

Subject: Art, Craft and Design: WWII Art: Make do and mend	Year: 3 – Summer Term 2
<p>National Curriculum objectives</p> <ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials learn about great artists, architects and designers in history to create sketch books to record their observations and use them to review and revisit ideas 	
<p>To begin this unit, the children should have already learnt:</p> <p><u>(Construction/Form);</u> Shape, form, construct, and model with a purpose from observation and imagination using a range of media. (YR2)</p> <p><u>(Surface + Texture);</u> Experiment with materials and the effect of tools or fingers to change surface and texture (YR1)</p> <p>Use some decorative techniques. Replicate patterns and textures in 3D form. (YR2)</p> <p><u>(Research + Planning/Evaluation);</u> To begin creating with an outcome in mind. (YR1+2)</p> <p><u>(Colour mixing/knowledge);</u> Adding light and dark (YR2)</p> <p><u>(Application of paint);</u> Paint applied with greater variety of brushes to try and copy effects. (YR2)</p>	<p>The learning in this unit will prepare the children to learn these things in the future:</p> <p>Year 4 Progression of Skills; <u>Construction/Form);</u> Use range of equipment and materials e.g., recycled, natural and manmade materials with increasing confidence.</p> <p>Continue to develop experiential knowledge of how to attach materials. <u>(Surface + Texture);</u> Produce more intricate surface patterns/ textures and when to use <u>(Research + Planning/Evaluation);</u> Use sketchbooks to plan, develop and collect ideas to inform artworks. Analyse and interpret natural and manmade forms of construction. Adapt work as and when necessary and explain why.</p> <p><u>(Colour mixing/knowledge);</u> Beginning to experiment colour matching, Self-lead colour mixing. Experimenting with intensity of colour. <u>(Application of paint);</u> Paint applied taking greater care. Using a greater variety of brushes or applicators to achieve a planned effect.</p>
<p>Key Enquiry Question</p> <p>What did ‘Make do and mend’ mean? Can you design and construct a detailed model of an Anderson shelter?</p>	<p>The Big Idea:</p> <p>3D projects including research into idea of WWII ‘Make do and mend’. Experience working with textiles and 3D design and construction of an architectural model in mixed media.</p>
<p style="text-align: center;">To achieve ARE, pupils will need to be secure in the following knowledge:</p>	
<p>By the end of this unit, children will know:</p> <p>How to gather and review information, references and resources related to their ideas and interventions. Use a sketchbook for different purposes, including recording observations, planning and shaping ideas.</p> <p>Develop practical skills by experimenting with and testing the qualities of a range of different materials and techniques. <u>(Experiment with patches/fabric scraps+ embellishment)</u>. Select and use appropriately, a variety of materials and techniques in order to create their own work. <u>(Creating a 3D architectural model of an Anderson shelter)</u>. Take the time</p>	<p>Vocabulary:</p> <p>Record, research, observe, review, revisit, manipulate, improve, design, surface, materials, create, textures, join, construct, create, modelling, develop, clay, pinch, surface, construct, mixed media, scale, form + function.</p> <p>Colour tones, shades, experiment, effects, textural effects, realism, brush, stippling, texture, evaluate, compare, review, reflect.</p> <p>Fabric, patches, scraps, embellishment, embroidery. WWII, The Blitz, air-raid, contemporary, eye-witness, construction material names: corrugated metal, ‘Make do and mend’, Anderson shelter.</p>

to reflect upon what they like and dislike about their work in order to improve it.
Be able to explain how to use some of the tools and techniques they have chosen.

(NSEAD Assessment framework)

By the end of this unit, children will be able to do:

3D Skills:

(Construction/Form):

Shape, form, model, and construct (malleable and rigid materials)

Develop understanding of different adhesives + methods of construction

(Surface + Texture):

Begin to experiment with more intricate surface patterns/ textures and use them when appropriate.

(Research + Planning/Evaluation):

Begin to plan design of object based on its purpose.

Awareness of natural and man-made forms and how some are represented in sculpture.

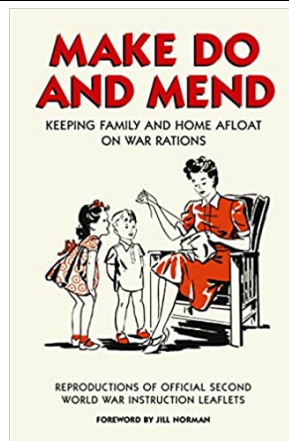
Colour Skills:

(Colour mixing/knowledge):

Tones of colour adding light and dark.

(Application of paint):

Paint applied with greater variety of brushes to try and copy effects.



Anderson Shelters designed by engineers; William Paterson and Oscar Kerrison (1938)

Media:

Paint

Cardboard

Glue

Fabric + thread

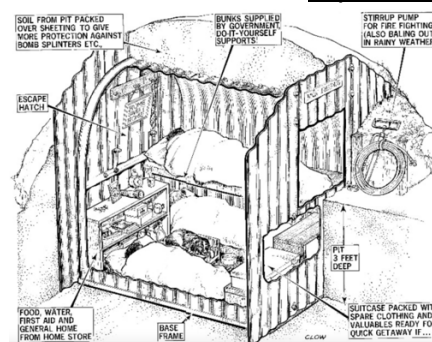
Natural materials (stones/sticks)

Found and recycled mixed media for model making

Possibility for digital art - minecraft

Useful Resources:

What is an Anderson shelter? <http://www.bigginhill-history.co.uk/andersonwhatis.htm>



Links with Minecraft: How to make an Anderson shelter video:

<https://www.youtube.com/watch?v=h6vpc3GuzSU>



