

Stand & Deliver

Rationale: “The Highwayman” is a poem from the canon of British Literary Heritage. It reflects a historical period in which a distinctive type of crime was committed and is, therefore, an opportunity to return to our study of Crime and Punishment allowing our Year 6s to apply what they already know, and serves as an introduction to next year’s longer unit for our Year 5s.

As poetry, this example illustrates rhythm and the use of figurative language used to tell a story. It explores the idea of the flawed hero in preparation for KS3 and KS4 texts such as Shakespeare’s “Romeo and Juliet”.

Hook: Loreenna McKennitt’s re-telling of the poem.
A performance workshop delivered by an actor.

Outcome:
Pupils will produce digital art and prints.
They will write an alternative version of the story.
They will be able to explain why the crime of highway robbery is no longer relevant.

Prior Learning

Pupils have used Scratch throughout KS2 at increasing levels of complexity. This unit enables them to build on their understanding of algorithms and debugging.

In Art, pupils have used a method similar to mono printing with carbon paper when they transferred images in “The Arrival” unit. They have studied the work of artists in KS1 and KS2.

Pupils have studied poetic ballads before including “Beowulf”.

History: pupils have studied Crime and Punishment, considering how the types of crime committed has changed throughout history as well as the way communities respond to crime.

CLA (Core Learning Area)

Literacy

Read The Highwayman, a narrative poem in a classical style written by English poet, Alfred Noyes (1906).

Analyse how the poet has developed character and setting, in particular his use of figurative language.

Learn some of the poem off by heart and perform with your class.

Write a new version of the story from a different character’s point of view. Demonstrate the ability to use language to move plot on, create settings and characters and build tension.

ICT

We are Artists

Use a variety of software to design and create digital content including geometric art.

Pupils compare the simplicity of instructions with the complexity of images and consider how algorithms achieve effects.

Pupils develop programming skills, drawing on sequence and repetition ideas, as well as logical reasoning, algorithmic thinking and debugging.

Art

Pupils will learn about Charles Keeping (British artist and award winning illustrator of the 1981 edition of *The Highwayman*). They will explore his prints of buildings and produce their own version of the inn.

They will explore different printing techniques including carbon paper mono prints and polystyrene plates.

Pupils will attempt three colour overlays using different printing plates.

History

Returning to the theme of Crime and Punishment, pupils explore the historical evidence about highwaymen and apply their understanding of 'change and continuity' to examining why there are no longer highwaymen today.

Learning Value Focus

Values: cooperation, resilience, empathy, emotional awareness

Skill:

Art: printing

ICT: debugging and programming

Writing: building tension and using figurative language to develop atmosphere and setting

How Long?

6 weeks

When?

Term 4: Weeks: 1 - 6

Continuous Learning:

Literacy, Maths (Arithmetic and Reasoning), Music, PSHE, French, PE

Visitor:

Georgina Rich, actor and performer, will lead a performance workshop.

Parental Involvement:

ICT / Art

Try some potato printing – you could make wrapping paper or a fabric design using repeated images.

Explore the work of Andy Warhol and his use of printing and repeated images, for example in his work based on celebrities such as Marilyn Monroe.

Explore art software on a tablet to produce repeating images.

Visit an art gallery in London to see prints e.g. The Tate Modern.

Literacy

Read some more narrative poems e.g. "The Lion and Albert" by Marriott Edgar or "Matilda" by Hilaire Belloc.