

## **Credibility:** What will we learn?

### **We will know that (*factual knowledge*):**

- We will learn the life stories of a range of artists.
- We will learn about and explore a range of styles of art
- We learn about art galleries and set up our own art gallery

### **We will know how to (*procedural knowledge*):**

- Create art work in the style of different artists.
- Critique and analyse our own and other peoples art work and styles of art.
- Explore emotions through art.

### **We will learn the similarities / differences / connections between (*conceptual knowledge*):**

- Different artists and between different styles of art.

### **We will understand that:**

- Anyone can be an artist and art is represented in different forms
- Art can make you feel many different emotions.

## **Character:** What 'Learner Values' will we explore? How? Being Creative.

### **What significant people will we learn about?**

Ourselves, and The artists – Turner, Goldsworthy, Kusama, Guiseppe

## **Coherence:** What theme have we chosen to bring the curriculum and 'Learner Values' together?

- The study of different artists and different styles of art so we can set up our own art gallery in school.

Things that make this theme interesting to our children:

- Using the children's own experiences and their own creativity and having the opportunity to explore different artist skills.

Year 1 (Summer 1 Term)

## **Key Inquiry Question:**

Key year group concept: Creative

Andy Goldsworthy

## **Catalyst:** What's the story that will 'hook' the children into the learning theme and energise the inquiry?

### People

- The artists Turner, Goldsworthy, Kusama, Guiseppe
- Ourselves as artists

### Place (Where and when does this take place? How does the setting and time create opportunities for learning?)

- Using our learning and own experiences to create a school art gallery

### Problem (What is the mess or muddle? Where are tensions, complications and difficulties?)

- Being able to analyse and critique a range of art work
- To produce our own art work for a class gallery – what skills do we need?
- The struggles of different artists before they became well known and confident in their own styles.

### Possibilities (What are the solutions? How do those solutions drive possibilities for curriculum coverage?)

- To experience being artists ourselves

## **Compassion:** What opportunities are there to teach compassion?

- The difficulties different artists might experience through their lives as a result of gender and social class.
- Compassion towards each other when we find something challenging or different.

## **Connectedness:** How does this inquiry link to other learning, in the past or yet to come? How does it link to core subjects?

Connections to previous and future learning:

- Using the children's own experiences of being creative
- Using the children's own experiences of being an artist

Connections to core learning:

- Science – healthy eating (Guiseppe). Working scientifically (colour experiments)
- Writing – instructions, story telling, poetry, descriptive writing, letter writing.
- Speaking and listening – critiquing and analysing art work, similarities and differences. Oracy focus on overview.
- Art – create a range of art work stimulated by the artists we are studying, explore a range of artistic skills, create an art gallery
- RSE – money, jobs and our community.
- History – comparison -talk about past and present – linked to trains and Turner.

## **Culture & Community:** Where are the links to local / national / international expertise and resources? (Including offsite visits)

Explore local galleries virtually.

Discuss galleries we have visited (eg London galleries).

How can we use resources we find locally to produce art work (Andy Goldsworthy).

## Where are the links to our '50 things to do before you leave Rec Road'?

-Run a recycling project.

-Take and print a photograph – fruit for Giuseppe collages.

-Create an art exhibition – for our parents.

## **Key Vocabulary that all children should learn:**

- Gallery, emotions, analyse, critique, pointillism, sculpture, collage, landscape and sea scape, the names of given artists



### **Being Curious**

**We're Curious**  
**We Use What We Know**  
**We Ask Questions**  
**(And It Matters To Us)**

### **Exploring**

**We Plan**  
**We Investigate**  
**We Record**

### **Making Sense & Meaning**

**We Collect**  
**We Evaluate**  
**We Organise**

### **Creating & Sharing**

**We Select**  
**We Create**  
**We Share**

### **Reflecting**

**What Have We Learnt?**  
**Even Better If?**  
**What Now?**

#### **Inquiry Launch**

How will you launch the inquiry, so the children are curious, share their prior learning and care about the context?

**What will you use as your key inquiry stimuli?**

Receive a letter from Miss Mattock – commissioning an art gallery for our parents. Research and explore galleries.

Read The Dot  
Discuss – who can be an artist?  
What does an artist do?  
What skills do you need?

How will you introduce the children to how their learning will be presented? What will you decide / what can they decide?

**What do you see as the key lines of inquiry that the children will need to explore?**

**What resources will they / you need?**

**What opportunities will there be for collaboration?**

Find out about art galleries  
Study the artists Turner, Goldsworthy, Kusama, Guiseppe  
Explore different artistic skills  
Collective art work  
individual art work, descriptive writing, critique art work, discuss how the art work makes them feel?  
Produce a Class Gallery

What will you do to help the children:  
collect information;  
evaluate its worth;  
organise it into a useful form?

Class discussions – develop skills at analysing and critiquing art work  
Read fiction and non-fiction books to support learning  
Use Informative books and videos to find out about the artists  
Produce art work in the style of each artist  
Have the time to explore different forms of art

#### **Presentation of Learning**

What learning product(s) will the children create that will lead them to tackle the key inquiry question?

**How will the learning product(s) be presented to others?**

**Who will their audience(s) be?**

**How will the children be actively involved in presenting their learning?**

Produce a class gallery  
Write poems stimulated by the art work  
Write descriptive passages, labels and extended writing to share with the rest of the year group

How will the children gain meaningful feedback ?

**What will you do to help them to reflect on what they did well?**

**What will you do to help them reflect on what they could do better in future?**

To develop the children's ability to critique and analyse their own work as well as the work of others.