



# Why are we so proud of Lowry in Manchester?



## Overview and rationale:

Children will explore the art of LS Lowry to explore the history of Manchester and how industry shaped the city. Children will learn about his art and why it became so famous all around the world. They will learn about the life of Lowry, as a significant person from our past, and be able to use scenes that he painted to gain an understanding of how life in Manchester differed to modern Manchester. Children will explore the value of pride in their local area and in the people of their area. They will begin to explore how Manchester became such an important city in the development of industry and how again the skyline is transforming through comparing the art of...Jen Orpin, Angela Wakefield and LS Lowry. Children will visit the Lowry theatre and art gallery to get a sense of this transformation of Greater Manchester from Lowry's time to the present day.

## GEOGRAPHY LEARNING STATEMENTS

<b>Locational and place knowledge</b>	I can name, locate & identify characteristics of the 4 countries & capital cities of the UK & surrounding seas.
<b>Fieldwork</b>	I can use simple fieldwork and observational skills to study the geography of my school and its grounds. I can complete a chart to express opinions during Fieldwork.
<b>Use of basic geographical vocabulary</b>	I use and understand basic geographical specific vocabulary relating to human and physical geography.
<b>Map work skills</b>	I can follow a route on prepared maps (left/right) & find information. I can make a simple map. I can use & construct basic symbols in a key
<b>Human and physical: enquiry skills and communication</b>	I am beginning to study the key human and physical features of the surrounding environment of my school

## GEOGRAPHICAL VOCABULARY

<b>Human Geography</b>	building, town, farm, road, park, path, people, city, town, village, factory, farm, house, office, port, harbour, shop, capital city, country
<b>Physical Geography</b>	Map, local, place, globe <b>name and locate the world's 7 continents and five oceans</b> Asia, Africa, North America, South America, Antarctica, Australia, Oceania, Australasia, Europe, Arctic, Southern, Pacific, Atlantic, Indian <b>name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</b> England, Scotland, Wales, N.Ireland, Belfast, Cardiff, Edinburgh, London, North/Irish/Celtic Seas, English Channel
<b>Other useful vocab</b>	village, city, shop, land, house, motorway, world, water, pond, environment, recycle, compass, Compass points: East North South West, fieldwork, plan, aerial photograph, map key symbols, equator, hot/cold, direction, key, country, continent, globe, atlas, address, right/left, patterns, characteristics, surrounding seas, contrasting non-European <b>Challenge:</b> scale, route planner, grid, vegetation, urban, rural, challenge, diverse places, resources, natural and human environments
<b>Specific content including country and capital city names/words linked to the local area</b>	Manchester, Salford, industry, rural, industrial, factories, industrial revolution

## HISTORY LEARNING STATEMENTS

Area of Learning	Knowledge and Skills
<b>Historical Chronology</b>	I know the difference between long ago and now. I can compare modern and old objects; put 2 objects or events in order. I know my life is different from the lives of people in the past.
<b>Historical Concepts</b>	I have begun to understand how things change over time. I can recall some simple facts. I can give one cause of an event. I can put 2 events or objects in order and compare them.
<b>Historical Interpretation</b>	I know some of the ways in which we find out about the past. I can tell you a few ways how the past has been described. I am developing the skills of presenting an idea and raising questions about the past.
<b>Historical Enquiry</b>	I can ask questions about artefacts. I might be able to investigate questions to find answers. I can use parts of stories to show I know and understand key features of events or people's lives which I have studied.
<b>Historical Communication</b>	I use common words and phrases relating to passing of time. I can tell you about a time before I was born. I can recount stories accurately and explain why some people and events were important.

## HISTORICAL VOCABULARY

<b>Key</b>	history, significant, timeline, order, compare, similar, different, fact, opinion, artefact, event, source, evidence, changes, invention, question, cause, consequences, reason, connections, century/ decade, living memory, different periods of time
<b>Skills</b>	Observation, sequence, contrast, research, using sources, ability to build a timeline, research using different resources, questioning, discussion, compare and contrast, making connections, making conclusions
<b>General</b>	modern, past, present, future, memory, information, similarity, difference, lives, memorial, monument
<b>Specific</b>	change in national life, parents, grandparents, great grandparents, lifetimes, way of life, home life, transport, materials, leisure

'CORE' KNOWLEDGE	'ADDITIONAL' KNOWLEDGE
1) I know that LS Lowry was a famous painter from Manchester	a) I know that he drew many paintings that showed life in Manchester and the North-west of England.
	b) I know that Lowry was born in 1887 and died in 1976.
	c) I know that LS stands for Laurence Stephen.
	d) I can tell you the names of some of Lowry's paintings (e.g. Coming out of School, Going to the Match, Coming from the Mill).
	e) I can describe some of the techniques that Lowry used, e.g. 'matchstick men'.
2) I know that Manchester grew a lot in the 18 <sup>th</sup> century because people came looking for jobs.	a) I know that Lowry is most famous for painting busy industrial scenes.
	b) I can explain what 'industrial' and 'rural' means.
	c) I know that Manchester grew because of the cotton industry and the jobs it created.
3) I can name some famous buildings in Manchester (e.g. Urbis, Manchester Town Hall)	a) I can find Manchester, in the North-West of England, on a map of the UK.
	b) I can name different parts of Greater Manchester – Trafford, Salford, Greater Manchester, etc.
	c) I can tell you the names of some other modern artists who have painted Manchester (e.g. Sarah Connell, Jen Orpin and Angela Wakefield).

### ART AND DESIGN

#### Exploring and Developing

<b>Exploring and developing ideas</b>	Explore ideas from first hand observation, experience and imagination.
<b>Evaluating and developing work</b>	Review what they and others have done and say what they think and feel about it.

#### Drawing Using a Variety of Materials

National Curriculum	Additional Skills	Knowledge	Key Vocabulary
Use a variety of drawing tools to begin to explore the use of line, shape and colour – these could include; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.	<ul style="list-style-type: none"> <li>-Observe the shapes of bodies and begin to draw them more accurately.</li> <li>-Know that a face is comprised of different shapes, observe these in isolation and practise drawing these.</li> </ul>	<ul style="list-style-type: none"> <li>-Know how to use pencils to create lines of different thickness in drawings.</li> <li>-Know how to correctly hold and use tools for drawing, using a pincer grip.</li> <li>-Know how to draw lines that are curved, straight, looped, wavy, zig-zag, dashed, dotted.</li> <li>-Develop the control of the pencil for detail in their pictures.</li> <li>-Know how to use charcoal and pastel to produce basic shapes when drawing.</li> </ul>	Pencil, pencil grip, lines, shapes, straight, curved, wavy, dashed, dotted, zig-zag, looped pattern, look closely.

#### Painting (Recapping)

National Curriculum	Additional Skills	Knowledge	Key Vocabulary
<i>Use a variety of painting tools and techniques including the use of different brush sizes and types.</i>	<ul style="list-style-type: none"> <li>-Explore paintbrushes of different thicknesses to produce lines of different widths</li> <li>-Begin to explore watercolours and the effect it gives within the continuous provision</li> <li>-Explore paint mixing within the continuous provision.</li> <li>-Experiment with printing technique using block printing and a range of classroom resources to see the type of pattern they create</li> <li>-Make rubbings</li> <li>-Make repeated patterns and recognise these in the environment</li> </ul>	<ul style="list-style-type: none"> <li>-Know that red, yellow and blue are the primary colours.</li> <li>-Know how to make green, orange and purple by combining primary colours.</li> <li>-Know what happens when white and black are added to primary colours.</li> <li>-Know that different sized paintbrushes make different strokes and lines.</li> <li>-Know that before the brush is added to a new colour, excess water needs to be blotted.</li> <li>-Know that if 2 wet paint colours are next to each other they will run into each other.</li> </ul>	Paint, primary, secondary, colour names, blot, brush, grip, mix

#### Artist/Style/Activities

#### Lowry and Sarah Connell

Compare Lowry's work to local artist Sarah Connell. They both paint Manchester from their eye. How has it changed since Lowry's time? How are the buildings different? Which do you prefer? What does it tell us about the changes in our area?

## MUSIC

### Controlling sounds through Singing

National Curriculum	Additional Skills	Knowledge	Key Vocabulary
<ul style="list-style-type: none"> <li>- Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>- Learn that they can make different types of sounds with their voices</li> </ul>	<ul style="list-style-type: none"> <li>- Take part in a group singing performance.</li> <li>- Learn about voices, singing notes of different pitches (high low)</li> <li>- Identify long, short for duration, loud and quiet for dynamics</li> <li>- Learn to start and stop singing when following a leader.</li> </ul>	<ul style="list-style-type: none"> <li>- Know 4 songs or raps by heart and sing them in unison with others (across the KS)</li> <li>- Know how to perform with an awareness of others</li> <li>- Copy and create patterns with their own voices</li> </ul>	High, low, pitch, beat, pulse, rhythm, long, short, duration, loud, quiet, soft,

### Controlling sounds by Playing (and Performing)

National Curriculum	Additional Skills	Knowledge	Key Vocabulary
<ul style="list-style-type: none"> <li>- Play tuned instruments</li> <li>- Chime bars</li> <li>- Listen to and follow musical instructions from a leader.</li> </ul>	<ul style="list-style-type: none"> <li>- Use instruments to perform and choose sounds to represent different things.</li> <li>- Treat instruments carefully and with respect.</li> <li>- Play a tuned instrument</li> <li>- Learn to play an instrumental part that matches their musical challenge</li> <li>- Make and control long and short sounds (duration)</li> <li>- Investigate pitch by using chime bars, copying high and low notes.</li> </ul>	<ul style="list-style-type: none"> <li>- Learn the names of the notes</li> <li>- Learn the names of the instruments they are playing.</li> </ul>	Instrument names, tuned, un-tuned, long, short, perform,

### Creating and developing musical ideas (Improvisation and Composing)

National Curriculum	Additional Skills	Knowledge	Key Vocabulary
<ul style="list-style-type: none"> <li>- Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> <li>- Clap and repeat short melodic and rhythmic patterns.</li> </ul>	<ul style="list-style-type: none"> <li>- Create a sequence of long and short sounds with help (duration).</li> <li>- Clap longer rhythms with help.</li> <li>- Make different sounds (high and low – pitch; loud and quiet – dynamics; fast and slow – tempo; quality of the sound –</li> <li>- Help to create a simple melody using one, two or three notes.</li> <li>- Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).</li> <li>- Play and Improvise – instruments, listen back, then listen and play your own answer using one or two notes.</li> <li>- Improvise! – Take it in turns to improvise using one or two notes.</li> </ul>	<ul style="list-style-type: none"> <li>- Know that composing is like writing a story with music.</li> <li>- Know that everyone can compose.</li> <li>- Know that improvisation is about making up your own tunes on the spot.</li> <li>- Know that when someone improvises, they make up their own tune that has never been heard before.</li> <li>- Know that everyone can improvise!</li> </ul>	Reggae, Pulse, Beat, Rhythm, Pitch. Repeat, melody, rhythm, unison

### Responding and reviewing (Appraising)

National Curriculum	Additional Skills	Knowledge	Key Vocabulary
<ul style="list-style-type: none"> <li>- Listen with concentration and understanding to a range of high-quality recorded music</li> <li>- Say whether they like or dislike a piece of music.</li> </ul>	<ul style="list-style-type: none"> <li>- Learn how they can enjoy moving to pulse in music by dancing, marching, being animals or pop stars.</li> <li>- Hear, listen and respond to moods in music.</li> <li>- Identify one sound or several sounds?</li> <li>- Begin to choose sounds to represent different ideas, thoughts, feelings, moods etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Know and recognise the sound and names of some of the instruments they use.</li> </ul>	Names of instruments, low pitched notes, high pitched notes, higher, lower, slowly, faster

### Listening and applying knowledge and understanding (Theory)

National Curriculum	Additional Skills	Knowledge	Key Vocabulary
<ul style="list-style-type: none"> <li>- Develop a love of music and talent as a musician.</li> </ul>	<ul style="list-style-type: none"> <li>- Add their own ideas to a performance.</li> <li>- Record the performance and say how they were feeling about it.</li> <li>- Use voice in different ways to create different effects.</li> </ul>	<ul style="list-style-type: none"> <li>- Know that a performance is sharing music with other people, called an audience.</li> <li>- Know that music has a steady pulse, like a heartbeat.</li> </ul>	Audience, pulse, rhythm, names of instruments heard, like, dislike, composer, musicians, low notes, high notes, higher, lower, slowly, faster

### Stimulus - Composers/Musicians/Artists/Styles

‘Twinkle, Twinkle’

Genre of the half term - 20<sup>th</sup> Century Music

Possible ‘higher order’ questioning		School Value	Topic relevance: How/when/where/why is it needed?
<b>Remember</b>	Can you name some of Lowry’s famous paintings?	<b>Resilience</b>	Do you need resilience to create Art? How and why does resilience help?
<b>Understand</b>	How do his paintings help us understand what life was like in the past?	<b>Respect</b>	Why is a lot of artwork kept in museums?
<b>Apply</b>	Can you demonstrate the techniques that Lowry used in his paintings?	<b>Responsibility</b>	Why do we need to take care of the old buildings in Manchester?
<b>Analyse</b>	How has the skyline of Manchester changed from the Manchester in Lowry’s paintings to now?	<b>Happiness</b>	Why does Art make people happy?
<b>Evaluate</b>	Why do you think his paintings became so popular?	<b>Pride</b>	Why are we proud of LS Lowry in Manchester?
<b>Create</b>	Can you create your own painting in the style of Lowry?	Possible Enrichment activities (including trips/visitors, etc.)	
		Lowry theatre trip including art gallery	
		Field trip to Manchester	