Year 5 and 6 2018-19 B1 Art and Design Template

Exploring and Developing Ideas	Evaluating and Developing Work
▪ Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. ▪ Question and make thoughtful observations about starting points and select ideas to use in their work. ▪ Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	▪ Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. ▪ Adapt their work according to their views and describe how they might develop it further. ▪ Annotate work in a journal.

Drawing

	Lines, Marks, Tone, Form and Texture	Perspective and Composition
▪ **Work from a variety of sources including observation, photographs and digital images.** ▪ **Work in a sustained and independent way to create a detailed drawing.** ▪ **Develop close observation skills using a variety of view finders.** ▪ **Use a journal to collect and develop ideas.** ▪ **Identify artists who have worked in a similar way to their own work.**	▪ Use dry media to make different marks, lines, patterns and shapes within a drawing. ▪ Experiment with wet media to make different marks, lines, patterns, textures and shapes. ▪ Explore colour mixing and blending techniques with coloured pencils. ▪ Use different techniques for different purposes i.e. shading, hatching within their own work. ▪ Start to develop their own style using tonal contrast and mixed media.	▪ Begin to use simple perspective in their work using a single focal point and horizon. ▪ Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. ▪ Show an awareness of how paintings are created i.e. Composition.

Digital Media	Painting	Printing	Textiles	3-D	Collage
▪ Record, collect and store visual information using digital cameras etc. ▪ Present recorded visual images using software e.g. Photostory, Powerpoint. ▪ Use a graphics package to create and manipulate new images. ▪ Be able to Import an image (scanned, retrieved, taken) into a graphics package. ▪ Understand that a digital image is created by layering. ▪ Create layered images from original ideas.	▪ Develop a painting from a drawing. ▪ Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. ▪ Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. **Colour** ▪ Mix and match colours to create atmosphere and light effects. ▪ Be able to identify and work with complementary and contrasting colours.	▪ Create printing blocks by simplifying an initial journal idea. ▪ Use relief or impressed method. ▪ Create prints with three overlays. ▪ Work into prints with a range of media e.g. pens, colour pens and paints.	▪ Use fabrics to create 3D structures. ▪ Use different grades of threads and needles. ▪ Experiment with batik techniques. ▪ Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.	▪ Shape, form, model and construct from observation or imagination. ▪ Use recycled, natural and man-made materials to create sculptures. ▪ Plan a sculpture through drawing and other preparatory work. ▪ Develop skills in using clay including slabs, coils, slips, etc. ▪ Produce intricate patterns and textures in a malleable media.	▪ Add collage to a painted, printed or drawn background. ▪ Use a range of media to create collages. ▪ Use different techniques, colours and textures etc. when designing and making pieces of work. ▪ Use collage as a means of extending work from initial ideas.

Advised curriculum coverage maximum three media per year

Possible Cross-curricular links, especially opportunities for English, Mathematics and Computing within teaching:

English links	• Class biography
Mathematics links	•
Computing links	• Research tool
Other links	•

Possible Experiences including visits/visitors/other:

Consider what could augment your planning to really enthuse the children in your class:

- Variety of Leonardo da Vinci works to be displayed around the classroom

Display/Resources ideas:

Class biography to be displayed

Children's completed art work to also be displayed

Consider what resources could be brought into the classroom and what display work could be completed either before/during or after topic is taught:

Variety of pencil types

Paint and selection of brushes

Paper plates

Sketching paper

Session	Key Objective from skills listed above (What is it that you want the children to learn?)	Possible Activities including use of Computing and other technologies, and showing at least 3 differentiations	Outcomes/Evidence of what they have learnt (Where will this be found? Will it be in a book? Topic	Possible extension into homework if appropriate to enhance and deepen learning

			book? Display? Photographic evidence?	
1	**We will find out who Leonardo Da Vinci is?**	NEED ICT SUITE – CHILDREN TO WORK IN MIXED ABILITY PAIRS Ask children to find out as many interesting facts as possible and write on strips of paper. Give 20 mins. (Challenge to see who can find most interesting fact about him) Ask children to look at facts and think about how they would group them to make a biography., i.e. childhood facts together, personal family life together etc. Discuss which parts would come first etc. Set out on display board as a biography. (Using different coloured strips of paper would make a colourful display)	Children will have found out about Leonardo Da Vinci and will have created a class biography about him	
2	**We will select and record our ideas in our sketch book, together with notes and ideas about the work of Leonardo Da Vinci**	Recap previous session on Leonardo Da Vinci. What type of paintings is he famous for? What is the Mona Lisa? Display picture on smart board. What do they think is happening in this picture? What is the lady feeling? What makes you think that? How has Leonardo created shapes. How has he created light and shade? Children stick picture of Mona Lisa in their books and annotate the picture with their thoughts. LA: GIVE SET OF QUESTIONS TO CHANNEL THOUGHTS. I,e How is she feeling? (KU or Mrs A to support with recording) Is she happy or sad? MA: Annotate what they see HA: Expect annotations including how he has made light and shade and different shapes. EXT - THIS IS WHAT LEONARDO SUGGESTED TO DO TO BECOME A GOOD ARTIST. Practice it at home. *Keep a sharp lookout, for figures in movement, in the streets, in in the* *home, and note down the main lines quickly: that is to*	Children will have picture in their books annotated with their thoughts.	See Extension task – This is to be modelled in class beforehand

		say, putting an O for the head and straight or bent lines for the arms and the same for legs and trunk; then when you get home, look back at your sketches and give them finished form.		
3	**We will become aware of a how Leonardo created his pictures and start to have an awareness of scale and proportion**	Give each child a mirror and ask them to draw themselves in their sketchbooks. Give 15 mins for this. Display each child's work and children move around classroom looking at each others. What do they notice? How big is the head on each drawing. Is it in proportion? Show a self-portrait of Leonardo. How does it compare with their own drawing? Have you got the proportions of your face correct? Why/why not. Show https://www.youtube.com/watch?v=IX9RLHIkNLs how to draw a face Display a self portrait of Leonardo Da Vinci. Is his face in proportion? Check that it is using the lines shown in video. Ask children to have a go at drawing their own face again in sketch books. Differentiation by outcome in this activity although if children are struggling can give a ready-made frame with proportion lines drawn on.	Children will have two sketches of themselves in sketch books. Original one probably out of proportion and second one improved and in proportion.	Have a go at drawing the faces of you family at home.
4	**We will explore colour mixing and blending using coloured pencils and use different techniques such as hatching and shading**	At the start of the session allow children time to practice their shading and sketching skills in their art books (Cross hatching, hatching, circulism, contour, stipple) – use a grid dark to light Chn to use different pencil types Give each child a black and white self- portrait of Leonardo Da Vinci. Ask them to look at how he has made light and shade. Give them a small frame with hole in so that they can put over picture and look at one part of the picture. In their sketch books have a go at creating what they see through the hole. Ie, cross hatching, shading. Encourage children to investigate how to make light and shade.	Children should have a selection of sketches in their books showing different ideas of how to create light and shade	

		Model on large sheets of paper , creating circles of different shading and cross hatching.		
5	**Experiment with wet media to make marks, lines, patterns and shapes eventually mixing media for greater effect**	Display a portrait of Leonardo's. What do they notice about the colours? How has he managed to make the skin colour? Tell children that they are going to try and mix different colours to create the paint palette used for the painting of their choice. Model how to mix colour on paper plates they until create colour they want. Ie using white to make lighter and black to darken adding more powerder paint as they need. Children stick picture in books then try and create paint palette by mixing colours and adding them to a paper paint palette. Stick palette in book when dry. Differentiation again by outcome: However support children who are struggling with mixing. Encourage to start with one colour and think about others they will add to get the colour they require	Children will have picture and paint palette to match in their books. They will have experimented with mixing colours in order to create the best colours for skin, hair, clothes etc.	
6	**We will create a self-portrait in the style of Leonardo da Vinci**	Recap all work done in previous lessons, i.e, drawing, sketching, shading, cross hatching, mixing colours etc. Tell children that today they are going to put all those skills together to create their own self-portrait. Discuss the materials they might need to do this and ask children to prepare their own working area to begin.	Children will have created their own self-portrait for display in the corridor outside classroom	

		Together create a success criteria of steps to follow. i.e. sketch first, add colour using either crayon or paint or both.		
7	**We will evaluate our work including ideas, methods and approaches and compare with known artists, say what we think and feel about them.**	Set up the art gallery for every child's work. Tell children they are going to be art critiques. They are going to look at all the pictures and pick some out, say what they like about them, how they compare to Leonardo's work and give some ideas of how they could be made even better,	Children will have written some evaluations of the class's work, relating it to the work of Leonardo da Vinci.	