



**Pathway 2-4
'Year 2-4'**

Year '8'

Term '1,2 or 3 -Carousel'

Learning Intention: 'The Thing'

The purpose of this project is to develop imagination and creative making skills. Pupils will discover a creature who has arrived from another planet. They will decide what the creature 'The Thing' is? What it looks like, feels like, moves like, acts like and sounds like? They will research monsters to gain ideas. Pupils build confidence and resilience through exploring a range of new materials and making processes. They study a range of characters and places to give them ideas to design their own Character. Pupils learn to experiment with mixing paint and develop a range of designs for -The Thing and it's egg or pod using a range of new 3D materials.

Key knowledge that should be learned during this SoW

All

Most

Some

Concept:

An introduction to:

- Develop imagination skills researching and creating characters from Monsters Inc and other sources
- Developing ideas for the vessel the Thing Lands in and where it lands
- Developing miming and communication skills with others

Improving the ability to:

- Improve imagination skills researching and creating characters from Monsters Inc and other sources
- Experimenting with ideas for the vessel the Thing Lands in and where it lands
- Improve miming acting and communication skills with others

Exploring the ability to:

- Enhance imagination skills researching and creating characters from Monsters Inc and other sources
- Exploring ideas for the vessel the Thing Lands in and where it lands
- Explore miming acting and communication skills with others

Knowledge:

Develop understanding of aspects the following Knowledge:

- Develop knowledge of colour and some texture through
- Develop character selection identifying two or more characters and what they look like
- Develop knowledge of descriptive language

Develop a competent understanding of a range of the following Knowledge:

- Develop knowledge of colour and texture through character research
- Identifying a range of characters and what they look like and feel like
- Improve knowledge of descriptive language

Develop a confident understanding of a range of the following Knowledge:

- Develop confident knowledge of colour and texture through character research
- Identifying a broad range of characters and what they look like and feel like, explaining why they look and feel the way they do
- Explore knowledge of descriptive language

<p>Key Skills:</p>	<p>Develop ability to interact with or use a range of the following skills with support:</p> <ul style="list-style-type: none"> ● Show knowledge of descriptive words and use modelled sentence structure ● Spot at a range of colours and textures ● Develop paint, patterns and texture application skills ● Develop 3D making skills to make the Egg or pod 'The Thing' came from ● Demonstrate some ability to shape, press clay and pour plaster with support ● Discuss and develop what 'The Thing' moves and sounds like using some sound effects or voices ● Plan and make the Thing from recycled materials helping select materials 	<p>To develop observation skills and understand texture with some support, guidance or prompting</p> <ul style="list-style-type: none"> ● Use a range of descriptive words and simple sentence structure ● Name a range of colours and textures ● Improve paint mixing, pattern and texture application skills ● Improve 3D making skills to make the Egg or pod 'The Thing' came from ● Demonstrate the ability to roll or model clay and pour mix and pour plaster with some support ● Discuss and develop how 'The Thing' looks or feels exploring responding to others using a range of sound effects or voices ● Plan and make the Thing from recycled materials selecting materials 	<p>To develop observation skills and understand texture mostly independently</p> <ul style="list-style-type: none"> ● Use a range of descriptive words and developed sentence structure ● Describe a range of colours and textures ● Experiment with paint mixing, pattern and texture application skills. ● Explore 3D making skills to make the Egg or pod 'The Thing' came from ● Demonstrate the ability to roll and model clay and Mix and pour plaster independently ● Discuss and develop how 'The Thing' looks or feels exploring responding to others, using a range of s voice, sound skills and full sentences ● Plan and make the Thing from recycled materials selecting materials
<p>Language and/or communication skills:</p>	<p>To start to use subject related language with some accuracy:</p> <p>Drama:Character, mood, feeling, place, basic descriptive words related</p>	<p>To use subject related language with increased regularity and accuracy:</p> <p>Drama: Character, mood, feeling, place, more detailed descriptive</p>	<p>To explore subject related language with confidence and fluency:</p> <p>Drama:Character, mood, feeling, place, more detailed descriptive</p>

	<p>to, texture, pattern and locations</p> <p>Related to Place: Wood, Sea, Sand, Water</p> <p>Emotion: Happy, Sad, Excited, Calm, Angry,</p> <p>Art:</p> <p>Tools and Equipment:</p> <p>Clay Paint Paint brush pencil</p> <p>Colour-Yellow, Blue, red, green, Orange etc..</p> <p>Texture: Furry, smooth.</p> <p>Pattern: Shape, Circle, Square,</p>	<p>words related to, texture, pattern and locations</p> <p>Related to Place and touch : Wet Dry Hot Cold</p> <p>Emotion:, Worried, scared, Upset,</p> <p>Art:</p> <p>Tools and equipment:</p> <p>Plaster Sculpture</p> <p>Colour-.. A range of Light and dark colours variations</p> <p>Texture: Bumpy Lumpy Hairy,</p> <p>Pattern:, Rectangle, Triangle, repeat</p>	<p>words related to, texture, pattern and locations</p> <p>Related to Place and touch :Land Earth Sky</p> <p>Emotion: a range of mixed emotions</p> <p>Colour- Lightest and darkest colours variations, hot and cold colours</p> <p>Texture: Smooth, Rough, Slimey,</p> <p>Pattern: Repeated shape or Pattern</p>
<p>Curricular Links</p>	<p>SMSC/PSHCE- personal and social development linked to understanding others and how they might feel, understanding the self and how you feel. Thinking about behaviours the self and others and the impact of environment and senses how they makes you feel. Developing respect for others, developing social skills through group work and Drama games.</p> <p>Links to Science and the human body</p> <p>English learning about ‘Frankenstein’</p> <p>English Developing interest in stories characters and reading</p> <p>Art developing basic painting and 3d making skills</p>		

	Spiral Learning linking to Year 7 Art and Drama -SoW 'Tell me a Story' Developing knowledge or characters
	Year 9 Art and Drama SoW 'Victims Villains and Heroes' Developing knowledge of characters, their roles and plots and script writing .

Talking points

Pupils can be supported to develop wider language use by describing places they go, shades of colour of the: sky, the land, cities and countryside. Describe the textures and appearance of people, animals and plants in their everyday lives. Describe their likes and dislikes and begin to overcome fears of identity and implement strategies to help them with worries and concerns. Help them discuss new people and discuss stranger danger and what to do when meeting strangers. Encourage pupils to explore the outside world and take supervised risks to gain confidence.

Relevant links; Mime clip- https://www.youtube.com/watch?v=ca9SWT_2g-s
Ministry of Silly Walks-<https://www.youtube.com/watch?v=aOqHNNmTz68>

Implementation

Core Knowledge and making Skills:

- 1.Develop knowledge of colour and texture through character research
- 2.Improve paint mixing skills
3. Develop 3D making skills to make the Egg or pod 'The Thing' came from
4. Develop discussion skills on how 'The Thing' looks or feels and knowledge of descriptive language
- 5.Develop what 'The Thing' moves and sounds like
6. Make the Thing from recycled materials

Impact

- Life skills/resilience-In these skills and imagination focused projects pupils are encouraged to explore the unknown and identify things that they may be frightened of.

- Life skills/resilience-Pupils learn to design creatures that usually embody their own personal concerns.
- Life skills-Helps pupils overcome boundaries in everyday life and help them build confidence to explore the wider world in which they live and understand new people they meet.
- Pupils are encouraged to explore their senses and imagination through touch.
- Career Links/life skills-Developing resilience in new environments and using new materials helps prepare pupils for the outside world and the experiences they will encounter once they leave school.