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| <b>Overview</b>  | This learning will be linked to our history topic 'The Great Fire of London GFOL'. In this unit the children will explore colour mixing and become confident naming primary and secondary colours. They will go on to learn how to create tints and shades by adding black or white to paint and will use these skills to create a scene inspired by the historical event GFOL. They will begin to talk about what they notice in artwork and discuss hot and cold colours and how a piece of artwork can make them feel. They will create a fiery landscape to link with work in history. The children will evaluate work in progress and on completion.  |  |  |  |   |  |
| <b>Expectations by the end of the unit:</b>  | <p><b>Most children will:</b> mix colours to make a colour wheel using primary and secondary colours. They will name colours and say if a colour is hot or cold. They will discuss what they like about artists' work and give their personal opinions about what they notice and how it makes them feel. They will talk showing a developing use of the language of art and have an awareness of colour mixing, shades and tints used in painting. They will use paint to make shades, tints and secondary colours and use basic collage skills to create silhouettes. They will discuss work in terms of colour and emotion. They will say what ideas work has, what went well and what could be improved.</p> <p><b>Where this is achieved, children can:</b> take a teaching role in talk partner support.</p> |  |  |  |   |  |
| <b>Specific skills to be taught throughout the unit from art curriculum intent:</b>  | <p>Y1 &amp; 2 Painting Skills:</p> <ul style="list-style-type: none"> <li>Represent things observed, remembered or imagined</li> <li>Use different types of brushes for specific purposes</li> <li>Experiment with shades/ tints (adding black/ white)</li> <li>Experiment with making secondary colours from primary</li> <li>Name secondary colours</li> <li>Use techniques including splattering, dripping, pouring</li> </ul>  |  | <p>Y1 &amp; 2 Collage skills:</p> <ul style="list-style-type: none"> <li>Experiment with paper collage (plain colours, printed paper and textures from magazines)</li> <li>Use tearing, cutting, arranging, folding</li> <li>Select the joining material/tool: stapler, tape, glue appropriate to the task.</li> </ul> |  |   |  |
| <b>Intent &amp; Enquiry question</b>   | <b>Teacher Input (direct teaching)</b>   | <b>Activities (modelling and scaffolding)</b>  | <b>Pupil Activity /Evidence in books</b>   | <b>Key Vocab</b>   | <b>IMPACT</b>   | <b>Display opportunities / resources</b>   |
| <p><a href="#">Art Lesson 1: KNOWLEDGE &amp; UNDERSTANDING</a></p> <p><b>Enquiry question:</b> What are the primary and secondary colours and how can we make them with paint?</p> <p>Painting skills:</p> <ul style="list-style-type: none"> <li>Experiment with making secondary colours from primary</li> <li>Name primary and secondary colours</li> </ul> | <p><b>Skills:</b> knowledge of primary colours and mixing secondary colours.</p> <p>Explain that we will be creating a painting inspired by the Great Fire of London (GFOL) and to do that we need to practice our painting skills and learn about colour; how to mix different colours and think about how colour makes us feel. Show slides 2-4 (famous paintings of GFOL)</p> <p>Key questions:</p> <p>What is a landscape?<br/>How do you think it was this made?<br/>When was this made?<br/>What can you see/ describe?<br/>How does it make you feel?</p>   | <p>Model creating a colour wheel; start with the primary colours and mix the secondary colour to fill the gaps between</p> | <p>Children follow the steps to complete the colour mixing worksheet (which is labelled) and then go on to create a colour wheel.</p> <p>Plenary: <b>PP slide 12</b><br/>Discuss how colours can be hot or cold and ask what sort</p>  | <p>Primary and secondary colours; red, blue, yellow, purple, green, orange</p> | <p><b>Children will</b> mix colours to make a colour wheel. They will name colours and some will be able to say if they are hot or cold. They will discuss artists' work of GFOL and what they notice and like.</p> <p><b>Where this is achieved, children can:</b> take a teaching role in talk partner support.</p> | <p>Landscapes PP slides 1-13</p> <p>DISPLAY colour mixing poster for reference</p> <p>Red, yellow and blue paint</p> <p>Paint palettes and brushes</p> |

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|   | <p>What can you see that is the same in all the paintings?</p> <p>Go on to share enquiry question (PP slide 5) for today: let's get started on learning the skills we need to create an amazing painting like these that will bring history to life!</p> <p>PP slide 6: explain that there are 3 primary colours that all colour start with (they can't be mixed) and then with these colour we make secondary colours.<br/>Sing: colour mixing song to help secure knowledge <a href="#">Mix the Colours Song - YouTube</a> and then use MTYT to review and consolidate vocabulary.</p>   |  | <p>of colours they think we will need to use for our GFOL paintings?<br/><b>PP slide 13</b> – which painting do they like the most and why and can they name some hot colours used?</p>   |  |   | <p>WWH &amp; Colour wheel</p> <p>Colour mixing sheet</p>   |
| <p><b>Art Lesson 2: MAKING</b></p> <p><b>Enquiry question: How can I create tints and shades to paint a fiery sky?</b></p> <p><b>Painting Skills</b></p> <ul style="list-style-type: none"> <li>• Make shades (adding black)</li> <li>• Make tints (adding white)</li> <li>• Make secondary colours with primary</li> <li>• Develop colour vocabulary</li> <li>• Use a paint brush with control</li> <li>• Apply skills learnt to their to own work</li> </ul> <p><b>Evaluation skills</b></p> <ul style="list-style-type: none"> <li>• Know that it is normal to feel anxious about the outcomes.</li> <li>• Offer critical advice, confidence and praise to others</li> </ul> | <p><b>Let's Paint SKY PowerPoint slide 14</b></p> <p>Explain that we are going to begin creating our GFOL fiery landscape today by starting with the sky. Show PP slide 15 and review how the fire spread so far and so quickly that all of the sky of London was filled with flames.<br/>Looking at the artwork on <b>slide 15...</b><br/>Key questions:<br/><i>What colours will we need to recreate our fiery sky?</i><br/><i>Where are the colours lighter and where are they darker?</i></p> <p>Share enquiry question for the lesson on slide 16. Explain that when we make a colour lighter we call it a <b>tint</b> and when we make it darker it is a <b>shade</b>. (<b>Slide 17</b>) <i>Note our fiery landscapes will need tints of orange.</i></p> | <p>Model creating a fiery sky (on sugar paper A3 landscape) by first mixing orange and then adding black to create a darker shade upwards and then white to create a lighter shade downwards. Note teaching points below whilst modelling – <b>slide 19</b>.</p> <p><u>Teaching points:</u></p> <ul style="list-style-type: none"> <li>• <i>Sky is darker at the top and gets lighter as it gets closer to the horizon.</i></li> <li>• <i>Tell children to make sure that they use enough</i></li> </ul> | <p>Y2 children follow the steps to complete the tints and shades chart.</p> <p>All children complete their own fiery landscape of GFOL on sugar paper by making tints and shades.</p> <p><b>Plenary:</b> show <b>slide 20</b>, some examples of finished work and explain that next session we will use collage</p> | <p>Tints, shades, lighter, darker, landscape</p> | <p><b>Children will</b> mix black or white to make tints and shades of a colour. They will create a landscape of a sky which is darker at the top and lighter at the bottom. They will use a paintbrush with control from left to right.<br/><b>Where this is achieved, children can:</b> take a teaching role in talk partner support.</p> | <p>Landscapes PP slides 14-20</p> <p>WWH &amp; tints and shades chart (Y2 only)</p> <p>Sugar paper</p> <p>Red, yellow, blue, black and white paint</p> <p>Palettes and brushes</p> |

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|  | <p>Year 2's watch along with the video (<b>slide 18</b>) and practice creating tints and shades before moving on to their main piece of artwork</p> <p><a href="#">Tints, tone &amp; shades painting exercise - Bing video</a></p>  | <p><i>water to blend – to avoid stripes in the sky.</i></p> <ul style="list-style-type: none"> <li>• <i>Wet the brush before dipping in paint to let the paint flow.</i></li> <li>• <i>Use a <u>flat</u> brush.</i></li> <li>• <i>ALWAYS move from right to left – NEVER up and down.</i></li> </ul> <p><i>Select a limited colour palette – do they want hot or cold colours?</i></p>  | <p>to complete our fiery landscapes by adding silhouettes of houses or landmarks of London from 1666.</p>                         |  |   |  |
| <p><b>Art Lesson 3: MAKING</b></p> <p><b>Enquiry question:</b> How can I create a silhouette of London building from 1666?</p> <p>Collage skills:</p> <ul style="list-style-type: none"> <li>• Experiment with paper collage</li> <li>• Use tearing, <b>cutting, arranging</b>, folding</li> <li>• Select the joining material/tool: stapler, tape, glue appropriate to the task.</li> </ul> | <p>Let's use collage to make our landscapes recognisable! <b>Slide 21</b></p> <p>Explain that to complete our fiery landscapes of GFOL we need to make it recognisable by adding some of the buildings that stood in our capital city all those years ago.</p> <p>Remind the children that the city of London changed so much after the fire as so many buildings were destroyed so we need to include buildings that would have been there then, Tudor wooden houses and the old St Paul's. <b>Slides 22-24</b></p> <p>Explain that because the fire was raging so fiercely in the paintings we see the buildings are mostly only shown in a silhouette (explain meaning) and go on to explain that we are going to use collage to create silhouettes of London buildings on our fiery landscapes. <b>Slides 25-26</b></p> | <p>Model cutting black sugar paper to create the pointed shapes of Tudor house and model arranging them close together and using glue to join the materials.</p> <p><i>Teaching points:</i></p> <ul style="list-style-type: none"> <li>• buildings should sat at the bottom of the painting (otherwise would be floating in the sky)</li> <li>• buildings should be arranged close together</li> <li>• no well-known</li> </ul> | <p>All children complete their own fiery landscape of GFOL by using collage to add silhouettes of buildings from London 1666.</p> | <p>Collage, silhouette, cut, arrange</p> | <p><b>Children will</b> use collage materials and techniques to add silhouettes of buildings from London 1666 to complete their fiery landscape inspired by the GFOL. They will use scissors with control and cut shapes that represent Tudor houses of churches standing in London in 1666. They will arrange their silhouettes close together and at the bottom of their skies.</p> <p><b>Where this is achieved, children can:</b> take a teaching role in talk partner support.</p> | <p>Landscapes PowerPoint slides 21-26</p> <p>Scissors</p> <p>Glue</p> <p>Black sugar paper</p> <p>Pictures of buildings in London 1666</p> |

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|   |  | landmarks<br>from present<br>day to be<br>included to<br>ensure it is<br>historically<br>appropriate |                                   |  |  |               |
| <p>Art Lesson 4: EVALUATING</p> <ul style="list-style-type: none"> <li>Understand that the making process is very difficult -do not be too self-critical or compare work to others at own expense.</li> <li>Fairly appraise own work and others work and understand how to improve it, accepting criticism of other pupils.</li> <li>Most artists struggle with this and that it is a vital part of the art process.</li> </ul> | <p><b>Evaluation</b><br/>Make a classroom art gallery of the children's work.</p> <p>Remind children: (PowerPoint final slide)</p> <ul style="list-style-type: none"> <li>Understand that the making process is very difficult - do not be too self- critical or compare work to others at own expense.</li> <li>Fairly appraise own work and others work and understand how to improve it, accepting criticism of other pupils.</li> <li>Most artists struggle with this and that it is a vital part of the art process.</li> </ul> <p>Share/ celebrate good examples – use for display/ topic folders.</p> |  | Task – art<br>evaluation<br>sheet | Evaluate<br>appraise,<br>process,<br>self-<br>critical,<br>compare | <p><b>Most children will:</b> not be too self-critical or compare work to others at own expense. They will fairly appraise their own work and others work and understand how to improve it, accepting criticism of other pupils. They will recognise that most artists struggle with this and that it is a vital part of the art process.</p> <p><b>Where this is achieved, children can</b> take on a teaching role in talk partner work.</p> | Class gallery |
| Design & Technology<br>Lesson 1: RESEARCH   | <p><b>Structures: Tudor Houses</b></p> <p><b>Big Idea:</b> How can we make a row of Tudor houses that have a strong and stable structure?</p>  |  |                                   |  |  |               |

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| <p><b>Enquiry question:</b> Why are things built in a certain way?</p>   | <p>See Lesson 1 of EQT unit planning</p> <div data-bbox="490 142 763 389">  </div> <p>Thinking about and finding about what we need.</p>  |
| <p>Design &amp; Technology Lesson 2: <b>PRACTICAL SKILLS</b></p> <p><b>Enquiry question:</b> How can I make a structure stable? (construction kits)</p>  | <p>See Lesson 2 of EQT unit planning</p> <div data-bbox="490 437 763 684">  </div>  |
| <p>Design &amp; Technology DAY: <b>DESIGN, MAKE &amp; EVALUATE</b></p> <p><b>Design:</b><br/>(9-10:30)</p> <p><b>Make:</b> (11-12 &amp; 1-2:30pm)</p> <p><b>Evaluate:</b><br/>(2:30 –3:30pm)</p> | <p>See Lesson 3-5 of EQT unit planning</p> <p><b>Enquiry question:</b> How will I design and make a freestanding structure (Tudor house)?</p> <div data-bbox="490 831 1296 1078">    </div> |

