

# Guerrilla Curriculum - Medium Term Planning: Create Y2

<b>Core Skills:</b>		
<b>Active Learning</b> <ul style="list-style-type: none"><li>• To seek out and enjoy challenges</li><li>• To collaborate with others</li><li>• To show commitment and perseverance</li><li>• Assess themselves and others</li></ul>	<b>Basic Skills</b> <ul style="list-style-type: none"><li>• To speak clearly and convey ideas confidently</li><li>• To read and communicate ideas in writing efficiently and effectively</li><li>• To calculate efficiently and apply skills to solve problems</li><li>• To use new technologies confidently and purposefully</li></ul>	<b>Creative Thinking</b> <ul style="list-style-type: none"><li>• To ask questions to extend thinking</li><li>• To generate ideas and explore possibilities</li><li>• To overcome barriers by trying out alternatives</li><li>• To connect ideas and experiences in inventive ways</li></ul>

## Themed Skills: Create

- Show flexibility
- Organise time and resources
- Communicate their learning in relevant ways
- Work towards a goal
- Adapt ideas as circumstances change

## Curriculum Content: Art and Science

**Key Concepts:** weakness, strength, value, difference, power  
celebration of differences\*

## Enquiry Question:

What does it mean to be strong?

# Guerrilla Curriculum - Medium Term Planning: Create Y2

Procedural	So that	Propositional
Key learning (What will the children learn?)	How What opportunities am I going to give the children so that they can learn?	Outcomes (What will the learning look like? How will the learning be recorded?)
<p>What does it mean to be strong?</p> <p>Clarify ideas by recording first-hand observations.</p>	<ul style="list-style-type: none"> <li>Investigate people, objects, materials that are strong.</li> <li>Why are they strong? What makes them strong?</li> <li>Gather key vocabulary that children explain to show on working wall.</li> <li>Repeat above discussion for the word 'weak'</li> <li>Compare the words strength and weakness (use book to explore the weaknesses can be other strengths).</li> <li>WAGOLL from Literacy Shed Video. Rock Paper Scissors video to begin to define key concept words and how interpretations may differ.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Strength and Weakness mind map to begin project.</li> <li>✓ Drawing of what it 'means to be strong'</li> <li>✓ What does strength/Weakness look like.</li> </ul>
<p>PSHE; Developing myself</p> <p>Look at pieces of artwork and <b>describe</b> what I can see.</p> <p>Use first hand observation to plan their work.</p>	<ul style="list-style-type: none"> <li>Begin with 'Strengths and Weaknesses card game'.</li> <li>Clarify and apply key vocab to different artwork.</li> <li>Explain why they have chosen that as a strength.</li> <li>Reintroduce The Dot by Peter H Reynolds.</li> <li>Discuss the quote "Make your mark and see where it takes you" In relation to our strengths and celebrating our differences in Year 2. Look through Peter H. Reynolds' illustrations and describe what each piece looks like but also how it makes us feel.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Use negotiation and interpersonal skills to collect strengths and weaknesses statements that apply to them.</li> <li>✓ Demonstrate an awareness of themselves.</li> <li>✓ Create own 'Dot' to 'make your mark'.</li> </ul>

# Guerrilla Curriculum - Medium Term Planning: Create Y2

<p>What is the value of the Dot?</p> <p>Describe pieces of artwork in terms of line, shape and colour.</p>	<ul style="list-style-type: none"> <li>• Introduce – Pointillism. Georges Pierre Seurat (See IWB Flipchart).</li> <li>• Explain to children the ‘value’ of a dot.</li> <li>• How this famous artist took a dot which is weak and created a painting.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> <li>✓ To create a Pointillism picture of a ‘strong’ and ‘weak’ natural object.</li> </ul>
<p>Analyse pieces of artwork by describing what they can see and explaining what they think or feel about it.</p> <p>Pencil and paint</p> <p>x3 sessions; focusing on three different illustrators/artists.</p>	<ul style="list-style-type: none"> <li>• Children to look at image by Hokusai and ask questions about it.</li> <li>• Link ‘The Great Wave’ to strong/weak materials.</li> <li>• Children listen to sentences about ‘The Great Wave’ and discuss warm and cool comments.</li> <li>• Using drama, children to generate ideas about how they feel if they were inside the boats on the water. Children to write super sentences about their fear of the water.</li> <li>• Exploring ‘The Great Wave’ through pencil and pastel - by Hokusai</li> </ul>	<p>Explore and generate awareness of famous artists and designers used to inspire strength and greater depth writing.</p> <ul style="list-style-type: none"> <li>✓ Evaluate and analyse creative works using the language of art, craft and design.</li> <li>✓ Create descriptive sentences using ‘The Great Wave’ painting.</li> </ul>
<p>Greater Depth perspective; Develop an understanding of the differences and similarities in the work of artists, craftspeople, and designers.</p>	<p>Jim Kay – Mediums he uses (water colours and pencils)</p> <p>The Phoenix – Fire Strength or weakness What it may be helpful for etc. Value of fire. Feathers – Strong or weak? Powerful? Exploration of illustrators – what is the purpose?</p>	<ul style="list-style-type: none"> <li>✓ Produce the ‘Phoenix’ in order to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape.</li> <li>✓ Use water colours and pencil to create effect.</li> <li>✓ Describe the differences in effects to the previous artists; Hokusai and Seurat.</li> </ul>

# Guerrilla Curriculum - Medium Term Planning: Create Y2

Summer 2

<p>Demonstrate increased skill with a range of techniques and materials.</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape.</p> <p>(<b>pencil</b>, paint, <b>printing</b>, collage)</p>	<p>Explore delicate and strong materials (cross curricular link with Science topic).</p> <p>Artistic Material hunt around the school building to collect a range of objects with different surface textures.</p> <p>Experiment with depicting the textures. Describe what the texture feels and looks like. Making notes in project books.</p> <p>Experiment with materials and tools to create interesting effects.</p>	<ul style="list-style-type: none"> <li>✓ Experimenting with textures.</li> <li>✓ Create a texture/mood board (in books) to reflect how we see everyday objects.</li> </ul>
<p>(<b>pencil</b>, <b>paint</b>, printing, <b>collage</b>)</p>	<p>Mixing warm and cool colours</p> <ul style="list-style-type: none"> <li>- Experiment with warm and cool colours to add the effect of the strength/weakness of character/object.</li> <li>- Cross curricular with English (Rock, paper, scissors - <b>power</b>)</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>✓ To understand how to use a range of materials, techniques, skills and media to add visual effects (strong).</li> <li>✓ Describing the differences between how we feel when looking at warm and cool paintings.</li> </ul>



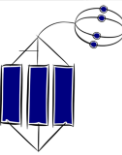
# Guerrilla Curriculum - Medium Term Planning: Create Y2

<p>Do we all view the world the same?</p> <p>- Use critique to <b>evaluate</b> their work and the work of others. (pencil, paint, <b>printing, collage</b>)</p>	<ul style="list-style-type: none"> <li>• Chn explore images by 'Georgia O'Keefe' in particular the flower.</li> <li>• Observing and reflecting on how the picture makes them feel.</li> <li>• How does the Artist make the flower look real?</li> <li>• What do you think she used to create the delicate piece?</li> <li>• Show children a variety of materials that are 'delicate' for example tissue, paper, chalk, pencil shavings.</li> <li>• Chn describe how to create picture using adverbs that are 'delicate' i.e. carefully, lightly.</li> <li>• Show other weak materials/objects such as a Spider Web, clouds.</li> <li>• Using the materials, can we create these delicate objects? (printing)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Evaluating and appreciating; observing, reflecting, describing and responding.</li> <li>✓ Understanding feelings, ideas, thoughts and solutions.</li> <li>✓ Communicating what chn believe to be strong/weak.</li> </ul>
<p>Compare some of the techniques used in their own and others' work.</p> <p>Use first hand observation to plan their work.</p>	<ul style="list-style-type: none"> <li>✓ As previous session, chn explore strong objects/characters.</li> <li>✓ Using Jeannie Baker 'Window' painting (collage).</li> <li>✓ Explore school grounds while observing 'what materials may be strong?' in our surroundings.</li> <li>✓ Chn collect materials they believe to be strong (from a variety of materials used in Science topic i.e. clay, Tree bark, Stone).</li> <li>✓ Using the materials, can we create the strong objects? (printing).</li> </ul>	<ul style="list-style-type: none"> <li>✓ Evaluating and appreciating; observing, reflecting, describing and responding.</li> <li>✓ Understanding feelings, ideas, thoughts and solutions.</li> <li>✓ Communicating what chn believe to be strong/weak.</li> </ul>

# Guerrilla Curriculum - Medium Term Planning: Create Y2

<p>Use first hand observation to plan their work.</p>	<ul style="list-style-type: none"> <li>✓ Plan and create a pencil drawing of a 'mythical creature' with what the chn believe to be a valuable characteristic (focusing on project question/strong).</li> <li>✓ Children use RUBRIC's to warm and cool comment each other's draft drawing.</li> <li>✓ Chn then edit draft in purple pen using ideas from partners/whole class.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Plan of final creation.</li> <li>✓ <i>Develop their ideas – try things out and change their minds.</i></li> <li>✓ Use critique to <b>evaluate</b> their work and the work of others.</li> </ul>
<p>Use critique to evaluate their work and the work of others.</p> <p>Develop an understanding of the differences and similarities in the work of artists, craftspeople, and designers.</p>	<p>Complete final creation. (Childrens previous knowledge and understanding to fuel what materials, ideas, construction they choose to use).</p>	<ul style="list-style-type: none"> <li>✓ To create a piece of art using a plan, critique, evaluation and review.</li> <li>✓ To speak clearly and convey ideas confidently.</li> </ul>

# Guerrilla Curriculum - Medium Term Planning: Create Y2

Art Assessment		
<p>Multi-structural</p> 	<ul style="list-style-type: none"> <li>• Look at pieces of artwork and <b>describe</b> what they can see.</li> <li>• <b>Describe</b> pieces of artwork in terms of line, shape and colour.</li> <li>• <b>Clarify</b> ideas by recording first-hand observations.</li> </ul>	<p>Names of children</p>
<p>Relational</p> 	<ul style="list-style-type: none"> <li>• <b>Demonstrate</b> increased skill with a range of techniques and materials (pencil, paint, printing, collage)</li> <li>• <b>Analyse</b> pieces of artwork by describing what they can see and explaining what they think or feel about it.</li> <li>• Use first hand observation to <b>plan</b> their work.</li> <li>• <b>Compare</b> some of the techniques used in their own and others' work.</li> </ul>	
<p>Extended Abstract</p> 	<ul style="list-style-type: none"> <li>• Use critique to <b>evaluate</b> their work and the work of others.</li> <li>• <b>Develop</b> an understanding of the differences and similarities in the work of artists, craftspeople, and designers.</li> <li>• <b>Develop</b> their ideas – try things out and change their minds.</li> </ul>	