

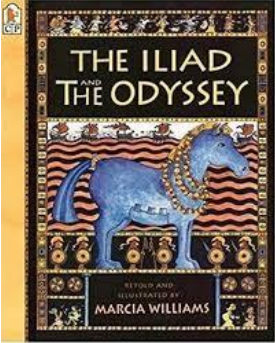
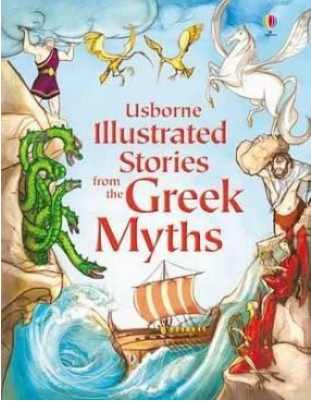


Curriculum Coherence – Year 3 Art and DT

Summer **Around the World – Textiles and Sculpture - Greek Vases**

Values: co-operation, understanding, determination, respect

Prior learning/first steps: Chn have used clay to make diva lamps in KS1. They will have a basic understanding of how to use clay but wouldn't have added additional clay for structural support (e.g. adding a handle).

INTENT	IMPLEMENTATION	IMPACT
<p>KNOWLEDGE</p> <p>- Chn will appreciate patterns from different places around the world look like, where they came from and how they differ.</p> <p>- Chn will understand where different textile styles come from around the world.</p> <p>-To know how tapestries are made, and how yarn, wool and thread are made from animal wool.</p> <p>-Chn to understand how Greek vases are made and designed.</p> <p>-Chn to explore creating shape and decorations with clay.</p>	<p>ACTIVITIES</p> <p>- Chn to research Greek vases and copy their designs.</p> <p>-Chn to design their own Greek vase to be made from clay.</p> <p>-Chn to make and decorate Greek vases out of air-dry clay.</p> <p>-Chn to evaluate their work and suggest improvements.</p> <p>-Chn to research fashion from around the world.</p> <p>-Chn to practise weaving with coloured paper.</p> <p>-Chn to weave using a range of textured fabrics to make a woven decorative place mat or wall hanging.</p>	<p>OUTCOMES</p> <p>PUPILS will know</p> <p>- How and why Greek vases were made.</p> <p>-How animal wool is made into threads and yarns.</p> <p>will be able to</p> <p>-Design and make a Greek case from clay detailed with patterns and colours.</p> <p>- Use clay tools carefully and effectively.</p> <p>- Paint and glaze their clay vases.</p> <p>-Appreciate fashion, clothing and décor from around the world.</p> <p>will understand</p> <p>- How culture can affect artwork and designs.</p> <p>- Different artwork is created in different places around the world.</p> <p>-How artwork and design has changed throughout history.</p>
<p>VOCABULARY</p> <p>Clay, air, texture, rough, smooth, dotting, pattern, symmetry, historical figures, colour, design, warp, weft, loom, tapestry, tension,</p>	<p>READING OPPORTUNITIES</p> <div style="display: flex; justify-content: space-around;">   </div>	<p>NC CURRICULUM LINKS:</p> <p><i>DT:</i></p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. • select from and use a wider range of materials and components, including textiles, according to their functional properties and aesthetic qualities • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world

SKILLS	CHALLENGE:	NEXT STEPS IN LEARNING
<ul style="list-style-type: none"> • Chn to use smaller eyed needles and finer threads. • Attempt to thread their own needles. • Weaving • Chn to use a range of stitches (e.g. running stitch, back stitch, over stitch). • Understanding of different adhesives and methods of construction. Shape, form, model and construct (malleable and rigid materials) • Explore texture in and on clay using a range of tools. 	<p>To attempt basic embroidery detail to enhance their woven product.</p> <p>To add detail and design (instead of just using a clay tool to scratch in design) by attaching clay successfully.</p> <p>Chn to weave with narrow pieces of paper or fabric.</p> <p>SUPPORT:</p> <p>Support with threading the needle. Use a larger eyed needle.</p> <p>Adult support to ensure clay isn't too thin or weak. Pictures of existing pots for inspiration. Practise techniques with plasticine. Work with wider strips of materials/card to help pupil who struggle with fine motor skills.</p> <p>ASSESSMENT OPPORTUNITIES (AfL)</p> <p>Are pupils able to complete work safely? Are pupils able to skillfully make a vase? Is the clay smooth, neat and appropriately designed? Are pupils able to design and make a product suitable to the brief? Have pupils successfully made a product which is stable and appropriately designed?</p>	<ul style="list-style-type: none"> - Use a wider range of stitches (including blanket stitch). -Have a greater understanding of observation and design of textural art. - Compare different fabrics. - Experiment with creating a mood, feeling or movement. -Discuss own work with work of other sculptures. -Analyse and interpret natural and manmade forms of construction.

LINKS
History – Links to Ancient Greeks and mythology. Weaving – How people make clothing or items in history.
Celtic Harmony trip (Aut term) - Chn try out Celtic weaving techniques using a loom.
RE – Links to Ancient Greek mythology and beliefs.
Geography – Where the Greeks originated from.
Maths – Trial and error, creating patterns.

SMSC
Spiritual – Explore creativity through product design • Explore emotions through design development • Reflection time to access own ideas • Use imagination in individual work and group work • Appreciation of beauty through discovery of materials and design
Moral – Encourage respect for others and their work • Work cooperatively • Encourage respect in classroom environment • Encourage respect for equipment • Promote trust • Encourage sustainability through recycling and Upcycling
Social – Promote a sense of community • Encourage independence and self-respect • Celebrate success with displays and exhibitions • Encourage group/class discussion • Promote group work and accept roles within a group
Cultural - Appreciate how culture influences design • Explore a range of materials and equipment used by different cultures • Gain inspiration though visiting exhibitions • Respect diversity of cultural values and beliefs