

ANDY WARHOL 1928-1987

POP ART

YEAR 6



What should I already know?

- To confidently control the types of marks made and experiment with different effects and textures.
- To use sketchbooks to record observations and develop ideas.
- To mix and match colours to create atmosphere, mood, and visual impact.
- To use bold outlines and simplified shapes in artwork.
- To create imaginative work from a variety of sources, including photographs, observation and imagination.
- To work collaboratively and share constructive feedback on artwork



What will I know by the end of this unit?

- To identify key features of Andy Warhol's pop art style.
- To apply pop art techniques such as repetition, colour blocking, and high contrast.
- To develop an independent, bold design suitable for printing.
- To use painting to create flat, bright blocks of colour with clean outlines.
- To select strong contrasting colours for maximum visual effect.
- To understand the silk screen printing process and apply it to fabric.
- To evaluate my own work and that of my peers using artistic vocabulary.

Key Vocabulary

Pop Art	Pop art is an art movement that emerged in the 1950s and flourished in the 1960s in America and Britain, drawing inspiration from sources in popular and commercial culture.
distinctive	Easy to recognise because it is clearly different to other things.
iconic	Original hand painted portraits and prints of the famous
famous	Known about by many people.
debut	First appearance.
Style	Design or make in a particular way.
garish	obtrusively bright and showy
Technique	The way something is done.
vivid	Intensely deep or bright.



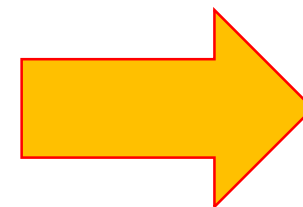
Campbell's Soup 1
– Chicken Noodle
by Andy Warhol
1971



This term, we'll be stepping into the world of **silk screen printing** – a professional printing technique used by artists and designers all over the world! Inspired by the bold, colourful style of **Andy Warhol's Pop Art**, you'll create your very own high-impact volcano artwork. By the end, you'll have transformed your creative ideas into a professional, eye-catching piece that's totally unique to you!

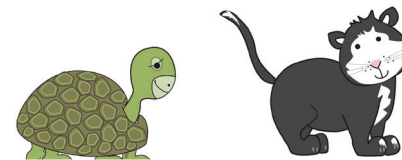


Scan the QR code to find out more about Andy Warhol!



Marilyn Monroe by
Andy Warhol
1967





Unit Objective:

To say what pet you have and do not have in French

By the end of this unit we will be able to:

- Know the nouns and indefinite articles for 8 common pets.
- Ask somebody if they have a pet and give an answer back.
- Say in French what pet we have/do not have and give our pet's name.
- Start to use the simple conjunctions **et** (and) and **mais** (but) to make more complex and interesting sentences.

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2 and vocabulary from the Early Learning units.
- Vocabulary from 'Presenting Myself' and 'My Family' units.
- The difference between a definite and indefinite article/determiner.
- That nouns in French have gender and this has an impact on the determiner.

Skills we will develop:

To work on creating longer, accurate yet authentic pieces of spoken and written French using the conjunctions 'et' and 'mais'. Incorporating the personal details previously learnt with our new knowledge. Moving to phrase level and creating extended sentences.

Activities we will complete:

A number of different activities to learn the 8 nouns and indefinite articles for the pets using a variety of speaking, listening, reading and written tasks (including crosswords, word banks and word puzzles). After recycling and revisiting **j'ai**... (I have) learning how to say **je n'ai pas de/d'**... (I don't have) plus the pet in French. Learning how to use the structure **qui s'appelle** and complete more demanding listening and reading tasks. There will be a class survey and an extended final written task, in the form of an email reusing language we have previously learnt.

Grammar we will learn & revisit:

Indefinite articles, high frequency verbs & negative.

Revisiting 1st person singular conjugations of high frequency verbs **je m'appelle**, **j'ai**, **je suis** and **j'habite**. Indefinite articles/determiners **un** and **une**. Negative structure **je n'ai pas de/d'**...

Phonics & pronunciation we will see:

Recommended phonics focus: É E È EAU EUX

- **É** sound in **Cécile**
- **E** sound in **je & de**
- **EAU** sound in **oiseau**
- **Silent letters**. 'S' is not pronounced in **mais** or **souris** and the t is not pronounced in **et & chat**. 's' & 't' are often silent at the end of French words.
- **'H' Aspiré**. This type of 'H' is not aspirated or otherwise pronounced. It does not allow elisions or liaisons – the 'h' in **hamster** acts like a consonant which is why it is **'je n'ai pas de hamster'**.
- **Elision 'Je n'ai pas d'oiseau'**. Dropping of the last letter of a word (in this case the 'e' in **ne** and **de**) and replacing it with an apostrophe, and attaching it to the word that follows, which begins with a vowel or mute h. It is not optional.

Vocabulary we will learn & revisit:

8 common pets. **J'ai**... ('I have') will be revisited before introducing the negative reply **je n'ai pas de/d'**... (I don't have). This is all listed on the Vocabulary Sheet.

Year 6 Natural Disasters



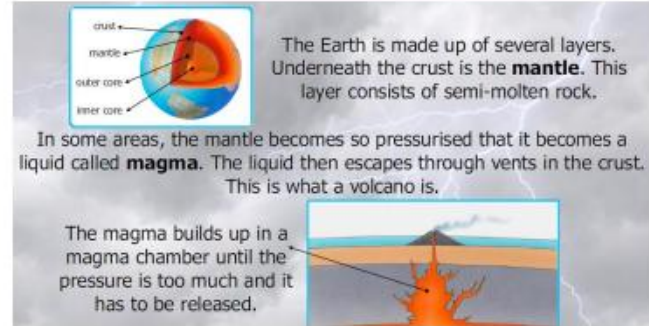
TYPES OF VOLCANO

Active	A volcano that has erupted since the last ice age (i.e., in the past 10,000 years).
Dormant	A volcano that hasn't erupted in the past 10,000 years, but which is expected to erupt again.
Extinct	A volcano that nobody expects to ever erupt again.

MOUNT VESUVIUS

- Mount Vesuvius is an active volcano in Campania, Italy.
- It has erupted more than 200 times.
- It is famous for the 79AD eruptions which destroyed the Roman cities of Pompeii and Herculaneum.

WHY DO VOLCANOES HAPPEN?



Key Vocabulary:

Hurricane – strong rotating winds that form over warm water.

Tornado - strong rotating winds that form over land.

Earthquake - a violent shaking of the earth

Volcano – a mountain that erupts lava

Tsunami – a large, powerful wave

Tectonic Plates – layers of earth which move and make up the earth's surface

What will I find out at the end of this topic?

- I will find out what is inside the Earth.
- I will find out how volcanoes are formed.
- I will find out the different parts of a volcano and what each part does.
- I will find out how volcanic eruptions affect people and the environment.
- I will find out where natural disasters happen most often around the world and why.
- I will find out how earthquakes happen and understand what causes the ground to shake.

79 CE
Eruption of Mount Vesuvius.

526 CE
Antioch Earthquake.

856 CE
Damghan Earthquake.

1138 CE
Aleppo Earthquake.

1780 CE
Great Atlantic Hurricane.

1839 CE
Indian Hurricane/ Cyclone

1928-30 CE
Chinese drought.

1931 CE
Yellow River Flood.

2004 CE
Indian Ocean Earthquake/ Tsunami

Natural Disasters Timeline

What should I already know?

- I can name the seven continents and five oceans.
- I can locate the Equator and the Northern and Southern Hemispheres.
- I know the difference between human and physical geography.
- I know that volcanoes and earthquakes are physical features.
- I know that rivers can flood and change the landscape.
- I know that natural disasters can affect people and places.
- I can use maps and atlases to locate countries and physical features.



Words you will learn:

calories

Units of energy found in food that fuel the body.

dental hygiene

Habits that keep the mouth clean and healthy, such as brushing and flossing.

flossing

Sliding a thin thread between teeth to remove food and plaque.

long-term

Lasting or happening for a long time, such as months or years.

mental health

How your mind is working or feeling.

regulate

To manage thoughts, feelings and actions to stay balanced.

self-esteem

How you think and feel about yourself.

short-term

Lasting or happening for a short time, such as minutes, days or weeks.

tooth decay

When teeth slowly become damaged and break down.

Words you may know:

bullying

Unkind behaviour several times on purpose.

mindset

The way someone thinks about learning, challenges and success.

nutrients

Substances found in food and drink that living things use for life and growth.

resilience

Continuing to try even when something feels difficult.



Dental health



- Brush teeth twice a day.
- Floss daily to remove plaque.
- Avoid sugary snacks and drinks between meals.
- Visit the dentist every six months.

Having a growth mindset



When I face a setback, I can:

- Take a breath.
- Break it into steps.
- Ask for help.
- Try again.
- Learn from mistakes.

Nutrition

Energy	Fat	Saturates	Sugars	Salt
157kJ 38kcal	<0.5g LOW	<0.1g LOW	5.6g MED	0.06g LOW

When choosing food, we can:

- Compare traffic light labels.
- Choose more green.
- Choose some amber.
- Have less red.
- Swap sugary snacks for less sugary options.

Self-esteem



Self-esteem can grow when we:

- Feel included.
- Are treated kindly.
- Try again after setbacks.
- Notice our strengths.
- Ask for support when we need it.

Emotions



happiness



sadness



anger



surprise



fear

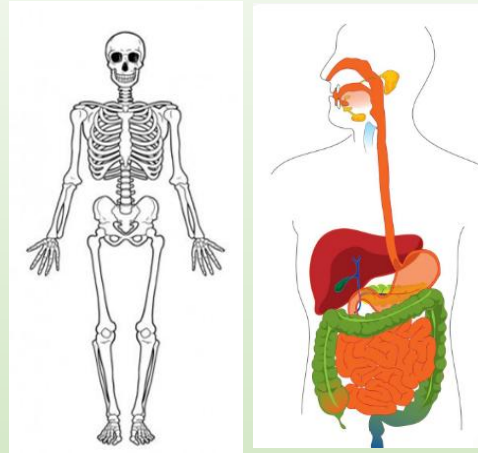


disgust



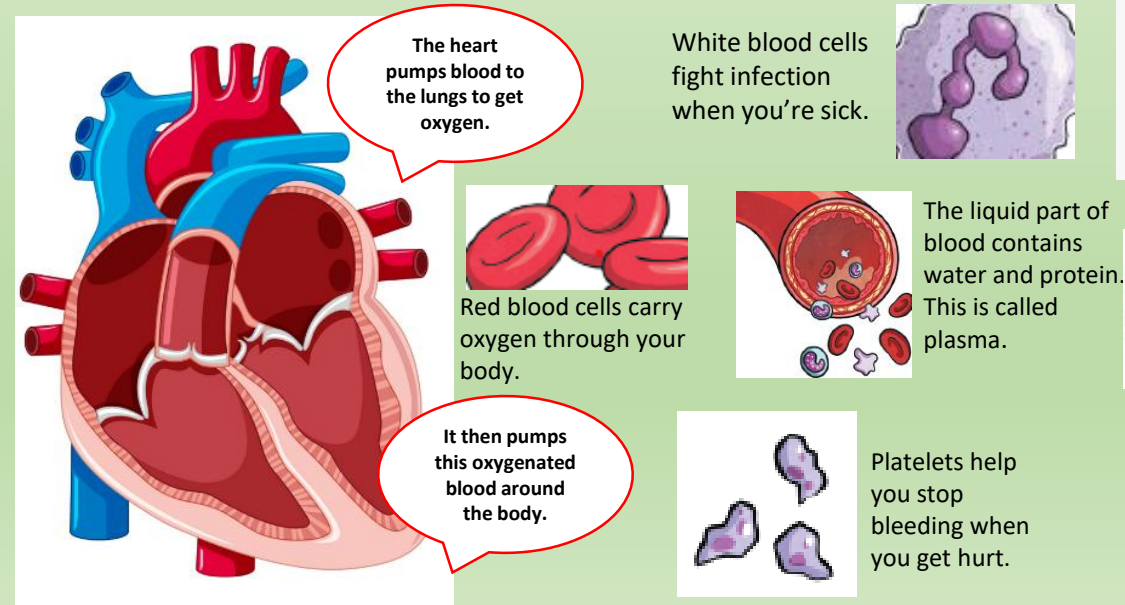
What should I already know?

- I know that humans and many animals need food, water and air to survive.
- I know that exercise, eating well and getting enough sleep help us stay healthy.
- I know that the human body is made up of different parts that have different jobs.
- I know that muscles help us move and that bones support and protect our bodies.
- I know that nutrients from food help our bodies grow and repair themselves.
- I know that living things need to transport important substances around their bodies.
- I know that some lifestyle choices can affect our health.

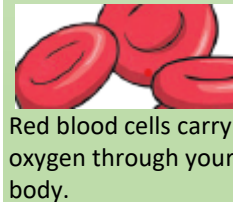


What will I know by the end of this unit?

- I will find out the main parts of the human circulatory system and how they work together.
- I will find out how the heart pumps blood around the body.
- I will find out the roles of the heart, blood vessels and blood.
- I will find out how pulse rate changes during different types of activity.
- I will find out how nutrients and water are transported around the body.
- I will find out why regular exercise is important for keeping the body healthy.
- I will find out how healthy lifestyle choices can improve physical and mental wellbeing.
- I will find out how smoking, alcohol, drugs and other unhealthy lifestyle choices can affect the body.
- I will find out how making informed choices can help me stay healthy throughout my life.



White blood cells fight infection when you're sick.



Red blood cells carry oxygen through your body.



The liquid part of blood contains water and protein. This is called plasma.



Platelets help you stop bleeding when you get hurt.



Blood transports:

- gases (mostly oxygen and carbon dioxide)
- **nutrients** (including water)
- waste products.

Vocabulary:

Circulatory System	The body's transport system that moves blood, oxygen and nutrients around the body.
Heart	A muscular organ that pumps blood around the body.
Capillary	A tiny blood vessel where oxygen and nutrients pass into body cells.
Lungs	Organs that take oxygen into the body and remove carbon dioxide.
Cardiovascular Health	The health of the heart and blood vessels.
Carbon Dioxide	A waste gas produced by the body and removed through breathing.

Name:

Class:

Year 6 Term 1

World famous big band leaders:



Duke Ellington



Count Basie



Glenn Miller

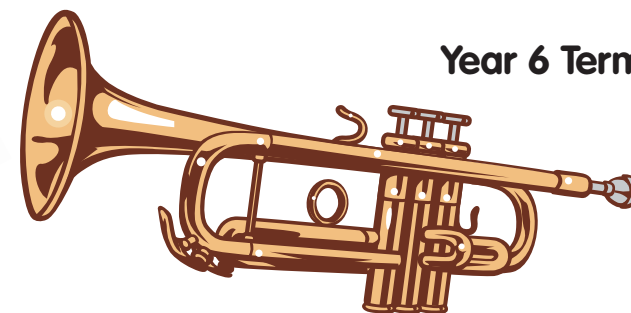
World famous jazz singers:



Ella Fitzgerald



Billie Holiday



In this unit you will learn about the American musician Alton Glenn Miller and his swing band. You will discover more about swing-style jazz and the band leaders of 1930s and 1940s America.

Here are the instruments that make a big band ...

Rhythm section instruments:
Piano, double bass, drums, guitar.

Brass section instruments:
Trumpets, trombones.

Woodwind section instruments:
Saxophones (alto, tenor, baritone), clarinet.

There are 3 sections in a big band.

← Rhythm

← Brass

← Woodwind

Swing rhythm

The rhythm has a 'bouncy' feel:

Long short long short long

Syncopation

Where the rhythm pattern falls off the main beat.

C major scale



Arpeggio

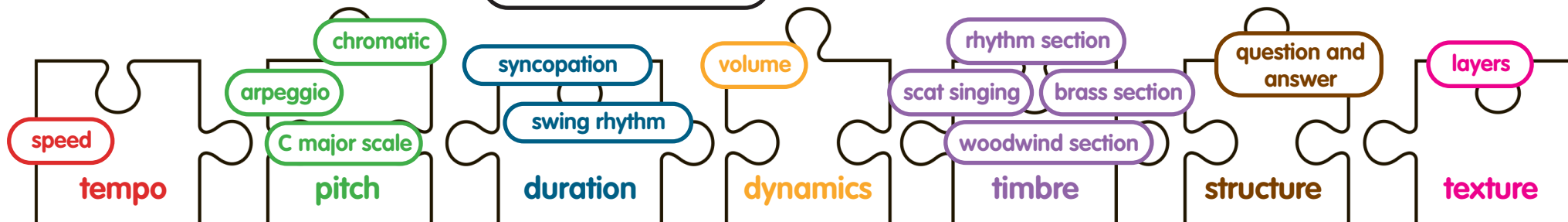
Where the notes of a chord are played one at a time:



SCAT singing = a style of singing on nonsense syllables.



Ba-ba-ba-ba
Doo-wa-doo-waa





Throw, catch (progression song)



Class arrangement

There is a 4-bar introduction ...

- | | |
|----|----|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | |

I sang and played a class arrangement of the song with a good sense of ensemble.



Add a comment:

During World War 2, swing bands helped keep the home front morale high with their music.



Popular songs from the time included:

Boogie woogie bugle boy

Shoo shoo baby

Chattanooga choo choo

Genre
= jazz
(swing)



1930 - 1950

Swing style jazz.



1939 - 1945

World War 2.



Present (now)

Hey Mr Miller by
David Machell.



Term 1 – Creation

Creation and science: conflicting or complementary?

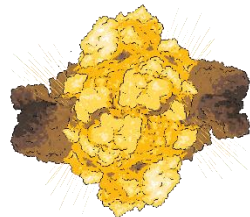


What should I already know and be able to do?

- God the creator cares for the creation including human beings.
- As human beings are part of God's creation, they do best when listening to God.
- Christians show that they want to be close to God too, through obedience and worship.
- Order at least five key concepts with a timeline of the Bible's big story.
- List two distinguish features of at least three different types of biblical texts.
- Make clear links between biblical texts and the key concepts within.

What will I know and be able to do by the end of this topic?

- There are many scientists through history and now who are Christians.
- The discoveries of science make Christians wonder even more about the power and majesty of the Creator.
- Show understanding of why some Christians find science and faith compatible.
- Respond to the idea that humans have great responsibility for the Earth.
- Weigh up how well humans are responding to this responsibility, taking into account religious and non-religious viewpoints.



Key words:

Genesis- The origin or mode of formation of something.

Created- Bring (something) into existence.

Cosmology- The science of the origin and development of the universe. Modern cosmology is dominated by the Big Bang Theory, which brings together observational astronomy and particle physics.

Dominated- Having power and influence.

Observational- Relating to the action or process of closely observing or watching something.

Universe- All existing matter and space considered as a whole.

Complement- A polite expression of praise or admiration.

Church – A building used for public Christian worship.

Faith – Complete trust or confidence in someone or something



Overview

Searching and Communicating



- You should already know that the internet is a network of networks.
- You should also know that the World Wide Web is the part of the internet where we can visit websites and webpages.
- The World Wide Web can be used to find information, using search engines.
- The internet is also a useful communication tool – with a number of different communication mediums for a range of different purposes.

Selecting and Ranking Search Results

Selecting Search Results

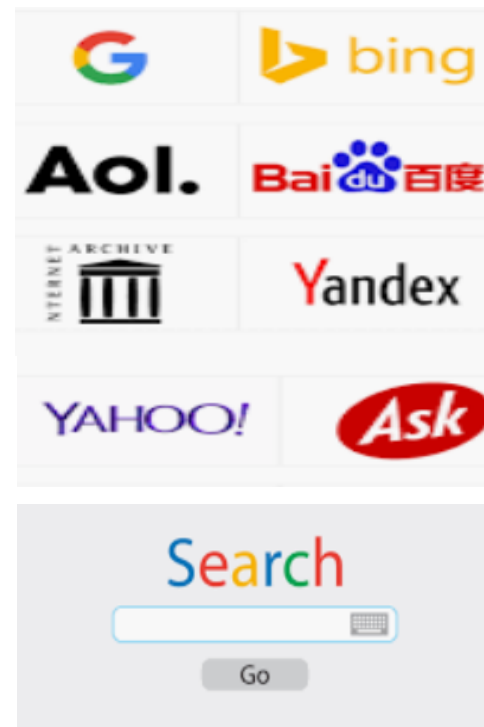
- Search engines use programs known as crawlers to index the World Wide Web.
- They 'crawl' websites for searchable information – they then store where it is found in a huge index.
- Search engines select information from this index when we type in key words.
- Searching for some search terms can bring many millions of results.
- We need to make sure that our search terms are as refined as possible, in order to allow the search engine to select the information that is most relevant.

Ranking Search Results

- Search engines 'rank' the web pages (the highest ranked page is at the top).
- Search engines use algorithms to do this – algorithms look at a number of different factors and give web pages a score for each.
- The web page with the highest score ranks the highest.
- Some factors include if the search term is in the title of the page (high points) or if it appears in the paragraphs of the text on the page (lower points).
- Web designers consider algorithms when making when pages.

Search Engines - Introduction

- We can find information on the World Wide Web by using search engines.
- A search engine is a program that finds websites & webpages based on key words entered by the user.
- When the World Wide Web was invented by Tim Berners-Lee in 1989, there was only 1 website. By 2018, there were 1,630, 322, 579! The World Wide Web is a big place, and we need search engines to be able to find what we need.
- Some examples of search engines are Bing, Google, Yahoo, DuckDuckGo and Kiddle.
- You can also type searches into the address bar of the browser (e.g. Google Chrome or Microsoft Internet Explorer).



Online Communication

- Communication is when we share information with one another. We can communicate in lots of different ways on the internet, e.g. messaging services, emails, social media, video calling, blogging/vlogging and gaming platforms.
- Public communication is visible to all, whilst private communication is restricted to only some people.
- Some communications are one-way (e.g. Youtube) whilst others are two-way (e.g. Skype).
- Some communications are to one person, whilst others are to many.
- We should consider which type of communication is most appropriate to our needs, safety and privacy.



Important Vocabulary

Search Engine

Refine

Index

Web Crawler

Ranking

Links

Searching

Selection

Communication

Public

Private

SMS

Blog

World Wide Web