

2018 B1 ART AND DT UNIT PREHISTORIC BRITAIN TO THE STONE AGE

Year B linked to topic

Stephanie Head

Exploring and Developing Ideas	Evaluating and Developing Work
<ul style="list-style-type: none"> <li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>Question and make thoughtful observations about starting points and select ideas to use in their work.</li> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>Adapt their work according to their views and describe how they might develop it further.</li> <li>Annotate work in journal.</li> </ul>

Drawing

<ul style="list-style-type: none"> <li>Experiment with ways in which surface detail can be added to drawings.</li> <li>Use journals to collect and record visual information from different sources.</li> <li>Draw for a sustained period of time at an appropriate level.</li> </ul>	<p><b>Lines and Marks</b></p> <ul style="list-style-type: none"> <li>Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk, pastels, pens etc.</li> <li>Experiment with different grades of pencil and other implements to create lines and marks.</li> </ul>	<p><b>Form and Shape</b></p> <ul style="list-style-type: none"> <li>Experiment with different grades of pencil and other implements to draw different forms and shapes.</li> <li>Begin to show an awareness of objects having a third dimension.</li> </ul>	<p><b>Tone</b></p> <ul style="list-style-type: none"> <li>Experiment with different grades of pencil and other implements to achieve variations in tone.</li> <li>Apply tone in a drawing in a simple way.</li> </ul>	<p><b>Texture</b></p> <ul style="list-style-type: none"> <li>Create textures with a wide range of drawing implements.</li> <li>Apply a simple use of pattern and texture in a drawing.</li> </ul>
---	---	---	---	---

Digital Media	Painting	Printing	Textiles	3-D	Collage
<ul style="list-style-type: none"> <li>Record and collect visual information using digital cameras and video recorders.</li> <li>Present recorded visual images using software.</li> <li>Use a graphics package to create images and effects with; <b>lines</b> by controlling the brush tool with increased precision.</li> <li>Change the type of brush to an appropriate style.</li> <li>Create <b>shapes</b> by making selections to cut, duplicate and repeat.</li> <li>Experiment with <b>colours and textures</b> by using effects and simple filters to manipulate and create images for a purpose.</li> </ul>	<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</li> <li>Work on a range of scales e.g. thin brush on small picture etc.</li> <li>Create different effects and textures with paint according to what they need for the task.</li> </ul> <p><b>Colour</b></p> <ul style="list-style-type: none"> <li>Mix colours and know which primary colours make secondary colours.</li> <li>Use more specific colour language.</li> <li>Mix and use tints and shades.</li> </ul>	<p><b>Printing</b></p> <ul style="list-style-type: none"> <li>Create printing blocks using a relief or impressed method.</li> <li>Create repeating patterns.</li> <li>Print with two colour overlays.</li> </ul>	<p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</li> <li>Match the tool to the material.</li> <li>Develop skills in stitching, cutting and joining.</li> <li>Experiment with paste resist.</li> </ul>	<p><b>3-D</b></p> <ul style="list-style-type: none"> <li>Plan, design and make models from observation or imagination.</li> <li>Join clay adequately and construct a simple base for extending and modelling other shapes.</li> <li>Create surface patterns and textures in a malleable material.</li> <li>Use papier mache to create a simple 3D object.</li> </ul>	<p><b>Collage</b></p> <ul style="list-style-type: none"> <li>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</li> <li>Use collage as a means of collecting ideas and information and building a visual vocabulary.</li> </ul>

Advised curriculum coverage maximum three media per year

**2018 B1 ART AND DT UNIT PREHISTORIC BRITAIN TO THE STONE AGE**

Year B linked to topic

Stephanie Head

<b>Possible Cross-curricular links, especially opportunities for English, Mathematics and Computing within teaching:</b>	
English links	<ul style="list-style-type: none"> <li>English planning based around stone age era</li> </ul>
Mathematics links	<ul style="list-style-type: none"> <li>Scale and planning for scale drawings</li> </ul>
Computing links	<ul style="list-style-type: none"> <li>Digital media, research, copying and pasting sourced images</li> </ul>
Other links	<ul style="list-style-type: none"> <li>Self-expression, opportunities for extended talk and discussion.</li> </ul>
<b>Possible Experiences including visits/visitors/other:</b>	
<b>Consider what could augment your planning to really enthuse the children in your class:</b>	
<ul style="list-style-type: none"> <li>Hands on experiences of materials rarely used in a real life context</li> </ul>	
<b>Display/Resources:</b>	
<b>Consider what resources could be brought into the classroom and what display work could be completed either before/during or after topic is taught:</b>	
<p>Stone age cave in reading area Topic board and class displays</p>	

<b>Session</b>	<b>Key Objective from skills listed above  (What is it that you want the children to learn?)</b>	<b>Possible Activities including use of Computing and other technologies, and showing at least 3 differentiations</b>	<b>Outcomes/Evidence of what they have learnt  (Where will this be found? Will it be in a book? Topic book? Display? Photographic evidence?)</b>	<b>Possible extension into homework if appropriate to enhance and deepen learning</b>
----------------	--	---	--	---

2018 B1 ART AND DT UNIT PREHISTORIC BRITAIN TO THE STONE AGE

Year B linked to topic

Stephanie Head

<p>1 &amp; 2</p> <p>Materials: Slides Dinosaur Challenge Card A/B/C 3D Dinosaur Instruction Sheet Modelling Wire Tin foil Tissue paper Poster paints PVA glue</p>	<p>To develop sculpture skills</p>	<p>How do we know what dinosaurs looked like? Think, pair, then share your ideas.</p> <ul style="list-style-type: none"> <li>• Explain that we know the shape and size of dinosaurs because we have found many fossilised bones, including full skeletons, of the different species.</li> <li>• What about the skin colour and texture of dinosaurs? Tell children that there is a small amount of evidence that some of the dinosaur species had feathers (although this did not necessarily mean they could fly).</li> <li>• Explain that some rare fossils have shown traces of skin, which suggest dinosaurs had scaly skin, similar to that of a crocodile.</li> <li>• Other fossils have been found which contain traces of a pigment (natural colouring) which suggests dinosaurs might have had generally very dark skin, although some other researchers think a reddish-brown skin colour might have been possible too.</li> </ul> <p>• But...we don't know for sure exactly what skin colour or texture dinosaurs had. Therefore, children can be quite creative in their art work today.</p> <p>Task over 2 sessions: Children choose one of the dinosaurs from Challenge Card to recreate in 3D using modelling wire and tin foil. They can use the 3D Dinosaur Instruction Sheet for step-by-step guidance.</p>	<p>Models</p> <p>Planning stages and sketches Photographic evidence of children creating models Evaluations: Look at the art work that you have created today. Decide on one aspect that could be improved and explain why/how. or... Look at the art work that has been created in your class today. Choose a sculpture that you think has been very successful and explain why.</p> <p>ASSESSMENT QUESTIONS: • Can children explain how we know about the shape and size of different dinosaurs? • Can children explain why we cannot be sure what a dinosaur's skin colour and texture looked like? • Can children create a dinosaur/dinosaur skeleton using their sculpture skills?</p>	<p>SHOE BOXES NEEDED FOR SHOEBOX GROUP</p>
<p>3 &amp; 4</p> <p>Slides Animal Templates Cave Paintings Instructions Sheet Paper, card, scissors, paints, chalk/charcoal/pastel Shoebboxes</p>	<p>To explore the history and style of cave painting</p>	<ul style="list-style-type: none"> <li>• Show children an example of cave art. How long ago do they think this art work was made? Think, pair, then share your ideas. Use a timeline to show the children when the cave paintings that we have found date from.</li> <li>• Show more examples. Can children see any re-occurring themes/patterns/colours? Discuss how animals were the main subjects. Explain that humans were rarely drawn, and if they were, they were drawn in much less detail. Tell the children that colours were limited to the natural pigments found in nature, and discuss how each colour was made. Use the slides to explain what tools the cave artists would have used to create their art on the walls and ceilings of the caves.</li> </ul>	<p>Plenary: Why do you think prehistoric people made cave paintings? Think, pair, then share your ideas.</p> <p>ASSESSMENT QUESTIONS: • Do children know how prehistoric cave art was made? • Can children discuss the style of prehistoric cave art?</p>	

2018 B1 ART AND DT UNIT PREHISTORIC BRITAIN TO THE STONE AGE

Year B linked to topic

Stephanie Head

		<ul style="list-style-type: none"><li>• Explain that cave paintings are often quite deep inside the caves, and sometimes in areas that were difficult to reach. It would have been dark inside the caves as they were painting, as they only had fire torches or spoon lamps to see by. The flickering of the flames might have made the painted animals seem like they were moving.</li><li>• Use the pictures on the slides to show children how they can make their own cave paintings.</li></ul> <p>Lower ability: Children create their own cave art painting. First, they paint the background paper using earthy tones. Whilst this is drying, they then choose the Animal Template they wish to use, and <b>with adult support</b>, cut out the inside of the animal shape so that they have made a stencil. Children use chalk/charcoal/ pastel to rub around the outside of the stencil on their background paper, creating an outline. They use their fingers to blend this line. A different colour can be used for the inside of the animal.</p> <p>Middle ability: Children create their own cave art painting. First, they paint the background paper using earthy tones. Whilst this is drying, they then choose the Animal Templates they wish to use, and cut out the inside of the animal shape so that they have made a stencil. Children use chalk/charcoal/ pastel to rub around the outside of the stencil on their background paper, creating an outline. They use their fingers to blend this line. A different colour can be used for the inside of the animal. They can use as many different stencils as they wish, or even add stick figures to their picture.</p> <p>Higher ability: with KR Children create a prehistoric cave diorama using a shoebox. They could first paint or cover the outside of their shoebox in crumpled up brown paper, and stick dry leaves, twigs, twine, small stones, etc. to it to make it look like the outside of a cave. Children then need to create pictures of cave paintings on the 'walls' (using whatever media they wish), and then add other details, such as sticks, stones, a fire, ash, a pile of bones, etc. using whatever materials are available.</p> <p>Additionally: In home groups, children recreate their own version of the hand art cave paintings. Children can use the Hand Art Instructions Sheet to know how to create their own handprint on</p>	<ul style="list-style-type: none"><li>• Can children create their own version of prehistoric cave art?</li></ul>	
--	--	---	--	--

2018 B1 ART AND DT UNIT PREHISTORIC BRITAIN TO THE STONE AGE

Year B linked to topic

Stephanie Head

		the paper. This could be done on one very large piece of paper, or on smaller pieces which are then cut out and stuck together, alternatively try drawing like a cave man with paper stuck underneath their tables.		
<p>5 &amp; 6 Slides Jewellery Design Sheet A/B/C Bead Instruction Sheet Jewellery Instruction Sheet Air-dry clay and clay tools Twine or string Paints FSD? activity only: Flat stones, ideally 4-6cm in length Pendant Design Sheet Pendant Instruction Sheet Pendant Design Ideas Sheet</p>	<p>To explore and create Stone Age jewellery</p>	<ul style="list-style-type: none"> <li>• Begin by showing the children the picture of the sea snail shells. Ask them what they think people in the Stone Age might have used these shells for. Think, pair, then share your ideas.</li> <li>• Talk about the 'Blombos beads' which were found in South Africa and dated at 100,000 years old. Explain that archaeologists think that they were used as beads because they were perforated (had man-made holes in them) and some surfaces were flatter as if they had been worn away by constant rubbing against one another, suggesting they had been strung together.</li> <li>• Explain that Stone Age people made beads from a variety of objects, including shell, bone, stones, and animal teeth and claws. They were strung together using strips of animal hide or twine. Show children examples of what Stone Age jewellery might have looked like.</li> <li>• Discuss how some anthropologists (people who study humans) believe that at first beads were made with a function in mind - to hold clothing together, but this then developed into them being created for decorative purposes, suggesting that prehistoric people were aware of their appearance, and cared about what they looked like. How does this compare to why we wear jewellery nowadays?</li> </ul> <p>Children choose their pendant stone, and on the Pendant Design Sheet, create four different possible designs. They can use the Pendant Design Ideas Sheet if needed. Children carefully paint their chosen design onto the stone, and leave it to dry. Children then pull the doubled up twine or string around the stone, and push the two ends through the loop that has been created, and pull tight to secure the stone in place.</p>	<p>Plenary: Show children pictures of jewellery from the Iron and Bronze Ages. How has it changed and evolved since the Stone Age? Think, pair, then share your ideas.</p> <p>ASSESSMENT QUESTIONS:</p> <ul style="list-style-type: none"> <li>• Do children understand how Stone Age jewellery was created?</li> <li>• Can children explain the purpose of jewellery (then and now)?</li> <li>• Can children use, shape and decorate clay beads in the style of Stone Age jewellery?</li> </ul> <p>If possible have an after school group to make their own beaded necklace £2 per child for materials and they can take them home.</p>	
<p>7 Slides Stone Ball Picture Cards Challenge Card A/B/C Clay and clay tools</p>	<p>To explore the mysteries of prehistoric art</p>	<p>Display the slide containing the picture of the Towie Stone. Tell them it was found in Aberdeenshire in Scotland, and is said to be between 4500 and 5200 years old. Ask children to think, pair, then share their ideas on what they think this is and what purpose it might have had.</p>	<p>Plenary: We have already looked at some possible purposes for these stone balls - what other ideas do you have for their use?</p>	

2018 B1 ART AND DT UNIT PREHISTORIC BRITAIN TO THE STONE AGE

Year B linked to topic

Stephanie Head

		<ul style="list-style-type: none"> <li>• Tell the children that over 420 of these stone balls have since been found, mainly in Scotland. They are all roughly 7cm in diameter, and are symmetrical. Give children time to look at and discuss the similarities and differences between the examples on the slides.</li> <li>• Explain that it would have required much skill and patience to make these stone balls - the makers would have only used basic stone tools to shape and carve the nodes and patterns into the ball. Discuss the amount of 'nodes' (bumps) and the decoration.</li> <li>• Tell the children that archaeologists have several theories as to the purpose of these balls. Go through the ideas on the slides. Stress to children that we don't know for certain the reason these balls were made.</li> </ul> <p>Lower ability: Children use Challenge Card A, which contains a picture example of a stone ball that they need to recreate using clay and clay tools.</p> <p>Middle ability: Children use Challenge Card B, which asks them to create a stone ball using clay and clay tools with six nodes, which need to be equal in size and all decorated with different patterns. Children can use the Stone Ball Picture Cards for ideas.</p> <p>Higher ability: Children use Challenge Card C, which asks them to create a stone ball exactly 7cm in diameter, with at least six equal in size but differently decorated nodes which are symmetrically placed around the ball. Children can use the Stone Ball Picture Cards for ideas.</p>	<p>Think, pair, then share your ideas.</p>	
<p>8</p> <p>Stonehenge Silhouette Template</p> <p>Stonehenge Instruction Sheet</p> <p>Pastels/chalk</p>	<p>To explore the mysteries of prehistoric art</p>	<p>Discuss previous sessions work</p> <p>Recall what we remember from history y lesson 4 about Stonehenge. Show children the picture of Stonehenge. Explain that this is another mysterious prehistoric creation that we are unsure of the purpose of.</p> <p>Task: Children are to use a suitable colour scheme for their chosen time (day or night) and the Stonehenge Instruction Sheet to create the background for their picture. They will need pastels or chalk. They can then either cut out the Stonehenge Silhouette Template, or use it to draw and cut out their</p>	<p>Plenary:</p> <p>Children could use the Museum Plaque Sheet to accompany their artwork, explaining what they think it was used for.</p> <p>Assessment questions:</p>	

2018 B1 ART AND DT UNIT PREHISTORIC BRITAIN TO THE STONE AGE

Year B linked to topic

Stephanie Head

<p>White and black paper</p>		<p>own stones from black paper. Finally, the stones are arranged and stuck onto the background to complete their Stonehenge picture</p>	<ul style="list-style-type: none"> <li>• Do children understand that we cannot say for certain what some prehistoric objects are for?</li> <li>• Can children share their ideas and opinions about these objects?</li> <li>• Can children use their art skills to recreate pieces of prehistoric art?</li> </ul>	
<p>9 &amp; 10 Slides Needle Pouch Template Needle Pouch Instruction Sheet Stitch Instruction Sheet A/B/C (for left-handers and right-handers) Brown/grey felt Needles, pins, thread, scissors, rulers Beads, shells with holes</p>	<p>To know about the origins and development of sewing</p>	<p>Look at the clothes you are wearing. What keeps the different pieces of fabric/material together? Explain that in most cases, it is stitches. Look at some examples of modern day clothing with stitches. Ask children when they think the skill of sewing first developed.</p> <ul style="list-style-type: none"> <li>• Look at the earliest examples of sewing. Discuss using awls to punch holes in animal skins and pulling strips of leather or sinew through. Look at the first needles with holes. Discuss what types of clothing prehistoric people might have made and why.</li> <li>• Using the slides, look at the Areni-1 shoe, currently the oldest leather shoe known. Discuss what it is made from and how it was made. How is this different to how our shoes are made? Think, pair then share your ideas. Show children some more replicas of prehistoric shoes, and discuss the term 'replica'.</li> <li>• Recap on the importance of the invention of needles for prehistoric people, and explain that they would have wanted to keep these tools safe. Tell the children that they will be making their own replica of a needle pouch. Look at the slides which show how to make a needle pouch.</li> </ul> <p>Lower ability: SH group With support, children cut out the Needle Pouch Template. They place it on their felt and draw round the two sections. Children then need to follow Stitch Instruction Sheet A on how to sew the two sections together.</p> <p>Middle ability: KR group Children cut out the Needle Pouch Template. They place it on their felt and draw round the two sections. Children then need to follow Stitch</p>	<p>Plenary: How has sewing changed since prehistoric times? Show children various pictures that represent modern day sewing to help them with their discussion.</p> <p>ASSESSMENT QUESTIONS:</p> <ul style="list-style-type: none"> <li>• Do children understand how and why the art of sewing began?</li> <li>• Can children use stitches accurately to join two pieces of material together?</li> <li>• Do children understand how sewing has changed since prehistoric times?</li> </ul>	

**2018 B1 ART AND DT UNIT PREHISTORIC BRITAIN TO THE STONE AGE**

**Year B linked to topic**

**Stephanie Head**

		<p>Instruction Sheet B on how to sew the two sections together. Higher ability: ask carol to come in and help on this day Children draw and cut out their own needle pouch template. They place it on their felt and draw round the two sections. Children then need to follow Stitch Instruction Sheet C on how to sew the two sections together.</p>		
--	--	--	--	--