

**End of Unit Goal:** Children to design and make a sculpture of a dragon. –

**Talk like an Artist Sentence Stems** – I like... I dislike...What else could improve this...?

| Date     | Learning Objective                                                                        | Learning Outcome                                                                                                       | Task/activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Resources                                        | Key Vocabulary                                        |
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| Lesson 1 | I can explore different types of dragon artwork and begin to sketch elements of a dragon. | To think about the work of a range of artists, craft makers and designers describing the similarities and differences. | <p><u>Main Teaching</u></p> <p>Show the children the powerpoint – talk through the different artists – show the children larger images of the dragons. Children to work in talk partners about similarities and differences between the different cultures/artwork – which do they like best, why?</p> <p>T to discuss features of the dragons e.g. wings, scales, claws, horns, flames, patterns.</p> <p>T to model simple ways to draw dragons using shapes – may want to focus on specific parts e.g. scales, wings, tail. T to model using line, shape, detail and pattern – only using drawing pencil.</p> <p><u>Differentiated Activities/Challenges</u></p> <p>Children to choose their favourite dragon picture and stick it in their sketchbook, write a sentence about what they like about it. Children to create quick sketchbook dragon drawings – this may just be a specific parts of the dragon e.g. a focus on the head, tail, wings etc. (Scaffold if needed- see sheet)</p> <p><u>Plenary</u></p> <p>Children to come back together and share their work with each other. Children to say what they like about a peers' artwork.</p> | Photos of dragons, drawing pencils, sketchbooks. | <b>wings, scales, claws, horns, flames, patterns.</b> |

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| Lesson<br>2 | I can explore with a variety of colours. | To use primary and secondary colours to create a tint/shade to complete a close up of a dragon.                                                | <p><u>Main Teaching</u></p> <p>Revisit primary and secondary colours with the children. T to model making tints (with white) and shades (with black), to show the children how colours can change. Show the children a range of scale and wing patterns and model using the tints and shades to carefully paint the patterns. Ask the children – will it all be one solid colour?</p> <p><u>Differentiated Activities/Challenges</u></p> <p>Pupils to explore using shades/tints to paint a close up of a dragons wing/scales in their sketchbooks. Children will focus on colour-mixing and using different sized brushes.</p> <p>Links for ideas:</p> <p><a href="https://www.youtube.com/watch?v=8-8qc9HVluc">https://www.youtube.com/watch?v=8-8qc9HVluc</a></p> <p><a href="https://www.youtube.com/watch?v=nbwNZ3jeXfs">https://www.youtube.com/watch?v=nbwNZ3jeXfs</a></p> <p><a href="https://www.youtube.com/watch?v=pwTNZG4KR2E">https://www.youtube.com/watch?v=pwTNZG4KR2E</a></p> <p><u>Plenary</u></p> <p>Children to come back together and share their work with each other. Children to say what they like about a peers' artwork.</p> | Paint – primary and secondary colours, different sized paintbrushes, close up images of scales/wings. | Primary colour, secondary colour, tint, shade, blend. |
| Lesson<br>3 | I can plan my own sculpture design.      | To use a range of basic sculpture techniques. To use a range of art and design techniques in using colour, line and shape. To plan their work. | <p><u>Main Teaching</u></p> <p>Children to look back at their sketchbooks to see the work they have done on dragons so far. Explain to the children that next lesson we are going to be making our own dragon sculptures using clay, so we need to plan this first. T to model basic sculpting techniques at the front of the class, before allowing the children to go and have a go themselves.</p> <p>Bring the children back together, T to model making a plan of a clay dragon, draw the different techniques on the dragon e.g</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Clay, mats, rolling pins, tools, aprons, water, design sheets.                                        | Clay, mould, shape, line, roll, pinch, smooth.        |

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|             |                                                                                |                                                                                          | <p>scales, eyes etc. T to explain that we are going to choose one main colour for our dragon and that detail will be added through tint/shade.</p> <p><u>Differentiated Activities/Challenges</u></p> <p>Children to explore different sculpture techniques with small lumps of clay at their tables – rolling, pinching, smoothing with tools, attaching parts (use score and slip – water technique).</p> <p>Children to draw the design of the clay dragon – add details such as scales, wings etc. Encourage the children to pick one main colour for their dragon, and add tint/shade to create detail. Children to add colours too, using different shading techniques.</p> <p>Links for ideas:</p> <p><a href="https://www.youtube.com/watch?v=8-8qc9HVluc">https://www.youtube.com/watch?v=8-8qc9HVluc</a></p> <p><a href="https://www.youtube.com/watch?v=nbwNZ3jeXfs">https://www.youtube.com/watch?v=nbwNZ3jeXfs</a></p> <p><a href="https://www.youtube.com/watch?v=pwTNZG4KR2E">https://www.youtube.com/watch?v=pwTNZG4KR2E</a></p> <p><u>Plenary</u></p> <p>Children to share their designs with each other.</p> |                                                 |                                                                   |
| Lesson<br>4 | I can use clay and basic sculpture techniques to make my own dragon sculpture. | To use a clay to creatively design and make products. To use basic sculpture techniques. | <p><u>Main Teaching</u></p> <p>T to model creating a sculpture using clay following the plan from the previous lesson. T to model using different sculpting techniques when adding detail to different parts. T to model using the score and slip technique to attach parts of the dragon to each other.</p> <p><u>Differentiated Activities/Challenges</u></p> <p>Give children time to look at their designs and think carefully about what they are going to do and how they are going to do</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Designs, clay, clay tools, mats, aprons, water. | Clay, sculpt, score and slip, mould, roll, pinch, smooth, design. |

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|          |                                                    |                                                                                 | <p>it – good opportunity for speaking and listening with peers.</p> <p>Children to then have time to create their own sculpture using the clay and the basic sculpture techniques, remind the children to moisten the clay to increase the malleability of it. – Take photos to show the process in sketchbooks.</p> <p><u>Plenary</u></p> <p>Children to walk around the classroom, having a look at each other's sculptures and commenting about what they like about each other's work.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                      |                                                                                               |
| Lesson 5 | I can paint and add detail to my dragon sculpture. | To use sculpture to develop and share their ideas, experiences and imagination. | <p><u>Main Teaching</u></p> <p>Start the session by showing the children artwork of dragons again, ask the children to identify what colours/patterns they can see in the artwork. Explain that today the children are going to be painting their dragons. T to ask the children how we make a shade/tint. T to choose one colour and then add tint/shade to that colour, T to then model painting the sculpture from the previous lesson, using a range of brush sizes, to ensure detail is added.</p> <p><u>Differentiated Activities/Challenges</u></p> <p>Children to paint their sculpture, using one main colour and then adding white/black to create tint/shade for detail. Children to use a variety of brush sizes, to ensure detail is added. Take photos to show the process in sketchbooks.</p> <p><u>Plenary</u></p> <p>Once the children's sculptures are dry, cover them in PVA glue to give them a shine.</p> | Paint, range of brushes, sculptures. | Sculpture, clay, texture, colour, detail, mould, tint, shade.                                 |
| Lesson 6 | I can evaluate my work.                            | To use paint and sculpture to develop and share their ideas, experiences and    | <p><u>Main Teaching</u></p> <p>Hold a mini gallery, for the children to observe their peer's work, children to discuss what was fun, what was challenging</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Sculptures, self-assessment sheets.  | Clay, sculpt, score and slip, mould, roll, pinch, smooth, design, Sculpture, texture, colour, |

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|  |  | <p>imagination. To use a range of art and design techniques in using colour, line and shape.</p> | <p>and what they would change.</p> <p><u>Differentiated Activities/Challenges</u></p> <p>Children to catch up or finish adding any additional details to their dragons. T to take photos of final piece to go in sketchbooks.</p> <p><u>Plenary</u></p> <p>Children to complete a self-assessment sheet (Widget) in sketchbooks.</p> |  | <p>detail, mould, tint, shade.</p> |
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