

ART UNIT OVERVIEWS 2020-2021

<u>Autumn</u> - Drawing – Landscapes of WW2		<u>Spring</u> - Sculpture - scale, proportion & interpretation		<u>Summer</u> – Painting – Van Gogh	
Art Skills	Art Content	Art Skills	Art Content	Art Skills	Art Content
<p>Can they explain why they have combined different tools to create their drawings? (pencil, pen and charcoal)</p> <p>Do their sketches communicate emotions and a sense of self with accuracy and imagination?</p> <p>Can they explain why they have chosen specific drawing techniques?</p> <p>Y5: Can they identify and draw simple objects, and use marks and lines to produce texture?</p> <p>Y5: Can they express their emotions accurately through their sketches?</p>	<p>To convey emotion and mood by recreating photographs from WW2 landscapes, buildings or battlefields.</p> <p>Children to choose their own materials, being given time to explore which tools create the most emotion.</p> <p>Artist: Stephen Wiltshire Use a viewfinder to take sections of Wiltshire’s artwork and practise sketching, focusing on creating texture and tone, using a variety of tools.</p>	<p>Can they create model in proportion?</p> <p>Can they include both visual and tactile elements in their work?</p> <p>Can they create work which is open to interpretation by the audience?</p> <p>Can they create models on a range of scales?</p>	<p>Explore the different parts of sculpture and how it develops from an idea to the structure.</p> <p>Children to design a concept linked with climate change.</p> <p>Children to sketch and plan what materials they may need.</p> <p>Children to be encourage to use different forms of structure including clay, wire, cardboard and paper-mache. With a focus on scale and proportion.</p> <p>There will be a message within the artwork which can be interpreted by individuals.</p> <p>Designer: Christopher Kelly Looking at the Greenpeace Polar Bear ‘Aurora’ See “The Making of Aurora” on Youtube. Use this as inspiration from an idea to the creation and then the reaction from the audience.</p>	<p>Can they explain what their own style is?</p> <p>Can they use a wide range of techniques in their work?</p> <p>Can they explain why they have chosen specific painting techniques?</p> <p>Y4: Can they create all the colours they need?</p>	<p>To create a painting expressing their mood and emotions, taking inspiration from Van Gogh.</p> <p>Using their skills of drawing their own self-portrait, they will create a self-portrait or use a view finder to focus in on one part of the face in the style of Van Gogh.</p> <p>Artist: Van Gogh</p> <p>Study the artwork of Van Gogh, thinking about the emotions and moods his artwork portrayed.</p>
<u>Vocabulary</u>		<u>Vocabulary</u>		<u>Vocabulary</u>	

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<p> Sketching Line Long Short Bold Faint Thin Thick Curve Mood Pencil – grades Shape Charcoal Pastels Viewfinder Tone – light and dark Texture Pattern Pressure Smudge Face, eyes, nose, ears, eyebrows, hair, mouth Symmetry Half Quarter Portrait Cartoon Continuous line drawing Composition Body Language Contrast Form Hatching Cross hatching Blending Tone Self-Portrait </p>	<p> Printing Space Symmetry Pattern Repeat Texture Dry Wet Line Roll Coil Shape Join Pinch Press Smooth Rough Design Structure Form Proportion Size Layout Natural Manmade Terracotta Wire structure 3D papier-mâché Backdrop Air-Dry Scale Supportive Structure Interpretation Tactile Visual </p>	<p> Painting Primary colours Secondary colours Mixing Thick Thin Mood Pointillism Abstract Proportion Tints Tones Bold Bright Dull Wash Background Shade Texture Modernism Still life Shading Composition Emotion Coarse Reflective Layered Impressionism Landscape Face, eyes, nose, ears, eyebrows, hair, mouth Symmetry Half Quarter Portrait View finder Self-Portrait </p>
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Portrait
Angle
Shadow

Angle
Shadow