

Subject Theme Overview

Year 6

Charlton Kings Junior School

Subject	Art	Theme	World War II	Term	3
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Key skills I should already know (from autumn term or Y5)
Generating ideas – independently develop a range of imaginative, well-thought out and original ideas in a sketchbook. Investigate, research and test ideas and plans in my sketchbook to show how work will be made and what materials will be used.
Drawing (from y5) - draw a group of objects from life, using observational skills, adding tonal contrast within a drawing.
Sculpture (from y5) - plan and create a sculpture or model through drawing and other preparatory work; develop clay techniques using tools to build models
Painting (from y5) - identify and work with complementary and contrasting colours using paint and other mixed media materials.
Evaluating – provide a reasoned explanation of their own and professionals’ work which takes account of the starting points, intentions and context behind the work.
Understanding – know about the technical vocabulary and techniques for modifying the qualities of different materials and processes.

Key artists
<p>Quentin Blake</p>
<p>Henry Moore</p>

Key Skills in this Unit (taken from Progression document)	Activities to support the skills
Generating ideas – independently develop a range of imaginative and original ideas in a sketchbook. Investigate, research and test ideas and plans in my sketchbook to show how work will be made and what materials will be used.	Learn about the drawings of artist Quentin Blake and how he represents the human form through his book illustrations.
Drawing - develop better observational drawings of people and faces using figure models and proportion charts as well as adding in tone and form with a variety of different drawing tools.	Look at Quentin Blake’s drawings and complete a series of illustrations to emulate his style of work. Making sketches of human forms and proportions by: - developing better observational drawings of people using figure models and proportion charts as well as adding in tone and form. - sketching figures from life.
Sculpture - plan and develop clay skills to create 3D models and sculptures from observation.	Focus on the work of sculptor Henry Moore. Recreate his famous seated poses and look at the body language of models. Create a 3-D model of a seated evacuee.
Painting - mix suitable colours to show war time muted tones.	Paint evacuee model using appropriate colours for the 1940s era.
Evaluating – provide a reasoned explanation of my own and professionals’ work which takes account of the starting points, intentions and context behind the work.	Evaluate finished design compared to the initial plan. Provide feedback and evaluation of each others’ work through a visual gallery on iPads.
Understanding – know about the technical vocabulary and techniques for modifying the qualities of different materials and processes.	Understand and develop the skills, materials and processes involved in clay work.

Key Vocabulary in this unit		What I should know at the end of the unit
Figure Drawing	A drawing of the human form in any of its various shapes and postures. 	Drawing the human figure is one of the hardest challenges for an artist. It is important to look closely at real people to understand proportions . Many artists use the human figure to show feelings and emotions.
Proportions	Using the correct proportions of size including height, width and depth in drawings. 	A human is about 7.5 or 8 heads tall. One foot is as big as half an arm! Hands are slightly larger than the distance from the eyes to the chin. The arms are only slightly shorter than the legs.
3D Modelling in clay (ceramics)	The art of working with clay to make models is called ceramics. Modelling with clay requires special tools, moisture and strength. Score and Slip joining technique where the edges to be attached are roughened up and “glued” with liquid clay (slip). 	When I work with clay, my hands make it dry out. Making strong bonds between clay will help to stop it collapsing, especially when adding parts. Seated figures are stronger as they can support the weight of the upper body and head.

Links with other subjects
<p>History – learning about World War II and evacuees.</p> <p>Computing – a ‘gallery’ experience activity using the class iPad to share ‘live’ pictures of the children’s evacuee models.</p> <p>DT – evaluating clay figures.</p>