

Year 5: Now that's what I call the 1960s



Essential Learning

By the end of this term, you will have learnt...

- To identify and discuss the influence of a range of individuals, as well as artistic and musical works (Art/ Music / History)
- To describe key events from the 1960s and understand their influence at the time and their legacy (History)
- To analyse the content and features of narrative lyrics (poetry) and to have written your own to present historical event information (English/History)
- To use persuasive language and design to create a poster (English)
- To arrange facts in chronological order to write an engaging biography (recount)
- To use a range of printing techniques (Art)
- The properties of a range of materials, including new materials, and considered their variety of uses (Science / Art)

Hook Day

- *Explore our new books
- *Create a collage of faces from the 1960s.
- *A timeline of the 1960s.
- *An introduction to 1960s dance

Block 1: Social Change

To write the **poetic lyrics to a song (classic narrative poems)**, you will:

- *Analyse the rhythm, themes and ideas of lyrics
- *Learn about key events that shaped the 1960s and cultural change, including the Bristol Boycott.
- *Similarities and changes between 1960s and now, including fashion.

Block 2: Pop art & printing

To create a **persuasive poster** to publicise your artwork you will:

- *Study and re-create works in the style of the 1960s
- *Experiment with a range of methods of printing
- *Investigate the properties of a range of materials.

Block 3: Famous figures

To write your **biography (recount)** of a celebrity in the 1960s, you will:

- *Learn about the influence of **key individuals** including artists, musicians and designers and re-create some famous works.

Year 5: / National Curriculum Links

Art/DT (From school's progression map)

- Develop and imaginatively extend ideas from starting points throughout the curriculum.
- Use the qualities of materials to enhance ideas.
- Spot the potential in unexpected results as work progresses.
- Comment on artworks with a fluent grasp of visual language.
- Develop a personal style by drawing upon ideas from other artists.
- Mix textures (rough and smooth, plain and patterned).
- Build up layers of colours.
- Create an accurate pattern, showing fine detail (printing).
- Give details (including own sketches) about the style of some notable artists and designers.
- Show how the work of those studied was influential in both society and to other artists.
- Create original pieces that show a range of influences and styles.

Science

[Cross-curricular with Science]

- Identify, group and classify materials.
- Compare and group together everyday materials on the basis of their properties,
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.
- Work scientifically by: carrying out tests to answer questions, for example, 'Which materials would be the most effective for making a warm jacket, for making a swimming costume, or for making blackout curtains?'
- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible.
- Research and discuss how chemical changes have an impact on our lives and discuss the creative use of new materials such as polymers and super-thin materials.

History

- Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.
- Identify continuity and change in the history of the locality of the school.
- Describe the social, ethnic, cultural or religious diversity of past society.
- Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).
- Identify periods of rapid change in history
- Use chronology, dates and terms accurately when describing events on a timeline.
- Use appropriate historical vocabulary to communicate, including: dates, era, decade and legacy.
- Use original ways to present information and ideas (narrative lyrics).

Key vocabulary:

- propaganda
- social change
- continuity
- change
- diversity
- chronology
- dates
- era
- decade
- legacy
- classify
- comparative and fair test
- reversible
- chemical change
- polymers

Writing genres

Poetic narratives (song lyrics)

- 1960s music book
- The Beatles for Kids
- Born in the 60s

Persuasive poster

- Creative printmaking
- Fabulous Fashion of the 1960s

Biography

- A 1960s childhood
- The Beatles for Kids
- Born in the 1960s

Key texts

