



# Curiouser and Curiouser...



## Key Question: How can I use art & design techniques to depict different objects from Alice & Wonderland?

**Rationale:**  
Following a year of such unprecedented times, we want the children to begin this year filled with excitement and give them the opportunity to delve into a world of imagination, encouraging their minds to grow. This experience is designed to develop the children's imagination, description, fine motor skills (ready for the Year 2 standard of writing) and artistic techniques. The children will be encouraged to work as a class, championing team work and collaboration in order to produce a piece of art depicting an iconic part of the story of *Alice and Wonderland*. The children will learn to describe using expanded noun phrases to help the listener picture the story further in their mind's eye.

**Hook:** The children will come into school and curiously notice staff dressed up as characters from the story. The children will then have the first part of the story read to them and will crawl through a tunnel imagining what they can see in the rabbit hole.

**Start Date:** 7<sup>th</sup> September 2020

**End Date:** 25<sup>th</sup> September 2020

**Outcome:** Butterflies class will produce a piece of artwork, in which every child will contribute. This will be displayed in the Inspire Federation Gallery for an Alice and Wonderland themed exhibition.

**Subject 1: English**  
To use expanded noun phrases to describe and specify.

**Character Trait:** Butterflies class will be working on **perseverance** and **confidence**. We shall be studying how Alice displays these character traits in the story and then we shall be learning to persevere with our writing and art work, ensuring that we don't give up until our very best work is completed. We shall be learning to read with confidence as we record our version of the story onto an audio tape for the gallery.

**Subject 2: Art**  
To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

**Inspiring texts:**  
Alice and Wonderland by Emma Chichester Clark, *based on the original story by Lewis Carroll*.

**Link to Rights Respecting:**  
The children will learn about different talents and abilities and have an opportunity to consider what their individual talents are and if they have discovered it yet. We shall look at famous people with different talents for example Julia Donaldson's talent is writing so she writes such wonderful stories and poems whilst Axel Scheffler's talent is art so he illustrates her stories rather than writing his own. The children will learn that they have the right to develop their talents and abilities (article 29) and we shall be encouraging them throughout the year to discover what that might be for them.

**Take home task: Due in Wednesday 23<sup>rd</sup> September**  
There are many different ways of depicting the rabbit hole in Alice and Wonderland that artists have created. We would like you to research some different ways that artists have done this and re-create your favourite picture using artistic techniques at home.

**ICT:** The children will be recording their retelling of their part of the story ready to be listened to as part of an audio tour for the art exhibition.

**Expert vocabulary:**  
cross hatching, stippling, scumbling, form, technique, noun, adjective, expanded noun phrase.

**Knowledge:****By the end of the experience, the children will be expected to know:**

- The difference between lower case letters and upper case letters
- Where we use capital letters and why
- what a noun is and give examples
- what an adjective is and give examples
- What an expanded noun phrases is and give examples
- What the purpose of expanded noun phrases is
- Different artistic techniques such as cross hatching, stippling, scumbling and paint layering
- Different media we can use to create lines such as: charcoal, wax, pastel, paint, pencil and chalk

**How we evaluate:**

The children will all be assessed against the learning objectives taught. We use the learning stages of know, show and grow to support the assessments. If a child is able to 'show' that they have achieved the objective then they will be judged as working at the expected level. If the child has shown that they have reached the 'grow' stage of their learning and are able to independently apply their knowledge to a new or challenging situation then they will be considered as working at a 'greater depth'. Children who are assessed as not meeting the objective, will be given extra support to enable them to reach the expected level.

Throughout the experience, the children will be encouraged to reflect on their own learning and will set themselves challenging targets.

