

TERM 2 OVERVIEW: ART

Term 2 Book – The Man on the Moon

Topic(s) - Paper Mache Planets		Guide Time = 3 weeks
Assessment:	<p>Year 1 and 2: Assessment of final piece against design criteria.</p> <p>Year 2: Constructively critique the work of their peers.</p>	<p>Very Important Points (VIPs):</p> <p><u>'Making' The Solar System</u></p> <ul style="list-style-type: none"> • Paper mâché is made from newspaper, plain flour and warm water. • Paper mâché should not have any lumps. • A paper mâché planet can be made by dipping the newspaper into paper mâché, smoothing it onto the balloon and smoothing out any air bubbles or excess paste. • Paper mâché must be dry before it is painted on. • Paper mâché is used to form a structure. • Paper mâché products are hand-made. • Paper mâché products can be made into a variety of shapes. • Paper mâché is also known as "chewed paper". • It includes paper pieces that have been bound by an adhesive paste. • The planets are sphere shaped. • Each planet is a different size. • Paint can be applied to different surfaces, not just paper. • Large brushes will make large marks, and small brushes will make small marks. <p>Fat Questions:</p> <p>How else can paper mâché be used throughout the world?</p> <p>Which is the most effective structure and shape for paper mâché?</p> <p>How long do you think it would take to travel around the Solar System?</p> <p>Do you think there is life on other planets? Why or why not?</p>
Links to prior learning (sequencing) and canon book	<p>Children are currently reading 'Man on the Moon' as their canon book which is based on the moon. The book does not lead into detail about the Solar System but does mention some planets. Therefore, children will build on this knowledge within this unit in order to learn the 8 planets within the solar system, as well looking at their colours and sizes in order to create their own 'solar system'. Children will build on their painting skills gained in Autumn 1, in which they painted their own rock inspired by sealife.</p>	
Links to other learning (cross fertilisation)	<p><u>Thematic Questions</u></p> <p><u>The World Beyond Us</u> Can art help us to understand the world beyond us? Which is the nearest planet to the sun? Which is the furthest planet away from the sun?</p> <p><u>Modern Britain</u> Are modern day artists respected as much as artists from the past? How does art influence modern society? How does 'Man On The Moon' link to British Values?</p> <p><u>Healthy Bodies & Healthy Minds</u> How can art benefit our mental health?</p> <p><u>The World Around Us</u> Does where you live in the world have an impact on the type of art that you produce? How do different pieces of art make you feel?</p> <p><u>Culture</u> Does it help us to look at other artist's work or does it make it harder to produce our own work?</p>	

	<p>How are pieces of art different across the world?</p> <p><u>Technology in Action</u> What technology do we have the would enable us to see space whilst living on Earth? Can a computer create a better piece of art than a human? Can technology be used to produce art?</p>	<p>What technology do we have the would enable us to see space whilst living on Earth?</p> <p>Do you think a human could travel beyond the solar system? Do all planets orbit the sun at the same time?</p> <p>Is a piece of art ever finished? How do you know when to stop?</p> <p>Are paints the only resource that can be used to make a piece of art?</p>
<p>Links to future learning</p>	<p>Children will build on their painting skills throughout the year when creating watercolour pictures and Kandinsky painted wheels.</p>	
<p>Character/Wider Development ('50 things', cultural capital, skills)</p>	<p>The children will be learning lots about the world beyond them throughout this unit, with a main focus on space. Children are likely to show a sense of curiosity and will develop their questioning skills. In Year 2, children will discuss and evaluate the work of their peers, therefore learning skills of diplomacy and resilience.</p>	

OVERVIEW OF TEACHING SEQUENCE

Key Facts/Learning	Learning Focus or Key Question	Learning Outcomes (NC)	Key Words/Vocabulary	Greater Depth/SEND	Misconceptions	Activities and Resources
Lesson 1 <i>Learning about the planets within the Solar System: their basic colours and details.</i>	L.O. To design a paper mâché Solar System.	To use a range of materials creatively to design and make products.	Model, design, Solar System, colour, surface, paste, paper mâché, support, represent.	<u>SEND</u> Children to be given a matching activity in which they match the names of each planet to their appearance (with the support of an adult if necessary). <u>GD</u> The children are to be able to discuss the planets using key facts (mass, size, closeness to the Sun etc) and explain the technique of paper mâché.	Pluto is part of the 'eight planets' → Pluto is a micro planet. All planets are the same size. The star is a planet. Paper mâché is the same as glue.	Begin by showing children a picture of the Solar System. Take feedback in order to gain children's thoughts – <i>can they name any of the planets? Do they know what a planet is? Are they able to identify that the sun is a star, not a planet?</i> Provide children with key facts about the Solar System, using the slides to support. Discuss with children ways that we could create our own Solar System – <i>would they paint it? How would they make it 3D? Would all planets be the same size? Allow time for children to discuss.</i> Show children a paper mâché Solar System and discuss how we could create this as a class. Given the class size and timings of lessons, allocate groups who will each create solar system (e.g. one per table). Discuss how children will have 2 more weeks to create their own... should each person create a different planet? Could they allocate 'roles' for each other? Sketch and design a paper mâché solar system as a class. Focus on the colours of the solar system- <i>what would we need to mix to make that colour?</i> As part of the designing process, the children will practise the technique of paper mâché. First, the teacher to demonstrate. Children experiment using the different materials to create paper mâché. <u>Resources</u> <ul style="list-style-type: none"> • Solar System templates for children with additional needs • Sketchbooks • Pencils



						<p>Deepen the Moment Do you think a human could ever travel beyond the Solar System? Why/why not?</p>
<p>Lesson 2</p> <p><i>Making the planets by using balloons covered with paper mâché.</i></p>	<p>L.O. To make a paper mâché Solar System.</p>	<p>To use a range of materials creatively to design and make products.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space.</p>	<p>Paper mâché, apply, smooth, rough, paper, surface, paste, support, model, surface, dry, paint, colour, represent, detail, colour, base, brush, thick, thin, point, bristles.</p>	<p><u>SEND</u> Allow the children to work in teams where necessary in order to create their paper mâché planets. If a child has physical difficulties, provide them with a ready-made paper mâché planet for them to paint.</p> <p><u>GD</u> Allow these children to 'lead' a group. Challenge children to add different textures to their planets by experimenting with paper mâché.</p>	<p>Pluto is part of the 'eight planets' → Pluto is a micro planet.</p> <p>All planets are the same size.</p> <p>The star is a planet.</p> <p>Paper mâché is the same as glue.</p>	<p>Recap Lesson 1's learning – Evaluate what went well and what wasn't successful. Who can remember what we need to make paper mâché?</p> <p>Model how to create paper mâché using plain flour, water and discuss the 'right consistency' for the mixture. Discuss how paper mâché can be rectified if it's too thin, too thick or too lumpy. https://www.bbcgoodfood.com/howto/guide/how-make-paper-mache</p> <p>Show video on how to make a paper mâché solar system: https://www.youtube.com/watch?v=M7iokGsaYus</p> <p>Model how to apply paper mâché onto the balloons and how to layer the newspaper in order to make the base thicker. Discuss how texture can be created by smoothing the paper mâché or allowing the paper the crinkle.</p> <p>Allow children to work in teams (or whichever suits the needs of the class) in order to cover at least one balloon or 'planet' with paper mâché, experimenting with layering and texture.</p> <p><u>Resources</u> <u>Paper Mache</u></p> <ul style="list-style-type: none"> • Newspaper • Plain flour • Water • Plastic bowls <p><u>Other</u></p> <ul style="list-style-type: none"> • Spherical balloons (as opposed to a standard balloon shape), blown up ready for the children - see the link below. • Large paintbrushes



						<p><u>Deepen the Moment</u> Is a piece of Art ever finished? How do you know when to stop?</p>
<p>Lesson 3</p> <p><i>Painting their Solar Systems.</i></p>	<p>L.O. To paint a paper mâché Solar System.</p>	<p>To use a range of materials creatively to design and make products.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space.</p>	<p>Paper mâché, apply, smooth, rough, paper, surface, paste, support, model, surface, dry, paint, colour, represent, detail, colour, base, brush, thick, thin, point, bristles.</p>	<p><u>SEND</u> Where necessary, support children with mixing and painting. Provide children with premixed colours if they are unable to mix colours together.</p> <p><u>GD</u> Allow these children to 'lead' a group. Challenge children to create their own colours by experimenting with primary colours, making them darker and lighter with black and white.</p>	<p>Pluto is part of the 'eight planets' → Pluto is a micro planet.</p> <p>All planets are the same size.</p> <p>The star is a planet.</p> <p>Paper mâché is the same as glue.</p>	<p>Prior to the lesson, remove the balloons from the paper mâché planets and add any extra layers if necessary.</p> <p>Recap the planets of the Solar System and any key facts (children should be able to name the planets at this point). From this, discuss the colours and sizes of each planet. Discuss painting techniques such as stippling, twisting and stroking. GD children to find association between which planet would require which technique. Allow the children time to practise the techniques in their sketch books.</p> <p>Enable children to have an afternoon of painting their planets. Some may need a base coat of white paint (at the discretion of class teacher) in order for the colour to be applied successfully.</p> <p>Reflect upon and evaluate final piece by taking part in a shared gallery of work. Opportunity could be given to place designs on a black background with the planets in order, in order to provide a 'realistic' look of the Solar System.</p> <p><u>Resources</u></p> <ul style="list-style-type: none"> • White paint for the base coat of the planets (if necessary) • Assorted paints for the planets • Paintbrushes • Paint palettes <p><u>Deepen the Moment</u> Anything can be used to create Art. Do you agree or disagree?</p>

Context (big picture learning)

Children will be able to name the eight planets and give a simple fact about each (colour, closeness to the sun etc). From having this knowledge, children will create their own paper mâché solar system which will then be presented as to how the solar system looks. This will demonstrate knowledge of which planets are the closest to the sun and which are further away.

Link to resources:

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Resources to purchase

'Bubble' Spherical Balloons (50 pack) - £9.90: https://www.amazon.co.uk/BalloonPlay-eyeball-balloons-creations-Halloween/dp/B07Y6Z229D/ref=sr_1_5?crd=37DEPOOONUEXK&dchild=1&keywords=eyeball+balloon&qid=1591184766&sprefix=eyeball+bal%2Caps%2C176&sr=8-5 - *these can be blown up to different sizes but should remain in a spherical shape to reflect the different sizes of the planets.*