

Shine brightly Year 6 with Art - Autumn

| Enquiry Q | uestio |
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How can you create a realistic portrait?

Observational accuracy

| Liiquii y Question | Но | ow can you create a realistic portrait? | ocus: | Observational accuracy | |
|--|--|---|---|--|---|
| Be Brilliant CULTURAL Allows our children to explore the world around them, knowing that the experiences they gain will enhance their lives and open doors to new adventures. Be Brilliant CULTURAL DIVERSITY Enables our children to develop a growth mindset, by exposure to challenging experiences that allow our children to question and explore opportunities that will enable them to become confident and resilient in all areas of their lives. | Sequence of lessons | | Οι | itcome - from overview | Skills used (NC) |
| | 1 | As artists, we are learning to understand that portraits can be drawn from different angles. Children look at different portraits and draw out similarities, pros and cons | Children look at different portraits and draw out similarities, pros and cons. Discuss the profile and full / 3-quarter face. What makes a good portrait? Answer: Correct proportion initially. Look at the different portraits again with the scale drawn. | | Evaluate and analyse creative works using the language of art, craft and design |
| | 2 | As artists, we are learning to use proportion and sketching techniques. to Plan and outline an initial sketch of a portrait. | childre | a photo of them or a mirror, en look at basic proportion and plan their self-portrait in their book. | Create sketch books to record their observations and use them to review and revisit ideas |
| | 3 | As artists, we are learning to use observational and proportional skills to add details to a portrait. Children use observation to add features—eyes, nose, mouth to front portrait. | 1 | en use observation to add es—eyes, nose, mouth to front it. | Improve their mastery of art and design techniques, including drawing, painting |
| | 4 | As artists, we are learning to add personal details/symbolic objects to represent the subject. Children add drawings of objects that represent them | to see backgr | en observe other artists' portraits how they use ounds/specific objects to portray ersonality, then add their own | Improve their mastery of art and design techniques, including drawing, painting |
| Exposes our children to a rich and diverse world that is full of colour, music, creativity and celebration. Providing our children with the opportunity to see a world beyond their own, that will inspire and influence their future choices. | 5 | As artists, we are learning to plan, apply skills and personalise a profile self partrait. Children look at their progress and draw a final self profile portrait. | | en look at their progress and a final self profile portrait. | Improve their mastery of art and design techniques, including drawing, painting |
| | 6 | As artists, we are learning to plan, apply proportional skills and personalise a profile self portrait Evaluate progress. | Reflec | t on art work produced | Evaluate and analyse creative works using the language of art, craft and design |
| Bebrave Expos divers music Prov oppor thei | <u>Composite:</u> Children to produce an online art gallery. | | | | |



Enquiry question

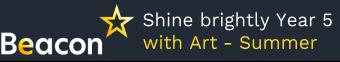
How can you create a 3D piece of work from a block?

Focus:

Sculpture - carving

| Allows our children to explore the experiences they gain will enhance their lives and open doors to new adventures. POSSIBILITIES Be Brilliant CULTURAL DIVERSITY Enables our children to develop a growth mindset, by exposure to challenging experiences that allow our children to question and explore opportunities that will enable them to become confident and resilient in all areas of their lives. | Sequence of lessons | | Outcome - from overview | Skills used (NC) | | |
|--|--|---|---|--|--|--|
| | 1 | As artists, we are learning to explore different sculptural artists and how they approach their work | Observe work from a variety of sculpture artists, both historic and current and discuss how sculpture can be created. | Learn about the work of great artists in history Create sketch books to record their observations and use them to review and revisit ideas | | |
| | 2 | As artists, we are learning the importance of multiple views, positive and negative space Drawing what may be on the other and identifying the positive / negative – discuss the merits | Children will be looking at sculpture and drawing conclusions on why 3D art is important and why form is about the sculpture and how the negative space can draw you in to the positive spaces | Create sketchbooks ideas to record their observations and begin to record inspiration for their sculpture | | |
| | 3 | As artists, we are learning to sketch ideas and develop sketchbook work Using inspiration from sculptures and photos of the natural world and/or photos taken, design a sculpture | Children will be making a 3D maquette of part of the body seen in the images.: arm, hand, leg, foot. Children sketch ideas and plan in their sketch books and take photos. Children evaluate the process afterwards. Which method do they prefer and why? | Create sketchbooks ideas to record their observations and develop ideas | | |
| ADVENTURE es our children to a rich and e world that is full of colour, , creativity and celebration. iding our children with the cunity to see a world beyond own, that will inspire and lence their future choices. | 4 | As artists, we are learning to understand carving techniques Children practice carving out clay to produce a 3D macquette | Children will be making a 3D maquette to explore ideas for their final piece | Improve their mastery of art and design techniques, including sculpture. | | |
| | 6 | As artists, we are creating a three-dimensional object Evaluate final piece and discuss what they have learned. | Children make the object designed adapting along the way. They dscuss their artwork, compare it to artists studied, which techniques they preferred and how they would improve next time | Create and evaluate creative works when making and use the language of art, craft and design | | |
| Expose diverse music, Provi opportutium influe | Composite A final carved piece with a associated drawing and note about the inspiration for it presented in a mini gallery tour on FB | | | | | |

A final carved piece with a associated drawing and note about the inspiration for it presented in a mini gallery tour on FB



Providing

Beacon How to create a drawing with perspective? **Enquiry Question** enable them to **CULTURAL DIVERSITY** Sequence of lessons become confident and resilient in all As artists, we are learning about the design process of architects Observe work from a variety of textile artists. children As artists, we are learning to research the work of two influential architects POSSIBILITIES Compare the work of architects and creating world around them, knowing that the experiences they gain will enhance own ideas - likes / dislikes their lives and open doors to new As artists, we are learning to explore perspective As artists, we are designing a building in the style of an influential architect to a brief **ADVENTURE** As artists, we are drawing a onepoint perspective technical drawing inspire and nfluence their future choices. As artists, we are explaining the their own, that will design process

Technical drawing - Le Corbusier / Norman Foster Focus: Skills used Outcome - from overview (NC) Explore buildings around us and how Create sketch books building differ and how are they are the to record their same. observations similarities and differences Compare the work of architects Le Learn about the work Corbusier (a Brutalist architect) and of great artists in Norman Foster (modern day work in history and record London), have a style of design that observations defines their portfolio Improve their Draw a cube using one-point perspective mastery of art and design techniques with accuracy Children use techniques taught to draw a Improve their technical drawing of a building, for a mastery of art and specific purpose (school) influenced by design techniques the buildings they have seen and their with accuracy understanding of architecture Improve their Draw an accurate perspective drawing with captions and correct size (human) mastery of art and design techniques with accuracy Discuss their artwork, compare it to Evaluate and analyse artists studied, which techniques they creative works using preferred and consider how the building the language of art, would be used craft and design

Composite - Children design a building using one or two-point perspective

Evaluate final drawing and prepare their

composite on their influences and design