

ART and DESIGN

Art			
Base 5 – Y6			
Whole School Theme	Here we are	Water	Powerful People
What does this mean to me? Why does this matter?			
Unit of Work	Brave Colour Installations / sculpture	Cloth, Thread and Paint Painting, drawing, sewing, sketchbooks	Exploring identity Collage, drawing, sketching
National Curriculum	<ul style="list-style-type: none"> to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. to create sketch books to record their observations and use them to review and revisit ideas to know about great artists, architects and designers in history 	<ul style="list-style-type: none"> to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing to know about great artists, architects and designers in history 	<ul style="list-style-type: none"> to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing to know about great artists, architects and designers in history
Prior Learning	<p>Y4 – Monochrome self-portraits – exploring impact of light and dark using charcoal.</p> <p>Y5 – Benin masks – manipulated cards and paper to create 3D forms</p> <p>Y5 – 3D sculpture: used shoe boxes to create 3D ‘wardrobes’ and the scene beyond inspired by The Lion, the Witch and the Wardrobe and used card to create a layered scene</p>	<p>Y4 – creating ‘jungle’ scenes based on work of Henri Rousseau using colour mixing and painting techniques</p> <p>Y5 - creating a scene using a layered technique (cardboard/paint) - wardrobe</p>	<p>Y4 – Frieda Kahlo; Self-portraits –monochrome using charcoal and using photographic/ magazine images</p>
Why this, why now?	<p>This builds on the children’s imaginative use of a paper-based resource; allows them to develop and explore this further using a wider range of colours and paper/plastic materials –</p>	<p>The children will build on their experience of mixing and using paint to create a ‘jungle’ scene. They have an understanding that art can be made using different materials – clay, paint, drawing etc. They have looked</p>	<p>In preparation for high school, this unit allows the children to re-explore their own identity: who are they? It allows them to explore what their passions, hopes and fears might be. What</p>



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	Mini Light Boxes. Placing this learning here also makes connections with their learning in science which will then secure and deepen understanding.	at how different marks can be used to create a picture – drawings of the Benin plaques in pen. This unit of work will help them explore how different medium can be combined – textile/ sewing and paint to create a piece of artwork. The children will make marks using thread instead of a drawing tool.	makes them unique? It allows them to explore what kinds of topics or themes they care about and to be able to articulate through art their fears, hopes, dreams. It also allows the children to reflect on how they have developed as a person and to have a strong sense of self.
Core Learning	<p>Concept: Colour and light</p> <ul style="list-style-type: none"> • I can react emotionally to colour. • I can create immersive environments using colour, light, form and sometimes sound to create a transformative experience for others. • I can use colour in a brave and inventive way; new colour combinations can be explored as well as the relationship between colour and form. • I can test ideas; I can use my imagination; I can share my vision with others by creating 2 and 3 dimensional models. 	<p>Concept: Experimentation</p> <ul style="list-style-type: none"> • I can combine art and craft using painting and sewing together to make art. • I can understand that when two media are used together such as paint and thread, their unique qualities can be used in different ways to build an image. • I can use skills learned in one medium such as mark making in drawing and use in another such as sewing. • I can understand that materials do not have to be used in traditional ways – materials and techniques can be reinvented to make art. 	<p>Concept: Self-expression</p> <ul style="list-style-type: none"> • I can understand that artists embrace the things which make them who they are: their culture, background, experiences, passions – and use these in their work to help them create work which others can relate to. • I can understand that people are the sum of lots of different experiences, and that identity can be explored through art. • I can understand that techniques such as working with layers can be used to help create imagery which reflects the complex nature of a person's identity. • I can understand that as viewers, imagery made by other people can be ‘read’, unpicking imagery, line, shape, colour which helps the viewer to understand the experience of the artist.
<p>Opportunities for deepening learning</p> <p><i>Know more and remember more.</i></p>	DT – The children are learning about electrical systems.	In history, geography and science the children will be building on their understanding of water; from their rivers focus in Y5 to how an ancient civilisation like the Indus Valley was built alongside the river Indus in Y6. They will have looked at how electricity can be made in a variety of ways through their science – electrical circuits Y6; but also looked at hydroelectricity – rivers, dams and alternative ways to create electricity: wave power; solar power.	Visit to the Walker Art Gallery - Liverpool

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		This art unit allows the children to explore a mixed media representation of water; its power, colour and its movement	
Key Artists	Olafur Eliasson, Yinka Ilori, Morag Myerscough, Liz West	Alice Kettle, Hannah Rae	Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett Range of well-known artist's self-portraits: Rembrandt; Van Gogh etc https://www.artsy.net/article/artsy-editorial-10-masters-self-portrait-frida-kahlo-cindy-sherman
Vocabulary	visual notes colour installation art, immersive, participate, context, environment, viewer, light, colour, form, structure, sound, senses, sculptural installation	mixed media, cloth, fabric, calico, acrylic paint, thread, stitches, needle, test, experiment, try out, reflect, background, foreground, detail, gesture, impasto, dilute, colour mixing, loose, tight, tension, knot, length, repeated, pattern, rhythm, dot, dash	identity, layer, constructed, portraiture layering digital art, physical
Quick Quiz	What is an installation? Name some artists who are well-known for their installations Choose 1 or 2 installation art works - ask children to identify the artist - their response to it	What is embroidery? Describe some of the characteristics of Alice Kettle's textiles. Describe some of the characteristics of Hannah Rae's textiles. Describe some of the techniques used in your work? Which artists inspired you, in what ways?	Name some artists who are well-known for their self-portraits. Choose 1 or 2 self portraits - ask children to identify the artist - medium used - their response to it Revisit artworks from previous terms
Discussion question/point:	At end of each project: children to present, share, reflect on and review their work with their peers; Peers to articulate their feedback / crit – likes etc. On the process and outcomes. Identify similarities and differences in each other's work.		

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<p>Impact</p>				
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I was most inspired by Tinka Loni as he used pastel colours in his installations and we used these same shades in our design. There are a number of places in our artwork where we used his ideas however I would say the basketball court links the most. Overall, I think we had a lack of focus even though we completed alot.

Firstly, we studied the art installations of dissonant interesting artists and how they created their work. Secondly we chose what we would like to do then made it come to life. Next we decided which ones were our favourite, mine was the color system museum design because it made me feel calm and relaxed.