

Topic: Insects inspired by Leonardo Da Vinci	Year: 6	NC Strand: evaluate, analyse, historical facts, produce and create.
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What should I already know?

In Year 5 we learnt how to discuss and evaluate Artists work. We know how to be inspired by our key Artist for the topic and how their work can influence our projects. We can link our work to the Artist. We learnt some basic mark making in impressionism and how to control our equipment.

What will I know by the end of the unit?

- Background information about Leonardo Da Vinci, including some of his famous pieces of work e.g. Mona Lisa, the Vitruvian Man and The Last Supper.
- Exploring Da Vinci's sketchbook work, using mark making and animal studies.
- Demonstrate key mark making techniques such as crosshatch, stippling, dash (strokes) and experimenting with independent mark making.
- How to create light and dark tones using these mark making techniques.
- How to create and assemble a 3D insect applying mark making and patterns.

Vocabulary

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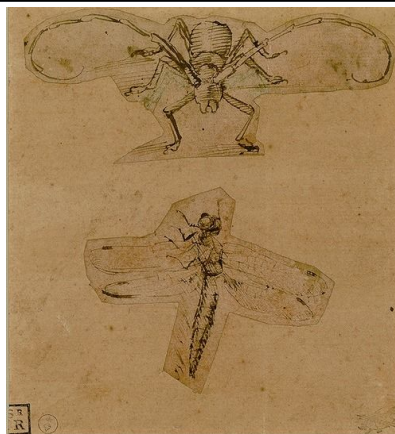


Topic: Insects inspired by Leonardo Da Vinci

Year: 6

NC Strand: evaluate, analyse, historical facts, produce and create.

Leonardo Da Vinci - Insects & Animals sketchbook pages



Key Information

- Leonardo da Vinci was born on April 15, 1452 and died on May 2, 1519. He was Italian.
- Leonardo da Vinci wasn't just an incredible artist, he was an inventor, scientist, mathematician, engineer, writer, musician and much more. Talk about talented!
- Da Vinci wrote in the opposite direction to what is normal, meaning you'd need a mirror to read it properly. This was to keep his inventions and discoveries secret!
- Leonardo da Vinci is perhaps best known as a painter, with his legendary works including the Mona Lisa, the Vitruvian Man and the Last Supper, among others
- Leonardo Da Vinci kept sketchbooks, these consisted of his inventions, sketches and scientific discoveries.

Investigate/Homework tasks

Websites:

<https://www.leonardodavinci.net/>

https://www.ducksters.com/biography/leonardo_da_vinci.php

Reading:

Katie and the Mona Lisa by James Mayhew

Key skills/Timeline/Topic Questions

Lesson 1: Observation drawing baseline test

Lesson 2: Introduction to Leonardo Da Vinci, creating a fact file and recording key information

Lesson 3: Exploring mark making, Cross hatching, Stipping, Strokes and dashes and inventing your own. You will explore using pens, pencils and fine liners.

Lesson 4: Completing the insect in mark making using independent choices from previous lessons (mark making and materials)

Lesson 5-6: Creating and designing 3D Insect. Students will be responsible for their targets and outcome. There will be challenges for them with colour choices and mark making techniques.

Extension tasks: Artist study on Joe MacGown - his illustrations and background life.



Topic: Art & Music

Year: 6

NC Strand: evaluate, analyse, historical facts, produce and create.

What should I already know?

- A variety of artists who have painted in an impressionist style and realistic.
- Should have knowledge of the 3 primary colours, Yellow, red and blue.
- Paintbrush care, how to use watercolours in the technical way.

What will I know by the end of the unit?

- Background information and influences on Wassily Kandinsky
- Primary, secondary and tertiary colours
- complementary colours and learning about the colour wheel.
- Abstract painting reflecting on feelings and emotions.

Vocabulary

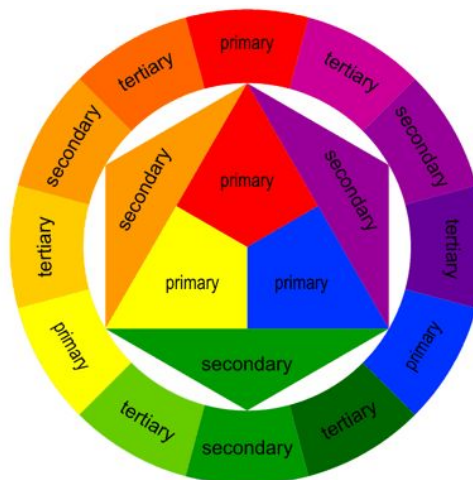
Abstract	Art that does not attempt to represent reality, but rather seeks to achieve its effect using shapes, colours, and textures.
Expression	the action of making known one's thoughts or feelings.
Emotions	a strong feeling, for example, happy, sad etc.
Aggressive	Showing angry behaviour
Calm	showing a relaxed and low emotion state
Spiritual	to affect the human spirit or soul as opposed to material or physical things
Harmony	the combination of simultaneously sounded musical notes to produce a pleasing effect.
Primary	is a colour that cannot be made from a combination of any other colours
Secondary	is two of the primary colours mixed together e.g. red and yellow = orange
Tertiary	Tertiary colour is a combination of three colours
Complementary colours	Complementary colors are any two colors which are directly opposite each other, such as red and green and red-purple and yellow-green.

Topic: Art & Music

Year: 6

NC Strand: evaluate, analyse, historical facts, produce and create.

Examples of Wassily Kandinsky and the colour wheel



Key Information

- Wassily Kandinsky was born in Moscow, Russia on December 16, 1866.
- He enjoyed music and learned to play the piano and the cello. Kandinsky would remark later that, even as a child, the colours of nature dazzled him.
- Both music and colours would have a huge impact on his art later in life.
- Kandinsky felt that he could express feelings and music through colours and shapes in his paintings.
- He thought the triangle would cause aggressive feelings, the square calm feelings, and the circle spiritual feelings.
- Primary colours are Red, Yellow and Blue. These three colours are used to make all other colours in the colour wheel.

Investigate/Homework tasks

Websites:

<https://www.tate.org.uk/art/artists/wassily-kandinsky-1382>

Books

Kandinsky (The world's greatest art) - by Michael Robinson

Key skills/Timeline/Topic Questions

Lesson 1: Introduction to Wassily Kandinsky and Abstract Art.

Lesson 2: Listening to music and painting, thinking about emotions.

Lesson 3: Learning about colour theory, primary, secondary and tertiary and the place in the colour wheel.

Lesson 4: Colours and emotions, what colours make us feel.

Lesson 5: Creating their own Abstract impressionist piece, listening to a variety of music to show their emotions and colour theory.

Extension tasks: Creating a group abstract piece.

Topic: Cave ART

Year: 6

NC Strand: evaluate, analyse, historical facts, produce and create.

What should I already know?

Students have looked at mark making and techniques, how to find stories and meanings in art (Surprise in the storm). Now they will be looking at how Cave Art influenced stories within art and documentation of life through pictures. Students will understand the documentation of culture through Ancient Egyptians and Greeks.

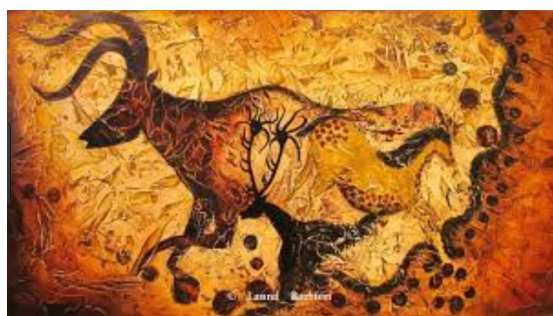
What will I know by the end of the unit?

Students will understand what Cave Art is, some of the symbols and meanings in Cave Art work. They will be able to respond to their knowledge and interpret to create their own narrative of a day in the life of a CaveMan / Woman. Students will know how to use chalks and charcoal to create an image, incorporating their own signature into the narrative.

Vocabulary

Cave Art	paintings and engravings found in European caves and shelters dating back to the Ice Age
Signature	a distinctive way as a form of identification
Charcoal	a porous black solid, consisting of an amorphous form of carbon, obtained as a residue when wood, bone, or other organic matter is heated in the absence of air.
Symbols	a mark or character used as a representation of an object, function, or process.
Spiritual	affecting the human spirit or soul as opposed to material or physical things.
Narrative	a spoken or written account of connected events; a story.

Cave Art examples and student examples.



Key Information

- **Cave paintings** are paintings on cave walls and ceilings. Usually these paintings were made in prehistoric times. Most cave paintings date from 10,000 to 20,000 years ago. The oldest are from about 32,000 years ago, but scientists still disagree if this dating is correct.
- It is not known why these paintings were made. Most people think they may have had a function for rituals. They may also have been a way to transmit information; to tell other people about something. Most paintings are in caves that are difficult to access. These caves usually also do not show signs that people lived there all year round
- Most often, animals or hunting scenes were painted. Sometimes hands are there too. Rarely, there are also more abstract patterns.



Topic: Cave ART

Year: 6

NC Strand: evaluate, analyse, historical facts, produce and create.

Investigate/Homework tasks

<https://www.youtube.com/watch?v=ugUopbEdfPM>

https://kids.kiddle.co/Cave_painting

Key skills/Timeline/Topic Questions

Lesson 1: Introduction to Cave Art

Lesson 2: Signature of a CaveMan / Woman. Creating our own hand stencils

Lesson 3: Chalks and charcoal lesson, creating symbols using charcoal.

Lesson 4-5: Creating a Cave Art independent piece using chalk, charcoal and signatures creating a narrative in our work.

Topic: Surprise! by Henri Rousseau

Year: 6

NC Strand: evaluate, analyse, historical facts, produce and create.

What should I already know?

How to discuss and evaluate Artists work. We know how to be inspired by our key Artist for the topic and how their work can influence our projects. We can link our work to the Artist. We learnt some basic mark making in impressionism and how to control our equipment. Link back to year 5, Monet waterlilies where we used a similar technique of oil pastels to blend (we are now building on that skill level).

What will I know by the end of the unit?

- How to analyse a painting, looking at key characteristics in the art work and how it is built up.
- Composition, Foreground, Middleground and background.
- Using oil pastels to blend.
- Creating a piece of artwork that has layers showing foreground, middle ground and background.

Vocabulary

Foreground	The front of an image or painting.
Middleground	The middle of an image or painting.
Background	The back of an image or painting.
Focus	The area of focus for the person viewing the image
Layers	overlapping of objects
Composition	how the image is laid out

Henri Rousseau, Surprise in the Storm & Student example



Key Information

**Topic: Surprise! by Henri Rousseau****Year: 6****NC Strand: evaluate, analyse, historical facts, produce and create.**

“The tiger's prey is beyond the edge of the canvas, so it is left to the imagination of the viewer to decide what the outcome will be, although Rousseau's original title **Surprised!** suggests the tiger has the upper hand. Rousseau later stated that the tiger was about to pounce on a group of explorers. Despite their apparent simplicity, Rousseau's jungle paintings were built up meticulously in layers, using a large number of green shades to capture the lush exuberance of the jungle. He also devised his own method for depicting the lashing rain by trailing strands of silver paint diagonally across the canvas, a technique inspired by the satin-like finishes of the paintings of *William-Adolphe Bouguereau*.” - <http://www.henrirousseau.net/surprised.jsp>

Investigate/Homework tasks

BBC TEACH

<https://www.youtube.com/watch?v=yhYXMFB0d38>**Key skills/Timeline/Topic Questions**

Lesson 1: Understanding ‘Surprise!’ - analysing his paintings.

Lesson 2: creating leaves using oil pastels to blend

Lesson 3: continuing to build on our skill of creating leaves in different colour combinations.

Lesson 4: Image construction, students to compose an image using their leaves from previous lesson. Creating the tiger for their background.

Lesson 5: Assembling their final piece together, creating layers and depth.

Lesson 6: Analysing and comparing their work with Henri Rousseau.



Topic: Ancient Egyptian Canopic Jars

Year: 6

NC Strand: evaluate, analyse, historical facts, produce and create.

What should I already know?

This is the first time students would have used clay at Edward Peake. Students will have some knowledge from their Humanities lessons of Ancient Egyptians.

What will I know by the end of the unit?

- What Canopic jars are, and how they are used in Ancient Egyptian Mummification and importance in the afterlife.
- How to use clay, the correct techniques to roll out the clay, ensuring an even rolling out.
- Using different techniques to add detail and sculpture to the canopic jar.

Vocabulary

Canopic Jar	Four jars, each for the safekeeping of particular human organs: the stomach, intestines, lungs, and liver, all of which, it was believed, would be needed in the afterlife
Afterlife	Life after death
Soul	the spiritual or immaterial part of a human being or animal, regarded as immortal.
Clay	a stiff, sticky fine-grained earth that can be moulded when wet, and is dried and baked to make bricks, pottery, and ceramics.
hieroglyphics	a form of writing using symbols to represent a letter.
Indent	form deep recesses or notches in (a line or surface).
Greek patterns	a repeated image of symbols associated with the Egyptian culture.
relief	particular areas of the clay are raised up higher than the base.

Ancient Egyptian Canopic Jars & teacher example of recreation



Key Information

Canopic jars were used by the ancient Egyptians. They were used in the mummification process to store and preserve certain organs of their owner for the afterlife. They were commonly either carved from limestone or were made of pottery.

The four jars were named after Ancient Egyptian Gods

- Hapi, the baboon-headed god representing the North, whose jar contained the lungs.
- Duamutef, the jackal-headed god representing the East, whose jar contained the stomach.
- Imsety, the human-headed god representing the South, whose jar contained the liver.
- Qebehsenuef, the falcon-headed god representing the West, whose jar contained the intestines.

There was no jar for the heart, which most people think. The Egyptians believed it to be the seat of the soul, and so it was left inside the body!

Investigate/Homework tasks

Natural History Museum Tring

<https://www.nhm.ac.uk/visit/tring/exhibitions-at-tring.html>

Key skills/Timeline/Topic Questions

Lesson 1: Introduction to Ancient Egyptian Art.

Lesson 2: What are canopic jars?

Lesson 3: Designing a canopic jar, what will it be protector of?

Lesson 4: Using clay to design our base canopic jar.

Lesson 5: Continuing with clay adding in details and designs from our plan, using hieroglyphics



Topic: Sweets

Year: 6

NC Strand: evaluate, analyse, historical facts, produce and create.

What should I already know?

Students would have used the skill of blending using oil pastels and how to blend light colours into darker colours. Students have learnt basic colour theory; primary, secondary and complimentary colours.

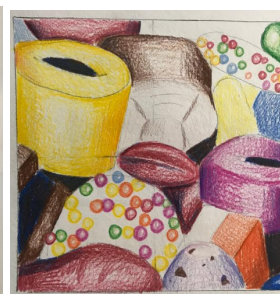
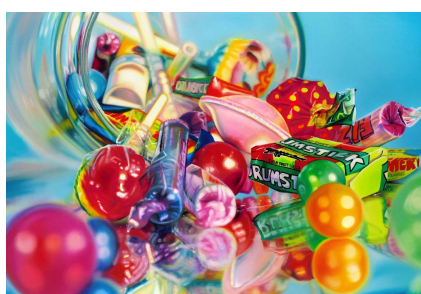
What will I know by the end of the unit?

Basic drawing skills and techniques to create realistic drawings. Inspired by local artist Sarah Graham (Hitchin) who creates sweet paintings. We will use techniques similar to Sarah Graham looking at colours, sweets and creating a section copy using a grid system.

Vocabulary

Photorealism	a style of art that is highly detailed that gives the painting an impression of a photograph.
Colour mixing	mixing of colours to create different tones to make darker
blending	the action of mixing or combining colours together.
Primary Colours	Red, yellow and Blue. (they cannot be made by mixing colours together)
Secondary Colours	Orange, Green and Purple (created by mixing primary colours).
Complimentary Colours	Colours opposite each other on the colour wheel.
Section Copy	copying a section of a painting using a grid system.

Sarah Graham 'Sweet Mayhem' and teacher examples of tasks from lessons.



Key Information

British painter Sarah Graham was born in Hitchin in 1977, and works almost exclusively in oil on canvas. She completed a BA (hons) in Fine Art painting from De Montfort University, Leicester in 2000, and has been pursuing her practice ever since. From 2001 – 2007 she exhibited at independent galleries and art fairs in the UK and overseas. In 2007 she signed with a major UK fine art publisher, and her work became widely available as limited edition prints, alongside originals, throughout the UK. Sarah's paintings are in private collections across the world, in Europe, the USA, Australia, the Middle East, China and South Africa. She uses a technique known as 'photorealism' - which means the artist paints from a photograph to achieve accurate likeness. In 2012, Sarah was commissioned by the British band Kaiser Chiefs to paint the album cover of their singles collection 'Souvenir', which was released worldwide. Her work is also owned by Standard Chartered Bank, who commissioned several pieces by Sarah, including a self-portrait, for their vast global collection of contemporary portraits. As of the beginning of 2014, Sarah left the publishers to become independent again, and is working on new ideas for future shows and projects from her studio in Hitchin, Hertfordshire.

<https://byardart.co.uk/artists/sarah-graham/>



Topic: Sweets

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Investigate/Homework tasks

<https://byardart.co.uk/artists/sarah-graham/>

<http://sarahgraham.info/gallery>

Key skills/Timeline/Topic Questions

Lesson 1: Introduction to Sarah Graham

Lesson 2: Colour Theory recap using colour pencil. Introducing colour pencil blending bars.

Lesson 3: Drawing skills and experiments: continuous line drawing, opposite hand drawing, memory drawing.

Lesson 4: Section copy outline using a grid

Lesson 5-6: Applying colour theory to final image.