

## Art and Design Year 5/6 Cycle A – Perspective art (Robin Hood's Bay)

### Key Vocabulary

**Perspective:** A means for showing the illusion of 3-dimensional depth on a 2-dimensional surface.

**Proportion:** Size relationships of parts to a whole within the composition.

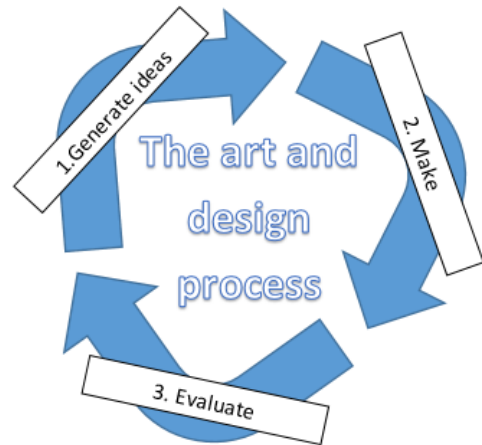
**Foreground:** In a scene or artwork, the part that seems closest to the viewer.

**Middleground:** the part of the painting that lies between the background and the foreground.

**Background:** The part of a picture that appears to be farthest away from the viewer.

**Vanishing Point:** The point on the horizon line where parallel lines appear to vanish.

**Sketch:** A rapid drawing or painting. This may be complete in itself or used for a more detailed project.



### Key activities that MUST take place

Stage 1: Look at the works of Lowry and Hockney, explore use of perspective within their art.

Stage 2: Look at pictures of Robin Hood's Bay. Discuss perspective and how they will achieve this.

Stage 3: Children practise drawing using perspective in their sketch books using photos of scenery at Robin Hood's Bay. Make notes to evaluate.

Stage 4: Children explore different mediums – pastel, paint, crayons. Evaluate in sketch book.

Stage 5: Children create final piece using their chosen medium.

**Different stages may not take an entire lesson and more than one stage could be completed in one session. Likewise, some stages may go over more than one lesson.**

### Key skills

To create art using perspective.

Produce personal interpretations of scenery and objects.

Develop control, expression, shape, form and detail.

Plan and develop ideas.

### **You will need:**

Examples of artwork (scenery) by Hockney and Lowry.

Photos of Robin Hood's Bay

Sketching pencils, paint, crayons, pastel



### Sources of support

- <https://www.thenorthyorkshiregallery.co.uk/robin-hoods-bay/>
- <https://www.youtube.com/watch?v=TycOcbvvvBk>

## Art and Design Year 5/6 Cycle A Autumn term – The Wave

### Key Vocabulary

Texture – **Texture** in **painting** refers to the look and feel of the canvas. It is based on the **paint**, and its application.

Acrylic paint – Acrylic paint is a fast-drying paint made of pigment suspended in acrylic polymer emulsion. Acrylic paints are water-soluble, but become water-resistant when dry.

Focal Point: The area of an artwork that attracts the viewer's attention.

Composition: The placement of forms, shapes, colors, and light and dark areas in a work of art. Artists use composition to direct the viewer's eye to the most important elements of a work of art.

Outline – The line defining the edge of an object.

Drybrush – Applying paint directly without adding water/

Wash – Add water and use like watercolour.

Stippling – The art of **stippling** is building colors in a subtle way using a sponge or a stiff bristle brush.

### Key skills

Create texture using paint.

Explore more complex colour mixing.

Develop personal, imaginative responses to a theme.

Record experiments with various media and try out techniques and processes in sketchbooks before applying them.

### You will need:

Wave artwork by Hokusai and Maggie Hambling

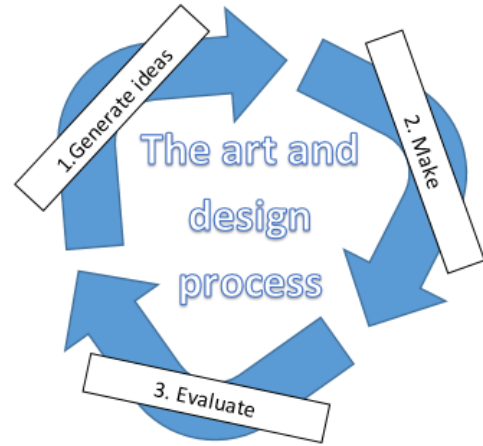
Acrylic paint

Felt tips

Crayons

Fineliner black pens

Paintbrushes



### Key activities that MUST take place

Stage 1: Look at the wave artwork by Hokusai and Maggie Hambling. Compare and discuss the different styles and the effect created by both artists.

Stage 2: Use pens/crayons to create a wave in the style of Hokusai. Small area not whole picture.

Stage 3: Use acrylic paint to practise techniques to create a wave in the style of Maggie Hambling. Explore how to colour mix and create texture with the paint. Drybrush, wash and stippling. Do we need to use a paintbrush for all of it? Explore ideas.

Stage 4: If time allows, create final piece using their choice of preferred medium

**Different stages may not take an entire lesson and more than one stage could be completed in one session. Likewise, some stages may go over more than one lesson.**



### Sources of support

- <https://www.mybluprint.com/article/acrylic-painting-techniques-all-beginners-should-try>

## Art and Design Year 5/6 Cycle A Spring – Pop Art self portraits

### Key Vocabulary

Pop Art – art based on modern popular culture and the mass media.

Colour wheel- An artist's colour wheel shows the primary colours and their secondary colours.

Primary colours – A group of colours from which all other colours can be mixed (red, yellow and blue)

Secondary colours – A colour resulting from mixing two primary colours together.

Complimentary colours – Colours that are opposite on the colour wheel. Eg blue and orange, red and green. Colours that will provide a high contrast.

Onomatopoeia – A word that is said how it sounds.

Self portrait – A picture of yourself.

Colour wash – A layer of colour that is somewhat transparent (very light in colour).

### Key skills

Recreate colours and techniques used by artists.

Know which primary colours make which secondary colours.

Understand which colours are complementary.

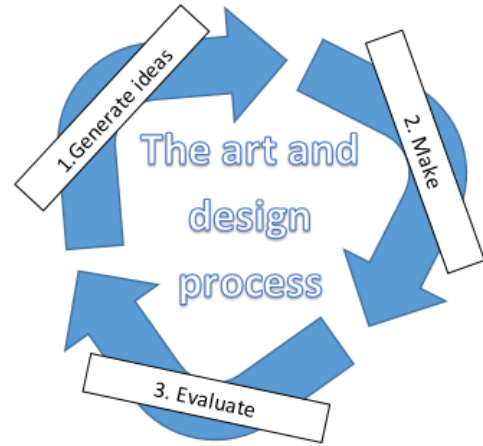
Use dots to add colour and understand how to use colour washes.

### You will need:

Watercolour paints, permanent markers, crayons, felt tips, scissors, coloured paper, poster paint, cotton buds, oil pastels.

### Sources of support

- Power-points in art folder in shared area.



### Key activities that MUST take place

Stage 1: Explore the Pop art movement and look at the different styles of Pop Art.

Stage 2: Show children a blank 6 part colour wheel. Can they remember the 3 primary colours? Do they know which colours are made from mixing certain colours and that these are secondary colours? Introduce children to the idea of complementary colours and how pop artists used these in their work. Children create own colour wheels in sketch books and practise putting opposite colours together. Annotate.

Stage 3: Look at the work of Roy Lichtenstein. Discuss his use of onomatopoeia in his work and his style of work. Look at his portraits, how has Lichtenstein coloured the faces? Explain they are going to use coloured spots to create their own self-portraits. Practise best way to achieve this using a range of media using small studies in sketch books (colour wash back ground, poster paint dots using cotton buds, crayons, felt tips).

Stage 4: Children create own self portrait in the style of Roy Lichtenstein (see lesson plan idea in shared area of how to do this).



## Art and Design Year 5/6 Cycle A Spring – Printing Warhol Pop Art

### Key Vocabulary

Press printing – is when you carve into a *printing* block that you then use to *press* onto paper and make a *print*.

Silk screen printing - Warhol worked with professionals to have the photos he chose transferred onto the mesh of a silk screen.

Layering – Printing on top of each other.

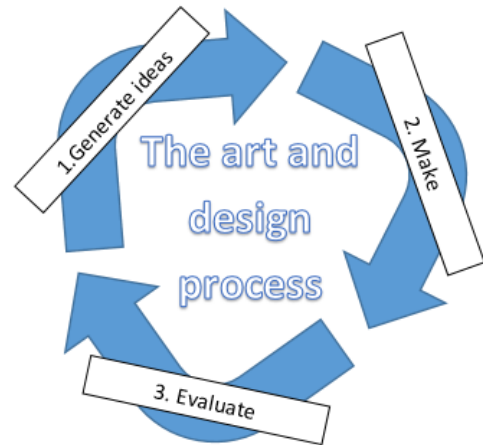
Stencil printing – Printing using a cut out of an image.

Repeated patterns – A pattern that is repeated.

Artistic expression – focuses on the artist most of all, for it is a self-expression of the artist's personal, internal emotions, feelings, experiences or ideas.

Advertising – Producing adverts for commercial products

Celebrity culture – A culture where people aspire to be like celebrities.



### Key skills

Make own printing blocks to create a repeated pattern.

Show precision in techniques when creating own print.

Layering up colours to interpret the style of Warhol.

Develop personal, imaginative responses to a theme.

### You will need:

Printing tiles/quickprint foam or card and craft knife, depending on chosen method.

Acrylic paint and rollers

Sponge if using stencil

Blunt pencils for creating pattern in the foam to print.

### Key activities that MUST take place

Stage 1: Look at and discuss Warhol's Pop art repeated patterns. Look at his use of colour and layering. Discuss why he chose to use the things he did in his art.

Step 2: Children choose the image that they are going to recreate as a print. This can be a person or an object that represents something popular from modern culture. Don't choose something over complicated. Remind children that when printed it will be the reverse of their image (important to remember for any that have writing on).

Step 3: There are a range of different printing techniques that could be used. Polystyrene tiles are one good method. Children carve their image into their tile. Using printing ink, cover the tile and transfer image onto paper using press technique. Clean tile and repeat with another colour. Experiment layering colours to create effects like Warhol.

Children could also make stencils from card to use for printing (or use a combination of both).

**Different stages may not take an entire lesson and more than one stage could be completed in one session. Likewise, some stages may go over more than one lesson.**



### Sources of support

- <https://www.bbc.co.uk/teach/class-clips-video/art-and-design-ks2-andy-warhols-marilyn-diptych/z42r2sg>
- Printing methods sheet from access art in shared area.
- <https://www.youtube.com/watch?v=eCjQXse8eB0>

## Art and Design Year 5/6 Cycle A – Drawing – sketching pencils/pen and ink

### Key Vocabulary

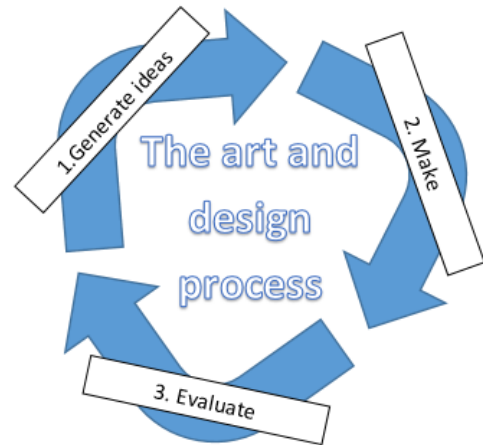
Sketching pens- A type of fine nib pen used for detailed sketching.

Light and dark – Areas that show lighter areas and shaded areas adding depth to an image.

Specimens – an individual animal, plant, piece of a mineral, etc. used as an example of its species or type for scientific study or display.

Close up – Very near to see extra detail

Detail - A discrete part or portion of a work



### Key skills

Articulate deepening knowledge of line to create artwork.

Understand how to create areas of light and dark.

Develop and discuss ideas through sketches.

Record experiments with various media and try out techniques and processes in sketchbooks before applying them.

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.

### You will need:

Drawing pens

Sketching pencils

Crayons

Book background (optional)

Cartridge paper

Insect images

### Key activities that MUST take place

Stage 1: Look at the work of Natalie McIntyre. Focus mainly on her insect and butterfly work and the incredible detail she achieves. Discuss how these link to the work of Darwin and how the style is similar to his botanical drawings.

Stage 2: Children practise using both sketching pens and sketching pencils to create small study images of insects in their sketch books. They do not need to draw the whole insect, they can focus on an area to practise. They need to understand how to create areas of light and dark and add detail using both pen and pencil. They can add some colour using crayons if they wish. Annotate sketches once finished.

Stage 3: Children choose appropriate medium and create an image of a full insect/butterfly. This can be done on a book background if wanted like Natalie McIntyre or on cartridge paper.

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### Sources of support

- <https://www.jacksonsart.com/blog/2016/04/27/natalie-mcintyre/>

## Art and Design Year 5/6 Cycle A – Sculpture

### Key Vocabulary

Wire cutters – Utensil used to cut wire.

Wire sculpture – form made from wire.

Form - **Form** refers to three dimensional objects. While shapes have two dimensions (height and width), **forms** have three dimensions (height, width and depth)



### Key skills

Choose appropriate media.

Know which joins to use and why.

Further develop ability to describe and model form in 3D.

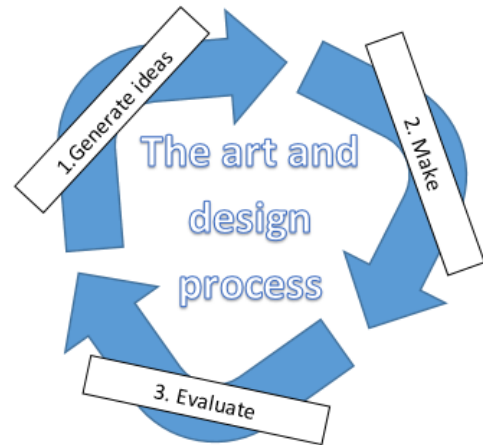
Understand how artists manipulate materials to create shape.

### You will need:

- Modelling wire rods
- Flexi-wire
- Floristry wire
- Jewellery tools
- Metallic pony beads
- Assorted collage materials

### Sources of support

- Wire modelling pdf in shared area.
- <https://www.rachel-ducker.co.uk/>
- <https://www.thecoolist.com/coolest-wire-sculptures/>
- <https://theartyteacher.com/wire-artists-to-use-the-art-classroom/>



### Key activities that MUST take place

Stage 1: Use the previous lesson's drawings of insects, as inspiration. Show examples of insect wire sculptures. Look at joins and detail and discuss how this has been achieved. Teacher model some techniques to show children how to join and create a 3d sculpture.

Stage 2: Children experiment drawing with wire to sculpture using their drawings from the previous lessons. See video on the arty teacher link.

Stage 3: Children experiment creating a 3d sculpture using wire and other textiles (see PDF in shared area).

(Children could choose to complete either a 2d or a 3d sculpture if there is not time to do both)

Stage 4: Put photos of work in sketch books and annotate.

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