) and write why have they chosen it to look that way. Children to draw and label the inside of the machine and its components (what key features will it have? E.g. clock, lever etc)