



Learning Objective	Success criteria	Input	Independent work	Plenary	Resources
LO: To design a beehive sculpture.	<ul style="list-style-type: none"> <li>• I can explain what a beehive looks like.</li> <li>• I can think about shapes I will create.</li> <li>• I can think about materials I will need.</li> </ul>	CT to show chn a picture of 'The Hive' at Kew Gardens <a href="https://www.kew.org/kew-gardens/whats-in-the-gardens/the-hive">https://www.kew.org/kew-gardens/whats-in-the-gardens/the-hive</a> - discuss what the artist has used to create the beehive and how he has chosen to represent this. Optional: Give chn some information about the science behind the beehive: Explain how the bees transfer the nectar into honey by chewing it from bee to bee for about half an hour until it becomes honey. This is then stored in the beehive in the individual honeycombs which are hexagonal shaped. Explain that the children are going to create their own beehive sculpture and can create the honeycombs in whatever shape they choose. Look through the different materials that will be offered and discuss these. Ct to model creating own design.	Chn to draw a design for their own beehive sculpture and think about the materials that they want to use.	Chn to share their design ideas with their talk partner/in small groups.	Art/sketch books Materials that will be used in the following lesson – any junk modelling materials
LO: To create my beehive sculpture using junk modelling/recycled materials.	<ul style="list-style-type: none"> <li>• I can refer to my design when creating a sculpture.</li> <li>• I can think carefully about the structure of my hive.</li> <li>• I can carefully form each honeycomb.</li> </ul>	Ct to model using own design and beginning to create beehive. Think aloud issues such as beehive being strong enough and being able to create similar nectars.	Chn to be creating their own junk modelling beehive with design to use a reference.	Chn to go on 'gallery walk' and see artwork. Could invite other year groups to come and see their beehive exhibition.	Junk modelling materials



<p>LO: To plan a collaborative bee mural.</p>	<ul style="list-style-type: none"> <li>• I can discuss the work of two artists.</li> <li>• I can discuss similarities and differences between two artists.</li> <li>• I can draw on the work of other artists to design our own mural.</li> <li>• I can think about what particular aspect I will add to the mural.</li> <li>• I can use short, soft strokes when drawing.</li> </ul>	<p>Look at work of London based artist Louis Masai and his project 'The Art of Beeing' <a href="https://www.thisiscolossal.com/2015/03/save-the-bees-mural-project/">https://www.thisiscolossal.com/2015/03/save-the-bees-mural-project/</a> and work of New York based artist Matt Wiley and his 'Good of the Hive' initiative <a href="https://www.thisiscolossal.com/2016/08/the-good-of-the-hive-bee-murals/">https://www.thisiscolossal.com/2016/08/the-good-of-the-hive-bee-murals/</a> or you can watch his news piece on: <a href="https://www.youtube.com/watch?v=LK36noPVjKo">https://www.youtube.com/watch?v=LK36noPVjKo</a></p> <p>Explain to the chn that we are going to create a class/year group/school mural (agreed within school and can be on large sheet of paper and put up for a given time if no wall is available). As a group discuss what the mural should include and what is the message we are trying to send with this. Discuss what colours/style the mural will be. As a group sketch a general idea/outline and chn to decide which part they would like to do.</p>	<p>Chn to design the particular part of the mural they would like to include (could be a bee/flower or part of a bee or flower depending on the size of it).</p>	<p>Chn to show one another their own designs.</p>	<p>Art/Sketch book Large paper for group design</p>
<p>LO: To paint part of a mural.</p>	<ul style="list-style-type: none"> <li>• I can refer to my design when creating a mural.</li> <li>• I can work as a team to first create</li> </ul>	<p>Chn to look back at the outline created as a group and then to look at their design created. Ct to model thinking carefully about scale and drawing outline before painting. CT to model creating different tints, tones and shades by adding a small amount of white, black or grey to a given colour.</p>	<p>Chn to take part in completing their chosen section of the mural.</p>	<p>Have an unveiling of the mural for other classes/parents</p>	<p>Wall or large paper for mural Paints and paintbrushes</p>



	<p>the outline of the mural.</p> <ul style="list-style-type: none"><li>• I can think carefully about the size of my artwork.</li><li>• I can draw the outline of my section.</li><li>• I can mix colour with white/black to create different tints, tones and shades.</li></ul>				
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