

Why do humans create art? Year 3/4 Cycle B

Unit and Question	Geography	History	Art	DT
<p>Focus 1: Why did Ancient Greeks create art?</p>	<p><i>NC: Locate the world's countries, using maps to focus on Europe... concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</i></p> <p>Focus on Greece</p>	<p><i>NC: Ancient Greece – a study of Greek life and achievements and their influence on the western world</i></p> <p>Focus on beliefs/mythology, art and design, pottery.</p>	<p><i>NC: To use a range of materials creatively to design and make products</i></p> <p><i>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i></p> <p><i>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i></p> <p>Pottery – creating different style pots and decorating in Greek style or with stories.</p>	

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<p>Focus 2: Why did Mayans create art?</p>	<p>Geography: <i>NC: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Introduction to South America (to be revisited in 'Do invasions change countries forever?')</i></p> <p>Countries where Mayan settlements existed/where evidence can be found today.</p>	<p>History: Overview of Mayan history e.g. Gods, heroes, everyday life. Architecture – contrast with Egypt.</p>	<p>Art:</p>	<p>DT: How were the Mayan pyramids made? Using levers and pulleys to lift materials. Design a device to move heavy materials. Test and adapt.</p> <ul style="list-style-type: none"> understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] <p>Creating model Mayan pyramids: Measuring and cutting pieces of wood to create Mayan-pyramid shaped structure.</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] build structures, exploring how they can be made stronger, stiffer and more stable
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<p>Focus 3: Why did Romans create art?</p>	<p>Geography:</p> <p><i>NC: Locate the world's countries, using maps to focus on Europe... concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</i></p> <p>Focus on Italy</p>	<p>History:</p> <p><i>NC: The Roman Empire.</i></p> <p>Introduction to the Roman Empire: (Not focusing on Romanisation of Britain as this will be covered in detail in 5/6 Cycle A)</p> <p>Focus on city of Rome and Roman culture/art.</p>	<p>Art:</p>	<p>DT:</p> <p><i>NC: Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. (Designing mosaic on app and prototype using card)</i></p> <p><i>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</i></p> <p><i>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</i></p> <p><i>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</i></p> <p>Roman Mosaic: Final piece to be made using tiles.</p>
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<p>Focus 4: (EXTENDED FOCUS – at least 8-9 weeks) Why is some art more famous than other art?</p>	<p>Geography:</p> <p><i>NC: Locate the world's countries, using maps to focus on Europe... concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</i></p> <p>Tour of Europe (by artist): Locate country on a map Capital city and major cities Physical characteristics Human characteristics</p> <p>Great Britain (Lowry) Spain (Picasso) France (Rodin) Germany (Heckel) Netherlands (Rembrandt) Russia (Goncharova) (Opportunity to revise Italy and Greece, covered previously in year)</p>	<p>History:</p>	<p>Art:</p> <p><i>NC: To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i></p> <p><i>About great artists, architects and designers in history:</i></p> <p>Lowry Picasso Rodin Heckel Rembrandt Goncharova</p> <p>Look at the work of the artist and critique – Why is it famous? Skill session – linked to their work Opportunity to create art inspired by the artist's work</p> <p>Final piece inspired by the artist.</p>	<p>DT:</p>
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<p>Focus 5: What art can I make inspired by our local area?</p>	<p>Geography: <i>NC: Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</i></p> <p>Local study – focus on church</p>	<p>History:</p>	<p>Art: <i>NC: to create sketch books to record their observations and use them to review and revisit ideas</i> <i>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i></p> <p>Creating own pieces of art linked to church, drawing on a range of techniques</p>	<p>DT: <i>NC: Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</i></p> <p>Sewing inspired by local area: Local artist: https://lincsinstitches.com</p> <p>Use of felt and textiles to create Lincolnshire-inspired pieces.</p>
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