

CALCH LESSON PLAN

Subject	Unit	Lesson	Key stage
Art and design	4	Time to get creative	KS2/3
<p>Learning objectives: By the end of this lesson pupils should learn:</p> <ul style="list-style-type: none"> • The huge impact that quarrying has had on this landscape • How to use influences from other artists in their own artwork • To use a variety of shape, form, colour, space, texture and pattern, viewpoints, perspective, foreground and background to create an artwork. 			
<p>Keywords: Limestone, quarries, kilns. shape, form, colour, space, texture and pattern, viewpoints, perspective, foreground and background</p>			
<p>Introduction:</p> <p>This is a continuation of the previous lesson and dependant on the time allotted to this project, pupils will be at different stages of the creative and creating process. In this hour pupils should continue to work to their own</p>			<p>Timings (Based on 60 min)</p> <p>5 mins</p>
<p>Main :</p> <p>Pupils should now continue to develop the observations, ideas and feelings into designs and continue to make images or artefacts. Pupils should think about colour, pattern, texture, tone and shape and how these can be combined and organised for different purposes. Pupils should have used the work of other artists in their design process to help them think about their own creative style. They should continue to work towards completing their work</p> <p>This could be followed by an art exhibition evening for parents or a display in the classroom.</p>			<p>50 mins</p>
<p>Plenary:</p> <p>To conclude pupils should sum up briefly what they have learnt throughout the project, thinking in particular about what they incorporated into their artwork</p>			<p>5 mins</p>
<p>Differentiation:</p> <p>Pupils should work to their own ability during this lesson, extra help should be offered to less able pupils who may find the creative process difficult.</p>			
<p>Assessment:</p> <p>Pupils should have identified features in their creative process and be able to say and what they think and feel about them.</p> <p>They should be able to record details of the approaches of different artists to inform their own work. Their work where possible should show an understanding of relative size, distance, shape and structure.</p>			
<p>Resources:</p> <p>This is dependent on the projects of pupils and the resources available to them.</p>			
<p>Links to literacy/numeracy:</p> <p>Literacy - This lesson can link to literacy in the following ways:</p> <ul style="list-style-type: none"> • <i>Pupils are asked to speak clearly using appropriate language</i> • <i>Gather and organise information from various sources.</i> • <i>Expand upon ideas with supporting reasons.</i> 			

- *Follow up initial ideas that interest them by further research.*

Numeracy - This lesson can link to numeracy in the following ways:

- *Time events and organise results.*

Other curricular links: Cross curricular links to ICT by using digital images to help create their interpretation and also to design and technology working with any equipment to create their work