



Sustainability Ambassadors



Literacy



Healthy Citizens



Cultural Explorers



Designers



Mathematics



Careers Pathfinders



Scientific Investigators



Digital Learners



Global Enquirers



Engineers

Subject: Art & Design Unit: Transition/Frozen Kingdom

Year Group: 6 Term: Autumn

How have artists through history represented the northern lights?

By the end of this unit, pupils should be able to create a final piece, choosing what materials they wish to use, and articulating how they have taken influence from other artists.

Essential Vocabulary

*Colour
Atmosphere
Light
Perspective
Scale
Primary
Secondary
Tertiary
Harmonious
Complementary
Blending
Positive space
Negative space
Expressionist*

Big Concepts

*Comparison
Replication
Selection of materials
Sequencing
Composition
Scale
Experimentation*

Flag any content that might not have been covered during school closure

Pupils will have missed 'Gallery Rebels' Year 5 unit. They will not the knowledge of artistic movements (e.g. impressionism, expressionism, etc) that previous Year 6 cohorts have had.

Perspective in landscapes – normally taught in Year 5 Gallery Rebels.

Retrieve Essential knowledge to support learning of big unit concepts

- Colour mixing and blending in a variety of materials – including but not limited to paint and coloured pencils.
- Using scale and perspective to create distances in a landscape image – pupils should be familiar with the idea of scale from Year 5 Egyptian artefact sketches.

Subsequent National Curriculum Coverage

Year 6 Spring – Hola Mexico!

- Using scale and perspective to create portraits.
- Exploring the effect of light and tone on a range of objects.
- Critically evaluates the work that they produce and use the evaluations to impact positively on generating final outcome/final piece of work.

Transition Sequence of Teaching and Learning

The sequence should clearly show how the learning in sides one and two are driving outcomes.

Notes

During the 2 week transition period each year group is being assigned a Skill for Life to complete artwork around. The work will be going on display around school. Year 6's Skill for Life is: Resilience.

For the Year 6 display, you will be creating artwork in the style of Banksy. This should link to PSHE work about lockdown and offers opportunity for pupils to think about how they would respond to recent events. Artwork will be displayed alongside quotes from pupils about how they have shown resilience and continue to do so.

Please keep any work completed in a safe place.

1	LO: To research artwork by Banksy.	<p>Using PSHE as a link, discuss how pupils have shown resilience recently. Explain that lots of people have displayed resilience because of recent events. Can pupils think of anyone who has faced a challenge and not given up?</p> <p>Discuss Banksy's lockdown artwork and how it celebrates nurses' resilience: https://www.bbc.co.uk/news/entertainment-arts-52556544</p> <p>Discuss how Banksy's work often makes a statement about politics or recent events. What statement would Year 6 like to make? This website has some examples of Banksy's artwork and inferences you can make about them: https://www.lifehack.org/articles/communication/15-life-lessons-from-banksy-street-art-that-will-leave-you-lost-for-words.html</p> <p>Ask pupils to come up with words or phrases that they would use to add to Banksy's artwork to show their meaning/ messages of hope.</p>
2	LO: To create artwork influenced by Banksy.	<p>Children revisit phrases or word they wish to add to Banksy's work. Allow children the chance to research methods of creating 'graffiti-style' writing and create their design on plain paper. Their words will then be cut on and stuck to their copy of Banky's artwork.</p> <p>Examples can be found on next slide.</p>

Transition Sequence of Teaching and Learning

Examples of work:



How have artists through history represented the northern lights?

Sequence of Teaching and Learning

Notes

Be mindful that pupils have missed a considerable amount of their Arts education. They may need time to revisit basic skills as part of this sequence of learning – tweak the time spent on each lesson within reason to account for this.

1	LO: How do different source materials show the Northern Lights?	Examine a range of source materials (photos and film excerpts) of the Northern lights. Children to use sketchbooks to record their initial thoughts, feelings etc. See Slide 6 for examples that can be used. Possible differentiation: LA - comment upon likes and dislikes of an image MA - Gives clear examples of tone, shade, colour and space and can annotate. HA - Annotates images with thoughts and can draw out certain aspects that they want to carry forwards into their own work - experiments with these on a small scale within the sketchbook.
2	LO: Compare and evaluate existing Northern Light images that have been created by other artists.	Choose different images for the sketchbooks for the children to annotate with their thoughts and opinions commenting upon positive and negative space/ tone/ light and dark etc. Key vocabulary may need to be explicitly taught depending on what pupils can recall. Children take inspiration from different images and use a range of materials to experiment with colour and texture that they see in the images - this should be completed in their sketchbooks around the images they are taking inspiration from.
3	EQ: Which materials are the most effective when trying to replicate the Northern Lights?	This EQ would span across more than one lesson. Experiment with blending colours in a variety of materials. Use Brusho to create paintings of the Northern Lights, experimenting with different ways of application. Drip on to a wet surface, blow watery mixtures and apply dye with different sized brushes and sponges. Experiment with colours and transparency to achieve the desired effects. Children should always annotate work once finished with their thoughts and ideas. - did it go well? What would they change? etc.
4	L.O: To experiment with scale and perspective.	Possible investigations into what 1, 2 and 3 point perspectives are. Children will have missed prior learning of perspective. Children look at examples of each and articulate which form of perspective they will be completing their final piece in.

Sequence of Teaching and Learning

The sequence should clearly show how the learning in sides one and two are driving outcomes.

5	L.O: To create a final piece inspired by the northern lights and artists you have studied.	<p>This LO would span across more than one lesson.</p> <p>This should be child lead and should involve multiple lessons of planning and evaluating.</p> <p>Children to select and use the materials that they require (again this should be very independent). Frequent opportunities for evaluation should be given throughout the process. Children should be able to identify how their previous work within the unit has influenced their final piece.</p>
6	LO: To experiment with photography and the winter landscape.	<p>Research photographers who capture winter landscapes. Identify key features of photography – e.g. lighting, colour, perspective and any features that are unique to this form and not seen in northern lights artwork previously looked at (e.g. lens shape, filters, etc).</p> <p>Allow opportunity to experiment with photography of outside spaces using iPads. Plan this depending on weather – it would be great if pupils have the opportunity to photograph frost or ice. Mirrors placed on ground could be used to replicate the reflection of sky on water.</p> <p>Document and evaluate photographs in sketchbook.</p>

Skills for Life

Resilience

Communication

Being
Safe

Team-working

Problem
Solving

Self-motivation

Real World Links including pupil experiences:

Pupils will learn the skills required to be an artist. They will explore aspects of being a historian and a geographer.

Skills for Life/ Core Values:

Being safe – using equipment safely and correctly.
Problem Solving – tackling Enquiry Questions
Communication – expressing opinions on existing artwork.
Resilience – acting on feedback and improving work continually.

Influential Figures:

Robert McAfee (Northern Lights artist)
Rembrandt van Rijn (Dutch painter)
Northern Lights film - [link to English work](#).

Plan for deliberate Reading opportunities:

Opportunity to read about famous artists and photographers.