



Topic on a Page

Term : Autumn

Year group : Year 5

Unit: Art

Topic: Design an Anglo Saxon Vase/Pot

Phase 1 Retrieve Knowledge:

To know to sculpt clay and other mouldable materials. To explain some of the features of art from historical periods.

Key Question: Can you build a house from chalk?

Key Vocabulary

Christian symbols, carving, sculpture, techniques, decoratively, pottery, moulds, ceramic, handles, spout, kiln, geometric.

National curriculum

- * to create sketch books to record their observations and use them to review and revisit ideas
- * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- * about great artists, architects and designers in history.

Possible trip/experience

History Museum/Tatton park hands on workshop, time trips art workshop on Anglo Saxon.

Phase 2 Direct Teaching Learning Objectives

To gain an understanding of what pottery was used for during Anglo Saxon times.
To experiment by using marks and lines to produce texture.
To create an accurate sculpture following given criteria.
To use marks and lines to produce texture.
To sculpture clay using a range of tools.
To be able to complete a sculpture by painting the product.
To complete an evaluation of the end product.

Phase 3 Application Intended Activities

Week 1 - Use the Regia Anglorum – Anglo Saxon and Viking crafts – Pottery website. Children to understand how clay was made and its purpose. Look at the different types of pottery, Stamford ware, Lincoln ware, Leicester ware ... Post it notes to be collect with key facts to be display on the History heading on the Art display.

Week 2- Children to use the guidance from Wessex archaeology – examples of Anglo Saxon pottery patterns. Children will create sketches in art books of these types of patterns.

Week 3/4 Children to use (as guidance) the How to Recreate an Anglo Saxon Pot (Wessex archaeology website).

Children will need to choose a style of pottery and create this on a large scale. Children to then use marks and lines to produce texture on their pot. The children can revisit their sketch book pottery patterns

Week 5- To choose a suitable material to use to paint the pottery.

Week 6- Children to self - evaluate their sculpture. To evaluation peers. And to give feedback to each other. Children to photograph each other's for evidence in their Art Books.

Cross-curricular links

Maths; geometric patterns.
History; Anglo Saxon time period 410 - 1066

Date	Phase 1 Retrieve Knowledge What do they already know/remember: questioning, Flashback 4	Phase 2 Direct Teaching Learning Objective	Phase 3 Application		Phase 4 Review Assessment Outcomes e.g. AfL, Quiz questions, knowledge organiser, assessment Project etc.
			Main Teaching and Learning i.e. direct teaching, modelling, questioning, Speak Well Structure, resources etc.	Differentiated Provision for SEND/INA	
1	Pupils to complete blank knowledge organiser to assess prior knowledge.	To gain an understanding of what pottery was used for during Anglo Saxon times.	Use the Regia Anglorum – Anglo Saxon and Viking crafts – Pottery website. Children to understand how clay was made and its purpose. Look at the different types of pottery, Stamford ware, Lincoln ware, Leicester ware ... Post it notes to be collect with key facts to be display on the History heading on the Art display.	Send pupils to work as a group with adult writing facts as a group on post it notes.	Post it notes with key facts learnt
2	Can you name any types of pottery? What time period were the Anglo Saxons around? What kind of patterns did the Anglo Saxon use on their pottery?	To experiment by using marks and lines to produce texture.	Children to use the guidance from Wessex archaeology – examples of Anglo Saxon pottery patterns. Children will create sketches in art books of these types of patterns.	Pupils to be given handouts of different patterns used by the Anglo Saxons to replicate in their sketch books.	Work on Sketch books.
3/4	What did the Anglo Saxons use to make their pots? What were the pots used for? Why did the Anglo Saxons use patterns on their pots?	To create an accurate sculpture following given criteria. To use marks and lines to produce texture. To sculpture clay using a range of tolls.	Children to use (as guidance) the How to Recreate an Anglo Saxon Pot (Wessex archaeology website). Children will need to choose a style of pottery and create this on a large scale. Children to then use marks and lines to produce texture on their pot. The children can revisit their sketch book pottery patterns	Pupils to work in pairs mixed ability, combing their patterns on their pots.	Actual clay pot made. Pictures of the process
5	How the Anglo Saxon add colour to their pots? Why do you think they added colour to their pots? What can we use to paint out clay pots?	To be able to complete sculpture by a painting the product.	Pupils to choose a suitable material to use to paint the pottery.	Working with their partner to paint their clay pot.	Clay pots Picture of the process
6	What material did you use to make your clay pots? How could you improve your pot? What is the best thing about your pot?	To complete an evaluation of the end product.	Children to self - evaluate their sculpture. To evaluation peers. And to give feedback to each other. Children to photograph each other's , for evidence in their Art Books.		Pupils to complete and evaluation questionnaire of their pot. Class discussion on which pot was most effective and why.

	What techniques have you developed throughout this Art topic? What skills would you like to improve on following on from this?				
--	--	--	--	--	--



Phase 4 Review: Evaluation on a Page

Term : Autumn	Year group : Year 5	Unit: Art	Topic: Design an Anglo Saxon Vase/Pot
Assessment of Endpoints: Knowledge, Skills and Understanding			
Essential vocabulary to be retained	Sticky Knowledge (facts) particular to this unit of study. 3 key facts at KS1 and 6 key facts at KS2.	Endpoints related to NC (refer to progression of knowledge, skills and understanding endpoints)	
Christian symbols, carving, sculpture, techniques, decoratively, pottery, moulds, ceramic, handles, spout, kiln, geometric.	To know famous sculpture artists from their research. To know how clay was made and its purpose. To know how to organise line, tone, shape and colour to represent figures and forms in movement. To know how to create an accurate print design following given criteria. To know how to use marks and lines to produce texture	Skills and Understanding the children must demonstrate: experiment by using marks and lines to produce texture • experiment with shading to create mood and feeling • experiment with media to create emotion in art • To use images created, scanned and found; altering them where necessary to create art •To use shading to create mood and feeling • To organise line, tone, shape and colour to represent figures and forms in movement. • To express emotion in art • To create an accurate print design following given criteria. •Research the work of an artist and use their work to replicate a style	
Assessment and Metacognition See Assessment Framework for further assessment strategies			
How will this be assessed at the end of the unit? (What task will the children do e.g. quiz, draw their own sorting tree, create a habitat, video in PE, model in DT, tick list of skills observed etc.)		When and where will this learning be revisited? (retrieval of information to support metacognition e.g. Flash back 4, Spelling Bee)	
Collage of skills: such as coiling • To organise line, tone, shape and colour to represent figures and forms in movement. • To sculpt clay and other mouldable materials.		Quiz Questions Can you name any types of pottery? What time period were the Anglo Saxons around? How can you create a replica of a piece of pottery? What was pottery used for? What was needed to create a good sources of clay? How were the patterns created? What techniques have you developed throughout this Art topic? What skills would you like to improve on following on from this?	
Working towards (WT) Children who didn't achieve the objectives	Working at (WA) Children who met the objectives		Working beyond (WB) Children who worked beyond the objectives
Number and %		Number and %	Number and %

