

Topic	<b>River Thames</b>	Key Subject focus	<b>ART</b>	Phase	<b>5&amp;6</b>	Cycle no.	<b>1</b>
						Term	<b>Aut 1</b>
National Curriculum objectives				School KPI's			
<b>Previous learning:</b> <b>KS2 –Years 3&amp;4</b> -London through artists eyes -City and the countryside <b>Links to next topic of Victorian Brentford</b>		<b>Concurrent learning:</b> <b>English link – poetry</b>  <b>Seascapes</b>		<b>Future learning:</b> Use a range of techniques to record their observations in Sketchbooks, journals and other media as a basis for exploring their ideas. To use a range of techniques and media, including painting.			
Art & Design	<ul style="list-style-type: none"> <li>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> <li>Pupils should be taught: <ul style="list-style-type: none"> <li>-to create sketch books to record their observations and use them to review and revisit ideas</li> <li>-to improve their mastery of art and design techniques, including drawing, painting</li> <li>about great artists in history.</li> </ul> </li> </ul>			<ul style="list-style-type: none"> <li>To create sketches of views of the River Thames in Brentford</li> <li>To look at and compare the views of the River Thames by famous artists.</li> <li>To closely observe the work and techniques of George Seurat – pointillism</li> <li>To create from their sketches a pointillist picture of the River Thames.</li> <li>To understand the physical and human attributes of the River Thames from the source to the estuary</li> </ul>			
Geography	Describe and understand key aspects of: <ul style="list-style-type: none"> <li>- physical geography, including: rivers and the water cycle</li> <li>-human geography, including: land use and water</li> </ul>						
<b>Statement of intent:</b> During this topic pupils will learn: -pupils will visit the River Thames near Key Bridge -pupils will look closely at the features of the river -in week 2 go from estuary to source looking at and naming the natural features – e.g. Meander -in week 3go from source to estuary look at man made alterations to the river - e.g. locks, reservoirs, barriers							
<b>Activities:</b>							
<b>Learning Intentions</b>		<b>Activities</b>					
<b>Week 1</b> To describe what details artists included in their paintings of the River Thames. Pupils to plan the details they wish to include in their sketches. To make a variety detail and view sketches.		<ul style="list-style-type: none"> <li>Research river views created by other artists –link back to Monet, Canaletto, Van Gogh <ul style="list-style-type: none"> <li>-consider what is shown.</li> <li>-pupils also look at photographs of the river by Strand on the Green –decide what features they might want to look out for / sketch on their trip</li> <li>-create a list of what they expect to see, hear, smell on the trip</li> </ul> </li> <li>Visit to Strand on the Green –make first hand sketches <ul style="list-style-type: none"> <li>-sketching the river from one place but multiple views –the road</li> </ul> </li> </ul>					

	bridge, the railway bridge, the river bank. -taking in the environment through your senses
<u>Week 2</u> To understand and explain geographical terms associated with rivers.	Journey from estuary to source <ul style="list-style-type: none"> <li>• Isles of wonder –London 2012 –show clip, pupils record what they see and recognize</li> <li>• Estuary –locate river estuaries in the UK</li> <li>• Flood plain –create a warning poster / broadcast for an imminent flood</li> <li>• Flood barriers- design your own flood barrier</li> </ul>
<u>Week 3</u> To understand and explain geographical terms associated with rivers.	Journey from estuary to source <ul style="list-style-type: none"> <li>• Reservoirs –plan a reservoir and role play a public meeting</li> <li>• Tributaries –Find all the tributaries of River Thames</li> <li>• Meanders –explain key words –deposition, erosion, transportation</li> <li>• Source –design their own monument</li> </ul>
<u>Week 4</u> To investigate the work of a famous artist. To examine in detail the content included.	<ul style="list-style-type: none"> <li>• Investigate the work of Seurat <ul style="list-style-type: none"> <li>-Research the artist. Find 5 paintings and describe the mood of each the picture and what re-action it creates. Rank the pictures and explain and justify preferences.</li> <li>-Now find river paintings –look closely at the content included and list the 5 most important things. Sketch one detail.</li> </ul> </li> </ul>
<u>Week 5</u> To investigate the work of a famous artist. To investigate an artistic technique.	<ul style="list-style-type: none"> <li>• Pointillism painting <ul style="list-style-type: none"> <li>-Look closely at ‘Sunflowers’ by Seurat and comment –label diagram, compare to Van Gogh’s version.</li> <li>-pointillism colour wheel</li> <li>-Look at Seurat’s self portrait –either create the other half, or pupils make their own self portrait.</li> </ul> </li> </ul>
<u>Week 6</u> To plan and create a composite picture using pointillist technique.	<ul style="list-style-type: none"> <li>• Create their own pointillist version of the river <ul style="list-style-type: none"> <li>-plan and create background</li> <li>-plan and create detail.</li> </ul> </li> </ul>

<b>Key vocabulary:-</b> Reservoirs, Estuary, Flood plain, Flood barriers, Meanders, Source, deposition, erosion, transportation Pointillism, colour wheel, portrait, foreground, background	<b>Cross curricular links</b> (may link to year before / after within other subjects)
<b>Resources:-</b> (already in school)	<b>Resources:-</b> (may need)