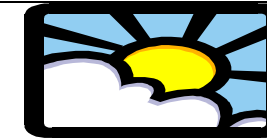


Belfield CP School

Medium Term Plan



Subject: Art **Term: Spring 2** **Year: Two**

Topic: Mother Nature Designer **Teacher: Mrs Helen Crompton**

SoW / NC	Week	Learning Objectives	Pupil Activities	Assessment Evidence	Resources	Key Vocabulary	EAL	Cross-Curr.Links
Version of 2B	1	To explore ideas for design. Know what an observational drawing is and skills in producing.	<p>Tell the pupils that this half terms topic is about Mother Nature designer. What could this mean? What type of things are natural, what is man made?</p> <p>Go on a walk around the school grounds. Identify plants and animals in different areas. Make a collection of interesting dead or dying items etc. not to take living things, discuss why not.</p> <p>Pupils come back to school and look at their findings on each table, use magnifying glasses to examine more carefully, describe to the rest of the class in detail the texture and shape.</p> <p>Back in class choose one item to make a detailed drawing of. Prior to drawing with a pencil, teacher will demonstrate blending and blocking colours, making strong and delicate lines.</p> <p>Look at the details in the drawings, have they been able to draw the spikes etc.</p>	Oral description of findings. Completed observational drawing.	Teaching Assistant Bags for collecting. Magnifying glasses. Sharp pencils	Texture Shape Smooth Prickly Sharp Furry Lines Dots Squiggles Etc. Natural Man Made	Oracy 1, 2, 3, 4, 5, 6, 7, 8, 9, 11.	Science

			Pupils to evaluate their work and the work of others, also stating what they found difficult to do or easy.					
Version of 2B	2	<p>To explore ideas for design.</p> <p>Group 1 – create an imprint of shapes of nature into clay and make a plaster cast.</p> <p>Group 2 – know of Andy Goldsworthy the artist and his style and use of natural materials; create a piece of work in the style of A. Goldsworthy.</p>	<p>Tell the class that they will be split into two groups, whatever they see the other group doing they will do next week, so they need to concentrate on what they are doing this week.</p> <p>Split class Red and Blue group1, Orange and Green group 2.</p> <p>Let the pupils know that the Teacher will be working with group 1 as a lot of explaining and help will be needed and the TA will also be coming over to help group 1. Group 2 will be helped by TA but should then be able to work independently; group 2 will have lots of help next week when they are doing that activity.</p> <p>Group 1 Teacher and later help from TA.</p> <p>Tell the group that this week we will be using the items from nature which they found last week and pressing them into clay to make moulded shapes, then they will be pouring plaster into the moulds to make plaster casts of the shapes of twigs etc.</p> <p>Demonstrate rolling out the clay into square (correct size for frame) with a 1”depth. Then press the twigs and other natural items firmly into the clay. Tell the pupils to get to this point and stop with</p>	<p>Q & A</p> <p>Group 1 – Plaster tile of shapes of nature.</p> <p>Group 2 – Pattern collage in the style of Andy Goldsworthy.</p>	<p>Teaching Assistant</p> <p>Plaster</p> <p>Clay</p> <p>Frames (Ikea) or wood pieces.</p> <p>Materials for the Andy Goldsworthy pictures.</p> <p>Materials for Group 1 – twigs stones etc.</p> <p>Glue</p>	<p>Andy Goldsworthy</p> <p>Texture</p> <p>Shape</p> <p>Smooth</p> <p>Prickly</p> <p>Sharp</p> <p>Furry</p> <p>Lines</p> <p>Dots</p> <p>Squiggles</p> <p>Etc.</p> <p>Natural</p> <p>Man Made</p>	<p>Oracy</p> <p>1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12.</p>	<p>Numeracy</p> <p>Science</p> <p>Geography</p>

		<p>the pieces still into the clay, then if they need pushing in further they are there ready.</p> <p>Group 1 roll our clay with adult supervision to check correct depth. Choose their pieces of material which they are going to use and press into the clay.</p> <p>Come back together as teacher demonstrates next step. Put a frame around the clay, Ikea frame or one made from pieces of wood with plastercine rolls to make edges watertight. Write name on edge of frame and pour in the plaster and leave to set.</p> <p>Pupils go away and press in frame and write name, once it has been checked by staff the plaster can then be poured in. (Make sure it is on a moveable surface. for example a board.)</p> <p>Group 1 clean areas then recap as a group what they have done going over the vocab; – plaster, cast, clay.</p> <p>In another lesson /golden time look at casts discuss and if the pupils choose they can be painted.</p> <p>Group 2 Partial work with TA.</p>					
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		<p>Recap on week 1 where we were looking for items from nature. Tell the pupils that some artists like to draw things from nature and that the particular artist we are looking at today 'Andy Goldsworthy' likes to make pictures from pebbles and twigs etc. which are all natural that he has found in nature. Show the pictures of some of his work.</p> <p>Tell the pupils that they will be making their own pictures in this style. Discuss if they are able to stick large pebbles to paper, why would it not work?</p> <p>Tell the pupils that we have a selection of materials for them to use including small stones.</p> <p>Demonstrate creating a couple of patterns (not sticking down or they will copy), telling the pupils that they are not to make pictures of houses etc but a pattern.</p> <p>Ask the pupils how we can get the materials to stay on the paper? –By sticking them with glue.</p> <p>Show the pupils where all the materials and glue are to be found and that they are to go away and make one or two patterns not to rush but to take care, if they finish early help others in group 2 to complete their work as you will now be helping group 1 and wish not to be disturbed.</p> <p>Once they have finished and helped others they can tidy their area and read a book on the carpet.</p>					
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			<p>Near the end of the session staff member to come back and look at the patterns and ask the pupils to evaluate their work, do they believe their work looks like the style of Andy Goldsworthy? How could it be improved? Do they like the work of Andy Goldsworthy?</p> <p>Tell them about A. Goldsworthy's midsummer snowballs and how he made huge snowballs in winter with something in the centre of the snowball and kept them frozen, then in summer he would put them out for people to see and watch them melt to see what was inside. Show them a picture.</p>					
Version of 2B	3	<p>To explore ideas for design.</p> <p>Group 1 – create animprint of shapes of nature into clay and make a plaster cast.</p> <p>Group 2 – know of Andy Goldsworthy the artist and his style and use of natural materials; create a piece of work in the style of A. Goldsworthy.</p>	<p>Tell the class that they will be split into two groups like last week. Split class Red and Blue group 2, Orange and Green group 1.</p> <p>Let the pupils know that the Teacher will be working with group 1 as a lot of explaining and help will be needed and the TA will also be coming over to help group 1. Group 2 will be helped by TA but should then be able to work independently as the group did the week before.</p> <p>Group 1 Teacher and later help from TA. Tell the group that this week we will be using the items from nature which they found last week and pressing them into</p>	<p>Q & A</p> <p>Group 1 – Plaster tile of shapes of nature.</p> <p>Group 2 – Pattern collage in the style of Andy Goldsworthy.</p>	<p>Teaching Assistant</p> <p>Plaster</p> <p>Clay</p> <p>Frames (Ikea) or wood pieces.</p> <p>Materials for the Andy Goldsworthy pictures.</p> <p>Materials for Group 1 – twigs stones etc.</p> <p>Glue</p>	<p>Andy Goldsworthy</p> <p>Texture</p> <p>Shape</p> <p>Smooth</p> <p>Prickly</p> <p>Sharp</p> <p>Furry</p> <p>Lines</p> <p>Dots</p> <p>Squiggles</p> <p>Etc.</p> <p>Natural</p> <p>Man Made</p>	<p>Oracy</p> <p>1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12.</p>	<p>Numeracy</p> <p>Science</p> <p>Geography</p>

		<p>clay to make moulded shapes, then they will be pouring plaster into the moulds to make plaster casts of the shapes of twigs etc.</p> <p>Demonstrate rolling out the clay into square (correct size for frame) with a 1" depth. Then press the twigs and other natural items firmly into the clay. Tell the pupils to get to this point and stop with the pieces still into the clay, then if they need pushing in further they are there ready.</p> <p>Group 1 roll our clay with adult supervision to check correct depth. Choose their pieces of material which they are going to use and press into the clay.</p> <p>Come back together as teacher demonstrates next step. Put a frame around the clay, Ikea frame or one made from pieces of wood with plastercine rolls to make edges watertight. Write name on edge of frame and pour in the plaster and leave to set.</p> <p>Pupils go away and press in frame and write name, once it has been checked by staff the plaster can then be poured in. (Make sure it is on a moveable surface. for example a board.)</p> <p>Group 1 clean areas then recap as a group what they have done going over the</p>					
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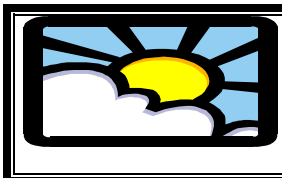
		<p>vocab; – plaster, cast, clay.</p> <p>In another lesson /golden time look at casts discuss and if the pupils choose they can be painted.</p> <p>Group 2 Partial work with TA. Recap on week 1 where we were looking for items from nature. Tell the pupils that some artists like to draw things from nature and that the particular artist we are looking at today ‘Andy Goldsworthy’ likes to make pictures from pebbles and twigs etc. which are all natural that he has found in nature. Show the pictures of some of his work. Tell the pupils that they will be making their own pictures in this style. Discuss if they are able to stick large pebbles to paper, why would it not work? Tell the pupils that we have a selection of materials for them to use including small stones. Demonstrate creating a couple of patterns (not sticking down or they will copy), telling the pupils that they are not to make pictures of houses etc but a pattern. Ask the pupils how we can get the materials to stay on the paper? –By sticking them with glue.</p> <p>Show the pupils where all the materials and glue are to be found and that they are</p>					
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			<p>to go away and make one or two patterns not to rush but to take care, if they finish early help others in group 2 to complete their work as you will now be helping group 1 and wish not to be disturbed. Once they have finished and helped others they can tidy their area and read a book on the carpet.</p> <p>Near the end of the session staff member to come back and look at the patterns and ask the pupils to evaluate their work, do they believe their work looks like the style of Andy Goldsworthy? How could it be improved? Do they like the work of Andy Goldsworthy?</p> <p>Tell them about A. Goldsworthy's midsummer snowballs and how he made huge snowballs in winter with something in the centre of the snowball and kept them frozen, then in summer he would put them out for people to see and watch them melt to see what was inside. Show them a picture.</p>					
Version of 2B	4	Create a sculpture in the style of the artist Andy Goldsworthy. Record their sculptures with the digital camera	Tell the pupils that we will be looking further at Andy Goldsworthy's work. Recap the artist's work with natural materials and look carefully at the pictures, questions can you see his paper that he used? - No. Many of the pictures are sculptures describe the difference between 3D and 2D.	Q & A Digital pictures of sculptures in the style of Andy Goldsworthy.	Teaching Assistant Digital Camera Natural materials – pebbles, twigs etc.	2D 3D Andy Goldsworthy Texture Shape Smooth Prickly Sharp Furry	Oracy 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12.	ICT Numeracy Science

			<p>Tell the pupils that we will be working as a group this week outside creating our own sculpture like A. Goldsworthy with natural materials from outside and other natural materials that we have found from them already.</p> <p>Question how we can record their work to show others? – Digital camera.</p> <p>Go outside as a group and make sculptures, record with Digital camera.</p> <p>Ask the pupils to put the materials back in the pile which were brought out or back where they found them.</p>			<p>Lines Dots Squiggles Etc. Natural Man Made</p>		
Version of 2B	5	<p>Use natural materials to use the colours of the landscape to produce a small picture.</p> <p>Know of the artist Chris Drury and his style of art.</p>	<p>Recap last weeks work of Andy Goldsworthy how he used nature.</p> <p>Tell the pupils that this week we will be looking at another artist who based his work on nature, again producing his work not by painting but by using natural materials.</p> <p>Show the pictures of Andy Drury's work. Chris Drury. Ask the pupils what it looks like? -Landscape colours, blue sky working down to green grass. Scribble the colours on the board in the same order if they cannot see it.</p> <p>Tell the pupils instead of using colours like I have on the board, he used twigs or stones and wrapped them in the correct colours of raffia to get the effect.</p>	<p>Q & A</p> <p>Small picture using one main material in the style of Chris Drury. Framed by twigs with edges bound.</p>	<p>Teaching Assistant</p> <p>Pictures of Andy Drury.</p> <p>Lots of twigs.</p> <p>Other natural materials long stones and more twigs.</p> <p>Raffia in different colours.</p>	<p>Andy Goldsworthy</p> <p>Chris Drury</p> <p>Raffia</p> <p>Landscape</p> <p>Frame</p>	<p>Oracy</p> <p>1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12.</p>	<p>Science</p> <p>Numeracy</p>

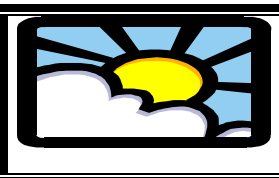
			<p>Demonstrate to the pupils the colours of landscape you want either a landscape with sky, tree tops, trunks, and grass, or dessert scene with sky and sand for L.A. Tell the pupils that we will use a natural material – twigs to frame the large material and hang from the ceiling. We will bind the edges of the frame with more natural coloured raffia.</p> <p>Show the pupils where they can find the resources which they need.</p> <p>Pupils go and produce their work in the style of C. Drury with assistance from staff.</p> <p>Come back together to look at work and compare with C. Drury. And against the landscape they wished it to look like.</p>					
Version of 2B	6	<p>Use natural materials to use the colours of the landscape to produce a larger picture. Know of the artist Chris Drury and his style of art.</p>	<p>Tell the pupils that this week we will be doing a larger version of last weeks work based on Andy Drury. Recap - who based his work on nature, again producing his work not by painting but by using natural materials. Again show the pictures of Andy Drury's work and maybe a good example from last week produced by a pupil. Recap -Landscape colours, blue sky working down to green grass. Scribble the colours on the board in the same order if they cannot see it. Tell the pupils instead of using colours</p>	Q & A Picture using three main materials in the style of Chris Drury	Teaching Assistant Pictures of Andy Drury. Lots of twigs. Other natural materials long stones and more twigs. Raffia in different colours.	Chris Drury Raffia Landscape	Oracy 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12.	Science Numeracy

			<p>like I have on the board, he used twigs or stones and wrapped them in the correct colours of raffia to get the effect.</p> <p>Demonstrate to the pupils the colours of landscape you want either a landscape with sky, tree tops, trunks, and grass, or dessert scene with sky and sand for L.A. Tell the pupils that this week they will be binding three pieces of material and that they can then stick the bound material onto card as paper will be too thin and flop.</p> <p>Show the pupils where they can find the resources which they need.</p> <p>Pupils go and produce their work in the style of C. Drury with assistance from staff.</p> <p>Come back together to look at work and compare with C. Drury. And against the landscape they wished it to look like. Ask the pupils if they like Chris Drury's style of work? Why? Why not?</p>					
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Belfield CP School

Lesson plan



Lesson	Year group	Term	Lesson Length	Lesson
Art	2	Spring 2	2 Hours	1 of 6

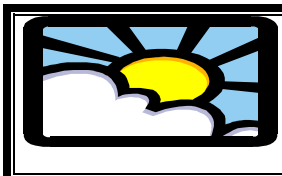
Aims / Outcomes
To explore ideas for design. Know what an observational drawing is and skills in producing.
Key Vocabulary
Texture Shape Smooth Prickly Sharp Furry Lines Dots Squiggles Etc. Natural Man Made

Introduction
Tell the pupils that this half terms topic is about Mother Nature designer. What could this mean? What type of things are natural, what is man made?

Main Activities
Go on a walk around the school grounds. Identify plants and animals in different areas. Make a collection of interesting dead or dying items etc. not to take living things, discuss why not. Pupils come back to school and look at their findings on each table, use magnifying glasses to examine more carefully, describe to the rest of the class in detail the texture and shape. Back in class choose one item to make a detailed drawing of. Prior to drawing with a pencil, teacher will demonstrate blending and blocking colours, making strong and delicate lines.

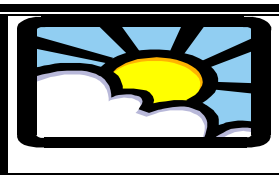
Plenary
Look at the details in the drawings, have they been able to draw the spikes etc. Pupils to evaluate their work and the work of others, also stating what they found difficult to do or easy.

Resources		Assessment Evidence	
Teaching Assistant Bags for collecting. Magnifying glasses. Sharp pencils		Oral description of findings. Completed observational drawing.	
Cross Curricular Links	SoW / NC ref and level	Differentiation	EAL
Science	Version of 2B	Q & A Support given Outcome	Oracy 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12.



Belfield CP School

Lesson plan



Lesson	Year group	Term	Lesson Length	Lesson
Art	2	Spring 2	2 Hours	2 of 6

Aims / Outcomes
<p>To explore ideas for design. Group 1 – create an imprint of shapes of nature into clay and make a plaster cast.</p> <p>Group 2 – know of Andy Goldsworthy the artist and his style and use of natural materials; create a piece of work in the style of A. Goldsworthy.</p>
Key Vocabulary
<p>Andy Goldsworthy Texture Shape Smooth Prickly Sharp Furry Lines Dots Squiggles Etc. Natural Man Made</p>

Introduction
<p>Tell the class that they will be split into two groups, whatever they see the other group doing they will do doing next week, so they need to concentrate on what they are doing this week. Split class Red and Blue group1, Orange and Green group 2. Let the pupils know that the Teacher will be working with group 1 as a lot of explaining and help will be needed and the TA will also be coming over to help group 1. Group 2 will be helped by TA but should then be able to work independently; group 2 will have lots of help next week when they are doing that activity.</p>
Main Activities
<p>Group 1 Teacher and later help from TA. Tell the group that this week we will be using the items from nature which they found last week and pressing them into clay to make moulded shapes, then they will be pouring plaster into the moulds to make plaster casts of the shapes of twigs etc. Demonstrate rolling out the clay into square (correct size for frame) with a 1”depth. Then press the twigs and other natural items firmly into the clay. Tell the pupils to get to this point and stop with the pieces still into the clay, then if they need pushing in further they are there ready.</p>

Group 1 roll our clay with adult supervision to check correct depth.
Choose their pieces of material which they are going to use and press into the clay.

Come back together as teacher demonstrates next step.
Put a frame around the clay, Ikea frame or one made from pieces of wood with plastercine rolls to make edges watertight.
Write name on edge of frame and pour in the plaster and leave to set.

Pupils go away and press in frame and write name, once it has been checked by staff the plaster can then be poured in. (Make sure it is on a moveable surface. for example a board.)

Group 1 clean areas then recap as a group what they have done going over the vocab; – plaster, cast, clay.

In another lesson /golden time look at casts discuss and if the pupils choose they can be painted.

Group 2

Partial work with TA.

Recap on week 1 where we were looking for items from nature. Tell the pupils that some artists like to draw things from nature and that the particular artist we are looking at today 'Andy Goldsworthy' likes to make pictures from pebbles and twigs etc. which are all natural that he has found in nature. Show the pictures of some of his work.

Tell the pupils that they will be making their own pictures in this style. Discuss if they are able to stick large pebbles to paper, why would it not work?

Tell the pupils that we have a selection of materials for them to use including small stones.

Demonstrate creating a couple of patterns (not sticking down or they will copy), telling the pupils that they are not to make pictures of houses etc but a pattern.

Ask the pupils how we can get the materials to stay on the paper? –By sticking them with glue.

Show the pupils where all the materials and glue are to be found and that they are to go away and make one or two patterns not to rush but to take care, if they finish early help others in group 2 to complete their work as you will now be helping group 1 and wish not to be disturbed.

Once they have finished and helped others they can tidy their area and read a book on the carpet.

Near the end of the session staff member to come back and look at the patterns and ask the pupils to evaluate their work, do they believe their work looks like the style of Andy Goldsworthy? How could it be improved? Do they like the work of Andy Goldsworthy?

Tell them about A. Goldsworthy's midsummer snowballs and how he made huge snowballs in winter with something in the centre of the snowball and kept them frozen, then in summer he would put them out for people to see and watch them melt to see what was inside. Show them a picture.

Plenary

Group 1 clean areas then recap as a group what they have done going over the vocab; – plaster, cast, clay.

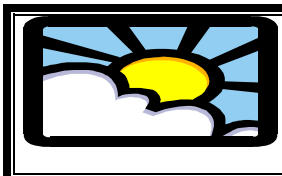
In another lesson /golden time look at casts discuss and if the pupils choose they can be painted.

Group 2 Near the end of the session staff member to come back and look at the patterns and ask the pupils to evaluate their work, do they believe their work looks like the style of Andy Goldsworthy? How could it be improved? Do they like the work of Andy Goldsworthy?

Tell them about A. Goldsworthy's midsummer snowballs and how he made huge snowballs in winter with something in the centre of the snowball and kept them frozen, then in summer he would put them out for

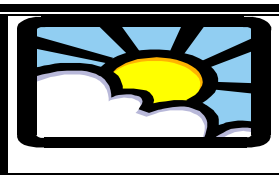
people to see and watch them melt to see what was inside. Show them a picture.

Resources		Assessment Evidence	
Teaching Assistant Plaster Clay Frames (Ikea) or wood pieces. Materials for the Andy Goldsworthy pictures. Materials for Group 1 – twigs stones etc. Glue		Q & A Group 1 – Plaster tile of shapes of nature. Group 2 – Pattern collage in the style of Andy Goldsworthy.	
Cross Curricular Links	SoW / NC ref and level	Differentiation	EAL
Numeracy Science Geography	Version of 2B	Q & A Support given Outcome	Oracy 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12.



Belfield CP School

Lesson plan



Lesson	Year group	Term	Lesson Length	Lesson
Art	2	Spring 2	2 Hours	3 of 6

Aims / Outcomes

To explore ideas for design.

Group 1 – create an imprint of shapes of nature into clay and make a plaster cast.

Group 2 – know of Andy Goldsworthy the artist and his style and use of natural materials; create a piece of work in the style of A. Goldsworthy.

Key Vocabulary

Andy Goldsworthy

Texture

Shape

Smooth

Prickly

Sharp

Furry

Lines

Dots

Squiggles

Etc.

Natural

Man Made

Introduction

Tell the class that they will be split into two groups like last week.

Split class Red and Blue group 2, Orange and Green group 1.

Let the pupils know that the Teacher will be working with group 1 as a lot of explaining and help will be needed and the TA will also be coming over to help group 1. Group 2 will be helped by TA but should then be able to work independently as the group did the week before.

Main Activities

Group 1

Teacher and later help from TA.

Tell the group that this week we will be using the items from nature which they found last week and pressing them into clay to make moulded shapes, then they will be pouring plaster into the moulds to make plaster casts of the shapes of twigs etc.

Demonstrate rolling out the clay into square (correct size for frame) with a 1" depth. Then press the twigs and other natural items firmly into the clay. Tell the pupils to get to this point and stop with the pieces still into the clay, then if they need pushing in further they are there ready.

Group 1 roll our clay with adult supervision to check correct depth.
Choose their pieces of material which they are going to use and press into the clay.

Come back together as teacher demonstrates next step.
Put a frame around the clay, Ikea frame or one made from pieces of wood with plastercine rolls to make edges watertight.

Write name on edge of frame and pour in the plaster and leave to set.

Pupils go away and press in frame and write name, once it has been checked by staff the plaster can then be poured in. (Make sure it is on a moveable surface. for example a board.)

Group 1 clean areas then recap as a group what they have done going over the vocab; – plaster, cast, clay.

In another lesson /golden time look at casts discuss and if the pupils choose they can be painted.

Group 2

Partial work with TA.

Recap on week 1 where we were looking for items from nature. Tell the pupils that some artists like to draw things from nature and that the particular artist we are looking at today 'Andy Goldsworthy' likes to make pictures from pebbles and twigs etc. which are all natural that he has found in nature. Show the pictures of some of his work.

Tell the pupils that they will be making their own pictures in this style. Discuss if they are able to stick large pebbles to paper, why would it not work?

Tell the pupils that we have a selection of materials for them to use including small stones.

Demonstrate creating a couple of patterns (not sticking down or they will copy), telling the pupils that they are not to make pictures of houses etc but a pattern.

Ask the pupils how we can get the materials to stay on the paper? –By sticking them with glue.

Show the pupils where all the materials and glue are to be found and that they are to go away and make one or two patterns not to rush but to take care, if they finish early help others in group 2 to complete their work as you will now be helping group 1 and wish not to be disturbed.

Once they have finished and helped others they can tidy their area and read a book on the carpet.

Near the end of the session staff member to come back and look at the patterns and ask the pupils to evaluate their work, do they believe their work looks like the style of Andy Goldsworthy? How could it be improved? Do they like the work of Andy Goldsworthy?

Tell them about A. Goldsworthy's midsummer snowballs and how he made huge snowballs in winter with something in the centre of the snowball and kept them frozen, then in summer he would put them out for people to see and watch them melt to see what was inside. Show them a picture.

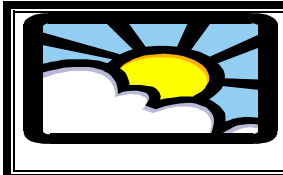
Plenary

Group 1: Group 1 clean areas then recap as a group what they have done going over the vocab; – plaster, cast, clay.

Group 2: Near the end of the session staff member to come back and look at the patterns and ask the pupils to evaluate their work, do they believe their work looks like the style of Andy Goldsworthy? How could it be improved? Do they like the work of Andy Goldsworthy?

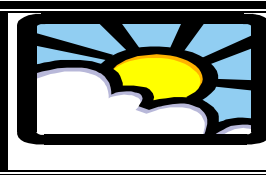
Tell them about A. Goldsworthy's midsummer snowballs and how he made huge snowballs in winter with something in the centre of the snowball and kept them frozen, then in summer he would put them out for people to see and watch them melt to see what was inside. Show them a picture.

Resources		Assessment Evidence	
Teaching Assistant Plaster Clay Frames (Ikea) or wood pieces. Materials for the Andy Goldsworthy pictures. Materials for Group 1 – twigs stones etc. Glue		Q & A Group 1 – Plaster tile of shapes of nature. Group 2 – Pattern collage in the style of Andy Goldsworthy.	
Cross Curricular Links	SoW / NC ref and level	Differentiation	EAL
Numeracy Science Geography	Version of 2B	Q & A Support given Outcome	Oracy 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12.



Belfield CP School

Lesson plan



Lesson	Year group	Term	Lesson Length	Lesson
Art	2	Spring 2	2 Hours	4 of 6

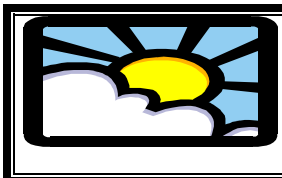
Aims / Outcomes
Create a sculpture in the style of the artist Andy Goldsworthy. Record their sculptures with the digital camera
Key Vocabulary
2D 3D Andy Goldsworthy Texture Shape Smooth Prickly Sharp Furry Lines Dots Squiggles Etc. Natural Man Made

Introduction
Tell the pupils that we will be looking further at Andy Goldsworthy's work. Recap the artists work with natural materials and look carefully at the pictures, questions can you see his paper that he used? - No. Many of the pictures are sculptures describe the difference between 3D and 2D.

Main Activities
Tell the pupils that we will be working as a group this week outside creating our own sculpture like A. Goldsworthy with natural materials from outside and other natural materials that we have found from them already. Question how we can record their work to show others? – Digital camera. Go outside as a group and make sculptures, record with Digital camera.

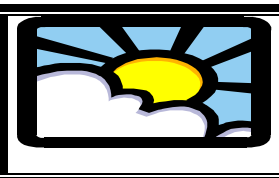
Plenary
Ask the pupils to put the materials back in the pile which were brought out or back where they found them.

Resources		Assessment Evidence	
Teaching Assistant Digital Camera Natural materials – pebbles, twigs etc.		Q & A Digital pictures of sculptures in the style of Andy Goldsworthy.	
Cross Curricular Links	SoW / NC ref and level	Differentiation	EAL
ICT Numeracy Science	Version of 2B	Q & A Support given Outcome	Oracy 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12.



Belfield CP School

Lesson plan



Lesson	Year group	Term	Lesson Length	Lesson
Art	2	Spring 2	2 Hours	5 of 6

Aims / Outcomes

Use natural materials to use the colours of the landscape to produce a small picture.
Know of the artist Chris Drury and his style of art.

Key Vocabulary

Andy Goldsworthy
Chris Drury
Raffia
Landscape
Frame

Introduction

Recap last weeks work of Andy Goldsworthy how he used nature.

Main Activities

Tell the pupils that this week we will be looking at another artist who based his work on nature, again producing his work not by painting but by using natural materials.
Show the pictures of Andy Drury's work.
Chris Drury. Ask the pupils what it looks like? -Landscape colours, blue sky working down to green grass. Scribble the colours on the board in the same order if they cannot see it.
Tell the pupils instead of using colours like I have on the board, he used twigs or stones and wrapped them in the correct colours of raffia to get the effect.
Demonstrate to the pupils the colours of landscape you want either a landscape with sky, tree tops, trunks, and grass, or dessert scene with sky and sand for L.A.
Tell the pupils that we will use a natural material – twigs to frame the large material and hang from the ceiling. We will bind the edges of the frame with more natural coloured raffia.

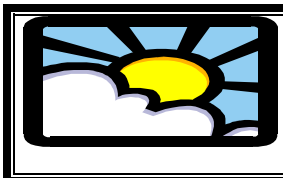
Show the pupils where they can find the resources which they need.

Pupils go and produce their work in the style of C. Drury with assistance from staff.

Plenary

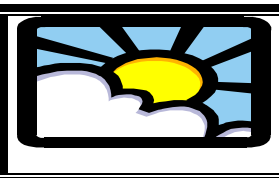
Come back together to look at work and compare with C. Drury. And against the landscape they wished it to look like.

Resources		Assessment Evidence	
Teaching Assistant Pictures of Andy Drury. Lots of twigs. Other natural materials long stones and more twigs. Raffia in different colours.		Q & A Small picture using one main material in the style of Chris Drury. Framed by twigs with edges bound.	
Cross Curricular Links	SoW / NC ref and level	Differentiation	EAL
Science Numeracy	Version of 2B	Q & A Support given Outcome	Oracy 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12.



Belfield CP School

Lesson plan



Lesson	Year group	Term	Lesson Length	Lesson
Art	2	Spring 2	2 Hours	6 of 6

Aims / Outcomes
Use natural materials to use the colours of the landscape to produce a larger picture. Know of the artist Chris Drury and his style of art.
Key Vocabulary
Chris Drury Raffia Landscape

Introduction
Tell the pupils that this week we will be doing a larger version of last weeks work based on Andy Drury. Recap - who based his work on nature, again producing his work not by painting but by using natural materials.
Main Activities
Again show the pictures of Andy Drury's work and maybe a good example from last week produced by a pupil. Recap -Landscape colours, blue sky working down to green grass. Scribble the colours on the board in the same order if they cannot see it. Tell the pupils instead of using colours like I have on the board, he used twigs or stones and wrapped them in the correct colours of raffia to get the effect. Demonstrate to the pupils the colours of landscape you want either a landscape with sky, tree tops, trunks, and grass, or dessert scene with sky and sand for L.A. Tell the pupils that this week they will be binding three pieces of material and that they can then stick the bound material onto card as paper will be too thin and flop. Show the pupils where they can find the resources which they need. Pupils go and produce their work in the style of C. Drury with assistance from staff.

Plenary
Come back together to look at work and compare with C. Drury. And against the landscape they wished it to look like. Ask the pupils if they like Chris Drury's style of work? Why? Why not?

Resources		Assessment Evidence	
Teaching Assistant Pictures of Andy Drury. Lots of twigs. Other natural materials long stones and more twigs. Raffia in different colours.		Q & A Picture using three main materials in the style of Chris Drury	
Cross Curricular Links	SoW / NC ref and level	Differentiation	EAL
Science Numeracy	Version of 2B	Q & A Support given Outcome	Oracy 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12.

Andy Goldsworthy



Andy Goldsworthy



Andy Goldsworthy



Andy Goldsworthy



Andy Goldsworthy

MIDSUMMER SNOWBALLS

Andy Goldsworthy

