

Year 3/4 Key Skills to be covered, taken from National Curriculum - pitching at the correct year group and differentiation within plan for different groups

Be specific in the key skills, and make them more understandable for children. Consider what it is YOU feel the children should learn as well as the National Curriculum:

ONE HOUR SESSIONS

SESSION 1: Children will explore the history of Indian painting and how the style has changed throughout the centuries. They will explore different styles of paintings, discussing the colours and patterns used in each style, before using what they have found out to inform their own artwork.

SESSION 2/3: Children will find out about the famous Hastimangala festival. They will look closely at the patterns and colours of intricate decorations which adorn elephants during the festival, then either create their own decorated paper elephants or, optionally, sculpt elephants using clay.

SESSION 4: Children will find out what henna is and how it is used to make mehndi patterns. They will explore some examples of mehndi art, focusing particularly on symmetry. They will then use what they have learnt to create their own mehndi patterns.

SESSION 5: Children will learn about the technique of Indian block printing, exploring the ways in which intricate carved patterns are traditionally used to decorate fabric. They will find out about the tools used to make block printed fabric, then make their own block printing stamps which can be used either to decorate fabric, or produce a class mural.

SESSION 6/7: Children are reminded that rangoli patterns are often used during Diwali celebrations. They will look at some examples of rangoli patterns and find out how they are created. Children can then create their own rangoli using coloured salt.

Exploring and Developing ideas:

- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
- Question and make thoughtful observations about starting points and select ideas to use in their work.
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

Evaluating and Developing work:

- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
- Adapt their work according to their views and describe how they might develop it further.
- Annotate work in journal.

Painting:

- Work on a range of scales e.g. thin brush on small picture etc.
- Create different effects and textures with paint according to what they need for the task.

Sketching:

- Use journals to collect and record visual information from different sources.
- Experiment with ways in which surface detail can be added to drawings.
- Use journals to collect and record visual information from different sources.

Lines and Marks:

- Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.
- Experiment with different grades of pencil and other implements to create lines and marks.

Texture:

- Create textures with a wide range of drawing implements.
- Apply a simple use of pattern and texture in a drawing.

3D-clay:

- Join clay adequately and construct a simple base for extending and modelling other shapes.

Printing:

- Create printing blocks using a relief or impressed method.
- Create repeating patterns.
- Print with two colour overlays

Possible Cross-curricular links, especially opportunities for English, Mathematics and Computing within teaching:

English links	Speaking and listening focus during input and plenary sessions
Mathematics links	Scale and proportion-How big is an elephant?
Computing links	Take pictures of their work using iPad and upload to the class website.
Other links	Indian music / RE Indian festival of Holi and Diwali

Possible Experiences including visits/visitors/other:**Consider what could augment your planning to really enthuse the children in your class:**

- Indian music playing whilst learning
- IWB slides and images for the input sessions
- Additional 'fancy something different' for groups that need to stretch their artistic ability

Display/Resources ideas:**Consider what resources could be brought into the classroom and what display work could be completed either before/during or after topic is taught:**

- Wall space in classroom class room prior to first lesson. Once children have completed their paintings, arrange them on the wall to recreate the Madhubani painting.

Session	Key Objective from skills listed above (What is it that you want the children to learn?)	Possible Activities including use of Computing and other technologies, and showing at least 3 differentiations	Outcomes/Evidence of what they have learnt (Where will this be found? Will it be in a book? Topic book? Display? Photographic evidence?)	Possible extension into homework if appropriate to enhance and deepen learning
1 Resources: Madhubani Painting	To explore the history and styles of Indian painting. Painting: <ul style="list-style-type: none"> • Work on a range of scales e.g. thin brush on small picture etc. • Create different effects and textures with paint according to what they need for the task. Sketching: <ul style="list-style-type: none"> • Use journals to collect and record 	Ask children if they have seen any Indian paintings and if they know of any Indian artists. <ul style="list-style-type: none"> • Explain to your class that Indian painting has a very long and involved history. There have been many different painting styles throughout the years in India. • The earliest Indian paintings were painted on rocks and were often painted in natural caves around the country. • Indian paintings are classed into two genres: murals and miniatures. Explain to your class what the difference is and show them examples of each. • Reveal to your class that there are many painting styles in Indian painting and these styles have developed and changed over time. Today we will explore seven well-known styles of historical Indian paintings; Mughal painting, Rajput painting, Mysore painting, Tanjore painting, Kangra painting, Madhubani painting and Pattachitra. • Go through the slides showing your children examples of each style and the name of the artist who painted the example. Invite them to discuss the colours, patterns and images they can see in the examples. • Show children the slide with the seven paintings on it and ask them to discuss what is common in all of the paintings. Lower ability:	PICTURES AND PAINTINGS IN ART BOOKS OR ON DISPLAY. ASSESSMENT QUESTIONS <ul style="list-style-type: none"> • Do children understand that painting styles changed over time in India? • Can children paint or sketch copies of an Indian painting? • Can children explain the similarities and differences of Indian painting styles? 	Look at images of Indian art at home. Find a piece they like and print out to talk about it in class if they wish to.

	visual information from different sources.	<p>Provide children with Madhubani Painting and Circle Template. Children are to look carefully at the colours and design of the faces in the painting. They then need to use paint to recreate the face.</p> <p>Middle ability: Provide children with Madhubani Painting and Painting Template 1B or 1C. Children are to choose either a fish or a turtle to paint. They need to look closely at the painting and then try to copy the object using their template and paint.</p> <p>Higher ability: <ul style="list-style-type: none"> • Provide children with the Indian Painting Cards and View Finders. Children need to make their view finder and choose a painting to focus on. • Ask children to place their view finder over a section of the painting they chose. They can then sketch that section of the painting onto white paper or in their sketch books. • Once children have done one sketch they can then choose another painting and do the same. • Invite them to compare the colours, shapes, patterns and designs for each section. How are they similar and how are they different? </p> <p>Plenary: Show children the last slide of the presentation revealing a Mughal painting and a European painting by Giovanni Tiepolo, both from the 16th century. These paintings are from the same century but completely different countries. Invite children to discuss how these paintings are different and how they are similar.</p>		
2 SESSIONS Resources: Elephant Templates (enlarged to A3) Staplers, cotton wool, coloured pencils, felts, crayons and pastels. Challenge Card 2A/2B/2C Clay and clay tools (for FSD? activity only)	To explore the art displayed during the Indian elephant festival. 3D clay: <ul style="list-style-type: none"> • Join clay adequately and construct a simple base for extending and modelling other shapes. 	<p>Have you heard of the Indian elephant festival? Its name is Hastimangala.</p> <ul style="list-style-type: none"> • Explain to your class that the elephant festival is held in a northern Indian city called Jaipur. Show children a map of India displaying Jaipur. • Explain to your class that the festival is held on or before the Holi festival which is the festival of colours. The elephant festival provides caretakers with a day to decorate their elephants with their own artistic patterns, colours and features. People compete to have the most beautifully decorated elephant. • Show your class a picture of caretakers riding their elephants and discuss all the different designs and added features the caretakers made and created for their elephants. • Show children images of the decorated elephants and ask them to answer these questions: What colours have been used? What patterns have been used? What parts of the elephant have been decorated? • Explain to your class that this artistic festival is said to be controversial. Some animal activists think it is cruel to decorate the elephants as it can harm their skin and make them feel uncomfortable. What do you think about this? Do you agree? Or do you think it is nice to decorate the elephants in an artistic way? <p>ALL PUPILS: Explain to your class they will make their own clay elephants today and decorate them like the ones in the elephant festival.</p>	<p>Models of elephants Pictures of work in pupil's books and on web site/twitter</p> <p>ASSESSMENT QUESTIONS Do children understand what the Indian Holi and elephant festival is about? <ul style="list-style-type: none"> • Can children describe the colours and patterns used in an Indian festival? </p>	<p>3D ELEPHANT CHALLENGE Provide children with the two Elephant Templates and Challenge Card 2A. Children are to follow the challenge instructions to decorate and make their elephant. They need to add one extra feature to their 3-D elephant.</p>

Model Elephant Images		<ul style="list-style-type: none"> • Provide children with the Model Elephant Images and invite them to choose an elephant to model their own elephant on. • Invite children to use the clay to make a model elephant. Once the elephant is dry, they can paint patterns on it and add extra features to it. 		
3	<p>Painting:</p> <ul style="list-style-type: none"> • Create different effects and textures with paint according to what they need for the task. 	<p>DECORATE THE ELEPHANTS FROM PREVIOUS WEEK.</p> <p>Plenary: Imagine you live in Jaipur and the animal activists banned the elephant festival forever. Can you list other objects you could decorate instead, so you could still enjoy the Holi festival of colours?</p>	<ul style="list-style-type: none"> • Can children use different mediums to make and decorate a 3-D elephant? 	
<p>4</p> <p>Resources: Slides Mehndi Challenge Cards Mehndi Patterns Blank Body Part Templates Fine tipped pens Compass, pencils and paper (for FSD? activity only) Mehndi Flower Video (for FSD? activity only)</p>	<p>To explore and create Mehndi patterns.</p> <p>Lines and Marks:</p> <ul style="list-style-type: none"> • Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. • Experiment with different grades of pencil and other implements to create lines and marks. 	<ul style="list-style-type: none"> • Do you know what henna is? Do you know why it is used in India? • Explain to your class that henna is a small shrub that grows in India and in other places around the world. The leaves from the henna plant are crushed into powder and mixed with water and lemon juice to make a paste which is then used. • Explain to your class that Indian people call this tattoo method mehndi. When a mehndi design has been created it is left to dry and then rubbed off to reveal a temporary tattoo. • Ask children to think about that parts of the body that are usually decorated with mehndi designs and why. Explain to your class that feet, legs, arms and hands are usually decorated because these body parts are seen the most when Indian women wear traditional clothing and wedding dresses. • Do you know what symmetry is? Mehndi patterns are often symmetrical. • Show children a picture of mehndi hand patterns that are symmetrical and remind them what symmetry is. • Go through the remaining slides showing images of mehndi patterns on hands and feet that are symmetrical. Ask children to discuss the patterns and shapes they can see and why the design is symmetrical. <p>Lower ability: Provide children with the Mehndi Challenge Cards. Children need to work through the cards to practise drawing mehndi patterns. Ask children to link some of them together with their own patterns.</p> <p>MIDDLE ABILITY: Provide children with Blank Body Part Templates which include blank arms, legs, feet and hands. Invite children to choose a body part to decorate. Ask them to copy the designs on the Mehndi Pattern Cards to make the body parts symmetrical. Encourage children to stick to two or three patterns to make it easier.</p>	<p>Mehndi patterns in books</p> <p>ASSESSMENT QUESTIONS: Can children explain what henna is and why it is significant to the Indian culture?</p> <ul style="list-style-type: none"> • Can children copy and create their own detailed patterns? • Do children understand what symmetry is and how to make a symmetrical pattern? 	<p>FOCUS GROUP YO COMPLETE SPIROGRPAH PATTERNS AT HOME OR ATTEMPT NEW ONES AT HOME FOR THEIR BOOKS.</p>

		<p>Higher ability: Ask children to decide whether they want to decorate hands or feet. Provide children with blank paper and invite them to trace around their own hands or feet and then decorate them using a symmetrical mehndi pattern. Children need to design their own patterns for this.</p> <p>Focus group with TA or Teacher: Explain to the group that Spiro graphs look very similar to mehndi flower designs. Spiro graphs are intricate curved patterns made by different-sized circle cogs. • Today you will make a simple mehndi flower with a compass. It is like a Spirograph but simpler. Once it has been drawn you can decorate it using intricate patterns. Watch the Mehndi Flower Video with the group to show them how to make one. • Provide children with a compass and some white paper and invite them to have a go at making a simple mehndi flower with a compass. Then ask them to decorate the sections in the design with intricate mehndi patterns. • EXTEND: Invite children to continue making the pattern to fill the whole page and then invite them to decorate the sections.</p> <p>Plenary: Once children have had a go at drawing mehndi patterns ask them to find a partner and discuss what was difficult about drawing intricate patterns. Why would it be harder to draw these with henna ink on peoples' skin? Think, pair, share your ideas.</p>		
<p>5</p> <p>Resources: Slides Cardboard, string, paint and glue Block-Printing Instructions Challenge Card 4A/4B/4C Indian Block Designs Corks, bottle lids, square blocks, spools,</p>	<p>To explore the Indian block-printing Technique.</p> <p>Printing:</p> <ul style="list-style-type: none"> • Create printing blocks using a relief or impressed method. • Create repeating patterns. • Print with two colour overlays. 	<ul style="list-style-type: none"> • Show children an image of a piece of Indian fabric that was created using the block-printing technique. Do you know how this fabric was made? How was the pattern put on? • Explain to children that this fabric was made with the block printing technique. Block-printing has been Used in India since the 12th century. Ask your class to predict how the patterns are actually printed. • Show your class pictures of block stamps and explain to them that they are called bunta and are used to Print the patterns on the fabric by hand. • Show children a picture of an Indian man using a block stamp to print fabric. Discuss that printing goes from left to right and the block needs to be pressed down hard. • Let's have a look at some more block-printed fabric. Go through the slides showing pictures of block Printed fabric and Indian people printing fabric by hand. Ask children to discuss what they can see in Each picture, what shapes and colours were used and how many blocks were used to make the patterns. • Do you think you could make your own block-printed fabric? How could you make a block stamp with Classroom materials? Children to think, pair, share their ideas. • Show children the steps on the next few slides detailing how to make the block stamp and how to use it to print onto fabric. • Invite children to try this technique for themselves and attempt the extra challenge ideas. 	<p>Work in books</p> <p>ASSESSMENT QUESTIONS:</p> <ul style="list-style-type: none"> • Can children use a range of materials to create printed fabric? • Can children create repeating patterns? • Can children use colours and patterns to represent the Indian Culture? 	<p>Pupils may want to use their designs on fabric at home to bring into class.</p>

cardboard, fabric, glue, Scissors and coloured foam (for FSD? Activity only)		<p>LOWER ABILITY; Provide children with the Block-Printing Instructions and Challenge Card 4A. Children Are to make a simple block Stamp and then use it to make Printed fabric.</p> <p>Middle ability: Provide children with the Block- Printing Instructions and Challenge Card 4B. Children are to make a Simple block stamp and then use it to make printed fabric. They can Then add sequins and beads to Make extra patterns on the original Design.</p> <p>Higher ability: Provide children with the Block-Printing Instructions and Challenge Card 4C. Children are to make a detailed block Stamp and then use it to make printed Fabric. They then need to make smaller Stamps using the same method to print More patterns on their design.</p> <p>Plenary: Who do you think would buy block-printed Fabric and what might they use it for? Ask Children to discuss this question with a Partner.</p>		
6 RESOURCES: Slides Paper plates, PVA glue and spoons Coloured Salt Teacher Instructions - how to make coloured salt Simple Rangoli Designs	To explore and create rangoli patterns. Texture <ul style="list-style-type: none"> ▪ Create textures with a wide range of drawing implements. ▪ Apply a simple use of pattern and texture in a drawing. ▪ Experiment with ways in which surface detail can be added to drawings. ▪ Use journals to collect and record visual 	<p>Do you know what a Rangoli pattern is? Have you seen or made one before?</p> <ul style="list-style-type: none"> • Rangoli is an art form from India in which natural materials such as salt and rice are used to make circle patterns. They are usually large and take a long time to make. Have you seen these patterns before? • Can you remember what Diwali is? Explain to your class that Diwali is an Indian festival and that rangoli patterns are made during this time. They are said to bring good luck and made to represent spirituality. • Did you know rangoli designs include three main elements? Do you know what they are? • Discuss with your class what the three elements are and show them examples. • Go through the next few slides revealing pictures of rangoli designs and ask your class to discuss what Indian symbols they can see and what materials and background have been used. • Explain to your class they will be using coloured salt to make their own rangoli designs. Show children the steps to do this and then invite them to make their own. <p>NB: you will need to have a range of coloured salt pre-made for this lesson. Once the paint is added it needs to dry overnight.</p>	WORK TO BE DISPLAYED ON THE WALL AND ON WEBPAGE/TWITTER	Can you list other materials you could use to make a rangoli pattern, apart from coloured salt? Remember the materials you list should be easily found anywhere in nature. BRING THESE IN FOR THE FINAL SESSIONS.

Complex Rangoli Designs Rangoli Pictures Letter Outlines - enlarged to A3 (for FSD? activity only)	information from different sources.	<p>Lower ability: Provide children with a paper plate, Simple Rangoli Designs, coloured salt and PVA glue. Children are to trace the simple rangoli pattern onto their paper plate and use the spoon and the coloured salt to fill in the sections.</p> <p>Middle ability: Provide children with a paper plate, Complex Rangoli Designs, coloured salt and PVA glue. Children need to draw the outline on their paper plate and then use the spoon and coloured salt to fill in the sections.</p> <p>Higher ability: Provide children with a paper plate, coloured salt and PVA glue. Children are to draw their own rangoli pattern on the paper plate and then use the spoon and the coloured salt to fill in the sections. Invite them to add extra patterns to their designs using sequins or flowers.</p>		
7	ASSESSMENT GRID TO COMPLETE	<p>Rangoli patterns are not always in a circle shape. They can be in a shape of an animal, half circle, triangle, star, flower or can even be a scene.</p> <ul style="list-style-type: none"> • Explain to your class they will make their name into a rangoli pattern. Provide tables with multiple copies of the Letter Outlines sheets, the coloured salt, spoons and some large pieces of cardboard. • Children are to cut a rectangular piece of cardboard, big enough to glue the letters of their name across it. • Once they have glued down their letters they can use a pencil to create simple patterns in each letter. • Invite children to choose different salt colours and use these colours to fill in the sections in the letters of their name <p>PLENARY: PUPILS REVIEW THEIR WORK USING A TEMPLATE PROVIDED ABOUT THE SKILLS THEY HAVE DEVELOPED OVER THE UNIT AND THEIR FAVOURITE PIECES OF WORK AND WHY</p>	<p>ASSESSMENT QUESTIONS: Can children explain what a rangoli pattern is?</p> <ul style="list-style-type: none"> • Can children draw or trace a rangoli outline? • Can children use coloured salt to make a successful rangoli pattern? 	