



# Medium Term Unit Planning

<p><b>Topic Name:</b> The Maya</p>	
<p><b>Learning outcome:</b>          Study the daily lives of the ancient Maya and analyse the intricacy of Mayan repeated patterns through artists recreations. Learn about how to create their own repeated patterns and put this into practise by designing, creating and using a printing block, bringing their patterns to life! The children will develop and create their own portfolio of Mayan art (being influenced by artworks) and they will finish the topic by creating a mosaic Mayan mask!</p>	
<p><b>Hook:</b>          Turn the classroom or the hall into a Mayan art exhibit but the children do not know what period the art is from – comment on the artwork – can they used the patterns (and clues) to help work out the focus of our new topic.</p>	<p><b>Topic Showcase (e.g. display, museum, performance, presentation):</b>          Display</p>
<p><b>Oracy:</b>          To present their research about Mayan daily life to the rest of the class, explaining how it differed by wealth and gender, making comparisons with modern day.</p>	<p><b>Key Vocabulary:</b>          Mayan, Central America, civilisation, art, repeated patterns, visual, colour, texture, shape, form, mosaic, printing block, precision, rough, smooth, plain, patterned, ceramic, technique.</p>
<p><b>Key Texts (whole class reading/end of the day book/Talk for Writing Texts etc.):</b></p> <ul style="list-style-type: none"> <li>• The Curse of the Maya by Andy Loneragan and Johnny Pearce.</li> <li>• Rain Player by David Wisniewski.</li> </ul>	
<p><b>Citizenship/Community Opportunities (Focus – change in attitude/increase knowledge and awareness/make a difference):</b>          Legacy – things which have influenced aspects of life today</p>	



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## **Experiences/Visits/Visitors:**

Virtual reality experience

## **Main subjects covered:**

Geography

Art and Design

## **Art and Design threshold concepts:**

### **Master Techniques**

This concept involves developing a skill set so that ideas may be communicated.

### **Develop Ideas**

This concept involves understanding how ideas develop through an artistic process.

## **Geography threshold concepts**

### **Investigate Patterns**

I can understand the relationships between the physical features of places and the human activity within them, and I can understand how the world's natural resources are used and transported.

### **Investigate Places**

This concept involves understanding the geographical location of places and their physical and human features

## **History threshold concepts:**

**Build an overview of world history**



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I can show an appreciation of the characteristics of the past and an understanding that life is different for different sections of society.

## Notes:

This scheme of work will be structured all around Ancient Mayan daily life and art and this will be supplemented by reading the text 'The Curse of the Maya.' This will also be paired with our literacy work which will focus on Mayan poems and non-chronological reports about Mayan daily life.

<b>Lesson title and learning Intention</b>	<b>Threshold concepts (success criteria)</b>	<b>Milestones (success criteria)</b>	<b>Lesson structure/differentiation</b>
1. To locate and know the geographical significance of latitude, longitude, equator, northern and southern hemispheres.	<b>Investigate Patterns</b> I can understand the relationships between the physical features of places and the human activity within them, and I can understand how the world's natural resources are used and transported.	Identify and describe the significance of latitude, longitude, equator, northern hemisphere, Southern Hemisphere, the tropics of cancer and Capricorn, arctic and Antarctic circle and time zones (including day and night).	Recap divisions (some covered in year 4). Show the children the flipchart, go through each of these divisions for the children to mark on their 'planning sheet'. Discuss the roles of each. Children to identify these on their 'balloon earths' and mark on all divisions. Use as a talking object to explain to another group what/where each of these are.



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<p>2. To describe the geographical significance of different time zones (including day and night).</p>	<p><b>Investigate Patterns</b> I can understand the relationships between the physical features of places and the human activity within them, and I can understand how the world's natural resources are used and transported.</p>	<p>Identify and describe the significance of latitude, longitude, equator, northern hemisphere, Southern Hemisphere, the tropics of cancer and Capricorn, arctic and Antarctic circle and time zones (including day and night).</p>	<p>Discuss what time zones there are and look at time maps. Children to research and compare different countries time zones and be able to articulate the reasons for the differences.</p>
<p>3. To locate the human and physical features of North and South America on a map.</p>	<p><b>Investigate Places</b> This concept involves understanding the geographical location of places and their physical and human features.</p>	<p>Name and locate the countries of North and South America and identify their main physical and human characteristics.</p>	<p>Discuss the meaning of human and physical features. Human and physical game – children to compare different features. Children to look specifically at North and South America. Shade each country in with its flag and use tracing paper to add on their human and physical features – colour coding as they go. Use of</p>



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			maps and atlases to aid them.
4. To understand reasons for geographical similarities and differences between countries.	<p><b>Investigate Patterns</b> I can understand the relationships between the physical features of places and the human activity within them, and I can understand how the world's natural resources are used and transported.</p>	Understand some of the reasons for geographical similarities and differences between countries.	Show children photos of North and South America depicting/suggesting geographical similarities and differences between countries and reasons for these.
5. To research the daily lives of Mayan men, women and children, making comparisons with now.	<p><b>Build an overview of world history</b> I can show an appreciation of the characteristics of the past and an understanding that life is different for different sections of society.</p>	<p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	Show children a video about Mayan daily life. In groups, use QR codes to research the lives of Mayan men, women, and children. Children to present their findings to the class e.g., presentation.



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<p>6. Analyse and comment on the Mayan artwork of Dan Fenelon.</p>	<p><b>Develop Ideas</b> This concept involves understanding how ideas develop through an artistic process.</p>	<p>Comment on artworks with a fluent grasp of visual language.</p>	<p>Introduce children to Dan Fenelon – explore his blog. Children's initial ideas/comments about his artwork. What do they observe? Introduce key words e.g., texture and use of sentence stems related to commenting on artwork. Glue in Dan Fenelon's Mayan art and annotate with artistic analysis.</p>
<p>7. To recreate the Mayan art works of Dan Fenelon using colour.</p>	<p><b>Develop Ideas</b> This concept involves understanding how ideas develop through an artistic process.</p> <p><b>Master Techniques</b> This concept involves developing a skill set so that ideas may be communicated.</p>	<p>Comment on artworks with a fluent grasp of visual language.</p> <p>Combine visual and tactile qualities.</p> <p>Mix textures (tough and smooth, plain and patterned).</p>	<p>Use the art glued in the previous lesson to begin looking at producing their own Mayan art. Focus on his use of colours. Children to explore how they can use different materials to create colours and how this effects the outcome.</p>



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			Experiment with techniques e.g., shading, pressure.
8. To recreate the Mayan art works of Dan Fenelon using pencils, focussing on the Mayan repeated patterns.	<p><b>Develop Ideas</b> This concept involves understanding how ideas develop through an artistic process.</p> <p><b>Master Techniques</b> This concept involves developing a skill set so that ideas may be communicated.</p>	<p>Comment on artworks with a fluent grasp of visual language.</p> <p>Combine visual and tactile qualities.</p> <p>Mix textures (tough and smooth, plain and patterned).</p>	Children to focus on the symmetry of repeated patterns. Explore Mayan related designs.
9. To use accurate measuring and our painting skills to create a colourful Mayan wall hanging.	<p><b>Master Techniques</b> This concept involves developing a skill set so that ideas may be communicated.</p>	<p>Combine visual and tactile qualities.</p> <p>Mix textures (tough and smooth, plain and patterned).</p>	<p>Show children examples of Mayan wall hangings and discuss their significance. What do they notice?</p> <p>Children to practise measuring with a meter stick to divide their background up (in teams). Children are to then use their knowledge of</p>



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			colours/colour mixing to create a background that will 'standout', focussing on brush strokes and precision.
10 To use their knowledge of Mayan repeated patterns to design their own printing block that will produce these.	<b>Master Techniques</b> This concept involves developing a skill set so that ideas may be communicated.	Make printing blocks (e.g. from coiled string glued to a block).  Make precise repeating patterns.	Children to use the Mayan patterns that they have explored to design and label their own Mayan repeated pattern printing plate. Children to refine and evaluate this design as they go.
10. To use matchsticks to create their Mayan repeated pattern printing block.	<b>Master Techniques</b> This concept involves developing a skill set so that ideas may be communicated.	Make printing blocks (e.g. from coiled string glued to a block).  Make precise repeating patterns.	Children are to use matchsticks, cardboard and adhesive foil to create their printing plates ready to bring their design to life! Skills focus – use of glue, cutting of matchsticks.
11. To use their printing block to practise producing their	<b>Master Techniques</b> This concept involves developing a skill set so that ideas may be communicated.	Make precise repeating patterns.	Demonstrate how to use printing plates. In groups, children are to practise the technique of using their





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<p>own Mayan repeated pattern evaluating and improving its effectiveness as they go.</p>		<p>Combine visual and tactile qualities.</p> <p>Mix textures (tough and smooth, plain and patterned).</p>	<p>rollers, ink and printing plates to create their repeated patterns. Children are to do these in their sketchbooks and evaluate as they go e.g., colour, density, tone, volume.</p>
<p>12. To understand the significance of the Maya calendar round and create their own version of this.</p>	<p><b>Build an overview of world history</b> I can show an appreciation of the characteristics of the past and an understanding that life is different for different sections of society.</p>	<p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p>Explore the Maya calendar, how it came about, how it works and the importance of it to the Maya culture. Children to create their own Maya calendar and focus on and sketch out chosen symbols.</p>
<p>13. To use what they have learned about Mayan art to create a Mayan mosaic mask.</p>	<p><b>Master Techniques</b> This concept involves developing a skill set so that ideas may be communicated.</p>	<p>Mix textures (Rough and smooth, plain and patterned).</p> <p>Use ceramic mosaic materials and techniques.</p>	<p>Explore the different reasons behind the Mayans use of masks and the significance of the intricate designs used. Compare different a variety of different Mayan masks. Children to use small, cut</p>



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			up pieces of card to create a Mayan style mosaic mask.
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