

Pioneer Federation
Medium term plan
LKS2 Cycle 1, Term 5
Art



Subject: Art Sculpture			
Key Concept/ Theme: Ancient Greece Fact, Legend or Myth?			
Prior Learning links: Cycle 1- T2 How has our local area been impacted by change? Cycle 1- T4 What kind of world do we want to create?			
Core vocabulary: ancient, tonal shading, proportion, observational drawing, scale, sculpture Aspirational vocabulary: Neoclassicism, mythology			
School specific areas to cover (Add in any local areas of study, trips and people)			
<p style="text-align: center;">CP</p> <p style="text-align: center;">Local study of a famous person: Picasso visiting and visit to Farley Farm.</p>	<p style="text-align: center;">EH</p> <p style="text-align: center;">Local study of a famous person: The Armitage's</p>	<p style="text-align: center;">SMV</p> <p style="text-align: center;">Local study of a famous person: AA Milne</p>	<p style="text-align: center;">PM</p> <p style="text-align: center;">Local study: Michealeam priory</p>
1.	<p>Prior learning reconnection (year group, cycle & term): Cycle 1- T2 How has our local area been impacted by change? Cycle 1- T4 What kind of world do we want to create?</p> <p>End point of unit: <i>To explore Greek art and to create a clay pot with a painted design showing a Greek myth.</i> <i>To know the meaning of the words proportion, accuracy and tonal shading.</i> <i>To know why art was important to the Ancient Greeks and how it compares to now.</i></p> <p>Start of unit assessment task: Prior to starting the lesson, ask children to draw a design for a Greek pot based on their knowledge today. This should go in their sketchbooks (add a sticker that clearly states that this is an assessment task). Then, at the end of the term and after teaching the art skills this term, children to repeat the task through the completion of the end task. The progression of skills will be clearly seen not only within the sketchbook work, but between the first task and end goal task. (This will be instead of an end of term quiz).</p> <p>LO: We are developing our knowledge of Greek art</p>		

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Activity ideas to achieve the LO:

Explore Greek art.

Look at:

<https://www.twinkl.co.uk/ar-3d/resource/Ancient-Greek-Vase-Augmented-Reality-AR-Quick-Look-Model>

Identify some characteristics that make it distinctive.

What is it? What are its forms? What was it's purpose? What do we see and notice about the art? What are the key themes that we notice?

Typically Ancient Greek Vases:

- Are red with black figures on (Later, they were black with red figures on)
- Were a range of shapes and sizes but often had handles and were free standing
- Was illustrated with pictures of the gods or of people
- Might have had repeated geometric patterns on
- They sometimes depicted famous or common events which has helped historians learn about life in Ancient Greece

They glue in examples of Greek art and pots and annotate with the key features. To what extent do they meet the features above?

They could copy the patterns, shapes and figures that they notice. Use quality of line to draw the patterns. They can look at geometric shapes, repeated pattern, repetition of nature. They draw their own amphorae pot and add on their patterns based on what they've found out.

Background information and history:

Greeks did not create art like we do today for the purpose of being creative and aesthetically pleasing. They created functional items. Large pots were made for cooking and storing food and for decoration.

Pottery illustrations give us an insight into Greek life and the chronology of life.

Early pots were simple with lines and grooves and as they developed more intricate designs were created i.e. zig zag shapes and geometric shapes. Then over time they painted human figures, nature and stories of greek mythology or battles.

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	<p>Take a tour of gallery so children can get a feel of what Greek art looks like and its purpose. https://artsandculture.google.com/story/JwWB44OoYEtPIw (be aware that there are some nude sculptures so take a look at it first before showing the children)</p>
2.	<p>Prior learning reconnection: what did we learn were the key features of Greek art? What is the purpose of Greek art? Why was it important to them? hat information do we learn about the Greeks from their art?</p> <p>LO: We are learning about proportion in art.</p> <p><i>Activity ideas to achieve the LO:</i></p> <p>https://artsandculture.google.com/story/GwUhghZPSDq9pg This link looks more closely at the decorative aspect of Greek art linked to their games and entertainment. Be aware that there are nudes and a reference to a sex worker so be selective what you show).</p> <p>The ancient Greeks often depicted athletes—an indication of their admiration of the human body.(Olympics started in Greece)</p> <p>The Greeks sought to capture the perfect proportions of the human body. This focus on proportion, symmetry, and the "Golden Ratio" was evident in their sculptures, architecture, and pottery.</p> <p>Explore the meaning of proportion https://www.bbc.co.uk/bitesize/guides/zxfsnbk/revision/1#:~:text=Proportion%20refers%20to%20the%20dimensions,design%20relate%20to%20each%20other. (This explains proportion and scale in art)</p> <p>The Influence of Greek drawing on Contemporary Art</p> <p>While the artistic expressions of Ancient Greece focused on gods, heroes, and mythological narratives, today's artists often draw from ancient Greek symbols and myths, using them to explore themes like power, beauty, and morality in today's world. The interest in classical forms can be seen in movements like Neoclassicism, as well as in the works of modern sculptors and painters who utilize similar techniques of balance and proportion.</p> <p>https://www.tate.org.uk/art/artists/john-flaxman-186 Look at British artists John Flaxman or Benjamin West https://www.tate.org.uk/art/artists/benjamin-west-594 . They can compare a piece of their art with a piece of Greek art and draw out the similarities.</p> <p>This emphasis on idealism and humanism also influenced Renaissance artists like Michelangelo and Raphael, who celebrated the greek ideals in their own creations. (annotate examples of their work where proportion has been used)</p>

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	<p>They could then focus on drawing a Greek mythical figure observationally. Focus on proportions and scale.</p>
3	<p>Reconnection: Recap on proportion and accuracy in Greek art and its influence on modern art. Recap the comparison of artists.</p> <p>LO: We are learning about tonal shading.</p> <p>Recap what tone is and it's purpose when sketching. Use the powerpoint to explore graded pencils and how to use them. They can explore using the pencils in their sketchbooks to express the dark and light tone. Explain that they will use this knowledge to draw mythical Greek figures.</p> <p>Explore examples of Greek myth that depict mythical creatures/Gods/Goddesses i.e Centaur. Look also at examples of Greek art where these creatures appear. Consider the use of proportion on the art.</p> <p>Look also at the influence of these stories on modern works of art. They might comment on the influence of Greek mythical creatures on modern art. Examples here https://www.tate.org.uk/art/student-resource/exam-help/myths-and-legends</p> <p>Now they have a go at drawing a design that tells the story of a Greek mythical creature whilst applying their knowledge of tonal shading.</p>
4	<p>Reconnection: Recap mythical creatures. What impact does tonal shading have on a drawing?</p> <p>LO: We are learning to explore and understand clay pot techniques.</p> <p>Today they will have a go at making a Greek pot called an amphorae. Note: the skills learned are more important than the end result!</p> <p>To start they explore using the clay.</p> <p>Show children how to set up their table: Newspaper, board, clay, damp paper towel, tools</p> <p>Demonstrate to the children how to make a pinch pot and how to make a coil pot. Allow time for the children to try out both ideas. Can they combine them? Maybe a pinch pot base with a coil section after wards? How can they imitate the style of Greek vases using these techniques?</p> <p>Show the children how to make a slip pot and demonstrate how to join clay using crosshatching and slip. They should experiment with joining handles to a piece of clay. They should also use slip to join pinch pot and coil pot.</p>

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	<p>In sketch books they sketch out their pot design, then have a go at making their pot.</p> <p>Videos to support:</p> <p>https://www.youtube.com/watch?v=SlRimiXXEjM Video showing how to make an amphorae.</p> <p>https://www.youtube.com/watch?v=B3Q6pvNUph4 Alternative way using the coiling technique.</p> <p>Clay can be wrapped in a damp tea towel, put in a sealed plastic bag and it will remain mouldable in a week's time.</p>
5	<p>Reconnection: What is proportion and why is it important? Why is tonal shading important? What are the key themes in Greek art?</p> <p>LO: We are applying our knowledge of Greek art to paint a design.</p> <p>They can use their mythical creature and paint its silhouette on the vase. They use appropriate colour scheme i.e the orange background of the greek pots and black outlines. They will need to keep their design simple and use thin brushes to paint.</p> <p>They should write in their sketchbooks about their designs and justify their choices. How do they compare to Greek pots of the time? What are the differences?</p>
<p>End of unit assessment: Instead of a quiz, teachers should compare the initial assessment task with the final task as well as the journey of skills developed throughout the sketchbook. In sketchbooks, glue in a copy of their work, then children to reflect on their first and final piece of work. What was difficult? What have you learned to do that you couldn't do? What new things have you learned?</p>	
<p><u>Adaptions:</u></p>	