



MATERIALS	Learning Objective	Activity	Key Knowledge (By the end of the lesson)		Vocabulary (Tier 3)
			Substantive	Disciplinary	
Lesson 1 Fairground Art	<p>L.O. 2 To be able to create sketch books to record their observations and use them to review and revisit ideas</p> <p>L.O. 3 To be able to improve their mastery of art and design techniques, -painting - poster paint</p> <p>L.O. 4 To be able to know about great artists, architects and designers in history.</p>	<p>Study and make notes on the work of Fred Fowle.</p> <ul style="list-style-type: none"> <li>• Create sketches of the distinctive form of the art</li> <li>• Create a piece of art inspired by the work of Fred Fowle – use for display</li> </ul>	<ul style="list-style-type: none"> <li>• History of fairground art and its unique signwriting quality with the use of bold colours and clean lines.</li> <li>• Study of Fred Fowle as a significant artist</li> <li>• PSHE link To celebrate a minority group -Gypsy Roma Traveller History by learning about Fairground Travellers ('Showmen') and their distinctive culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Content - Describe the art. What social, historical factors affect the work?</li> <li>• Process - When &amp; how was the work made? What materials &amp; techniques are used?</li> <li>• Formal elements - line, tone, colour, shape, form, composition, pattern, texture</li> </ul> <p>Colour: Confidently make and apply decisions about the use of colour to accentuate the message conveyed by the design of the fairground ride, use block fill, to manipulate colour. Consider how colour is used in both subject and background and how it links with the choice of font and arrangement of text.</p> <p>Line: How have decisions been made about line size, style, width and</p>	font, graphics, background, colour fill, block fill, signwriting

				<p>colour? What is the impact on the user?</p> <p>Form: How have images been made to look 3D?</p> <p>How have 2 and 3D images been combined ?</p>	
Lesson 2	<p>L.O. 2 To be able to create sketch books to record their observations and use them to review and revisit ideas</p> <p>L.O. 4 To be able to know about great artists, architects and designers in history.</p>	<p>Study and make notes on the work of Enrique Quevedo.</p> <ul style="list-style-type: none"> <li>• Create sketches of the distinctive form of the art</li> </ul>	<ul style="list-style-type: none"> <li>• Study of Enrique Quevedo as a significant artist contrasting with Fred Fowle</li> </ul>	<ul style="list-style-type: none"> <li>• Content - Describe the art. What is the art used for?</li> <li>• Process - When &amp; how was the work made? What materials &amp; techniques are used?</li> </ul>	Abstract, cartoon, pallet
Lesson 3	<p>L.O. 2 To be able to create sketch books to record their observations and use them to review and revisit ideas</p> <p>L.O. 4 To be able to know about great artists, architects and designers in history.</p>	<p>Study and make notes on the work of Picasso.</p> <ul style="list-style-type: none"> <li>• Create sketches of the distinctive form of the art</li> </ul>	<ul style="list-style-type: none"> <li>• Study of Picasso as a significant artist contrasting with Fred Fowle and Enrique Quevedo</li> <li>• Explore a stimulus as a starting point for developing own ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Critical and contextual skills: <ul style="list-style-type: none"> <li>• Describe what you see, think, feel when looking at images and artefacts in different forms and suggest reasons for the artist's intention or meaning of the work.</li> <li>• How could you use these considerations of an artist's work to improve your own?</li> </ul> </li> <li>• Content - Describe the art. What materials &amp; techniques are used?</li> </ul>	Cubism, Surrealism, Modern

Lesson 4	<p>L.O. 2 To be able to create sketch books to record their observations and use them to review and revisit ideas</p> <p>L.O. 3 To be able to improve their mastery of art and design techniques, -painting - poster paint</p> <p>L.O. 4 To be able to know about great artists, architects and designers in history.</p>	<p>Plan the composition of a painting inspired by the three artists studied to convey a fairground scene.</p>	<ul style="list-style-type: none"> <li>• Explore a stimulus from the three artists as a starting point for developing own ideas</li> <li>• Explore colours to create different moods</li> </ul>	<ul style="list-style-type: none"> <li>• Formal elements - line, tone, colour, shape, form, composition, pattern, texture</li> <li>• Mood - What emotions does the work convey?</li> </ul>	
Lesson 5	<p>L.O. 2 To be able to create sketch books to record their observations and use them to review and revisit ideas</p> <p>L.O. 3 To be able to improve their mastery of art and design techniques, -painting - poster paint</p> <p>L.O. 4 To be able to know about great artists, architects and designers in history.</p>	<p>Outline composition using yellow paint on an A4 piece of paper. Create line and form.</p> <p>Begin to add colour taking care to keep the cubist style.</p>	<ul style="list-style-type: none"> <li>• Different paint brushes will give different effects</li> <li>• Colour mixing</li> </ul>	<ul style="list-style-type: none"> <li>• Use line to create movement and form</li> <li>• Choose paint brush</li> <li>• Experiment confidently with media and tools before making a final work of art.</li> <li>• Explore tones made by mixing a light colour (not white) with a dark colour (not black) eg lemon yellow with a dark red, identifying how they could use this skill in their own work.</li> </ul>	<p>Foreground, background, mood</p>

Lesson 6	<p>L.O. 2 To be able to create sketch books to record their observations and use them to review and revisit ideas</p> <p>L.O. 3 To be able to improve their mastery of art and design techniques, -painting - poster paint</p> <p>L.O. 4 To be able to know about great artists, architects and designers in history.</p>	<p>Complete a final piece of art.</p> <p>Evaluate their work.</p>		<p>Draw on experience to select and use tools in appropriate ways to achieve intentions</p> <p>Give reasoned evaluations of their own and others work which takes account of context and intention</p>	Appreciation
Enrichment	<p>L.O. 1 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.</p>	Christmas Cards			