


KPNS Unit Planning Overview: **Drawing and Painting** Year Group: Year 6

Big Idea: Arctic Adventures and Frozen Kingdoms



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| <p>Overview</p> | <p>In this unit, children explore water landscapes and photography as a starting point for work. They consider the ideas, methods and approaches of artists and photographers who have responded to landscapes in different ways. They record their observations through drawing/annotation in sketchbooks. They will develop skills in colour mixing, 'hot' and 'cold' colours, sketching, selecting a limited colour palette and using acrylic as a medium. The children will explore how to represent reflection in water in this medium. They will create a water landscape (acrylic on canvas) to link with work in Geography. The children will evaluate work in progress and on completion.</p> | |
| <p>Expectations by the end of the unit:</p> | <p>Most children will: mix colours to match what they need. They will develop their colour vocabulary and they will discuss how artists use this in their work. Give their opinion on several of his pieces and Children will complete an artist study on Claude Monet. They will learn about impressionism which will form part of their own artwork later in the unit. They will use a sketchbook to make copies of work of the natural environment. They will blend shading, rub out rough edges, draw quick, light lines (sketching) and make deliberate lines – using more pressure. They will develop understanding of the properties of different pencils. Work will show a developing skill in scale, perspective and colour. They will use sketchbook research to sketch out their painting of a natural environment on a canvas or acrylic paper. They will be taught how to paint sky (darker at top getting lighter near the horizon) and mountain perspective (paler with distance). They will use acrylic paint to make shades, tints and secondary colours. They will choose an appropriate paint brush and use the right amount of paint on a surface. They will experiment with colour, texture, composition and colour mood. They will be told that it is normal to feel anxious about the outcomes. They will offer critical advice, confidence and praise to others. They will discuss work in terms of colour, line, shapes, textures and patterns. They will say what ideas work has, what went well and what could be improved.</p> <p>Where this is achieved, children can: take a teaching role in talk partner support.</p> | |
| <p>Specific skills to be taught throughout the unit from art curriculum intent:</p> | <p>Y6 Drawing Skills:</p> <ul style="list-style-type: none"> • Use a sketchbook to experiment with techniques to see what does/ does not work • Label sketchbook experiments as a record of learning • Use sketchbooks to try out ideas & techniques • Use sketchbooks to record observations/ research of artists and themes • Create light on drawn objects (use of rubber) • Explore drawing techniques (eg cross hatching) • Independently select media for purpose/ intention • Use proportion/ scale | <p>Y6 Painting skills:</p> <ul style="list-style-type: none"> • Mix colours to match (eg paint sample strips) • Know how to make colours lighter/ darker without using B/W • Develop colour vocabulary (eg PURPLE: violet, lilac, lavender, plum, maroon) • Investigates shapes, form and composition • Create depth and distance (eg sky lighter at horizon, things get 'bluer' with distance) • Use tone, line, texture and colour to express mood and feeling • Create fine details • Independently select paint/ materials to suit intent • Know when to paint 'loosely' or precisely • Articulate views about a range of artists/ styles of painting <p>Know how to care for equipment</p> |

| Intent & Enquiry question | Teacher Input (Direct teaching) | Activities (Modelling and scaffolding) | Pupil Activity /Evidence in books | Key Vocabulary | IMPACT | Display opportunities / resources |
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| <p>Art Lesson 1: Research (Knowledge and understanding)</p> <p>Enquiry question: Who was Claude Monet and what movement was he from?</p> | <p>Does anyone know who Claude Monet is and what he was famous for?</p> <p>Play this to the chn: Claude Monet: Father of French Impressionist Painting Mini Bio Biography - Bing video</p> | <p>Model-. Give opinion and commentary on pieces of art. Model us of language to the children.</p> <p>-Set expectations for sketch books. Give children a choice about which example they pic and annotate. Children should aim to get 2-3 annotated images in their sketch book.</p> <p>Teacher model a WAGOLL.</p> | <p>Task: Practise: Claude Monet: Paintings Slideshow to Music - YouTube</p> <p>Chn work in pairs to give their opinion about the different Monet's pieces. (GK take photos of this on I pads).</p> <p>Apply:</p> <p>Chn complete artist study Independently.</p> | <p>Modern Impressionist Artist Colours Composition</p> | <p>Children will:</p> <ul style="list-style-type: none"> -Know who Claude Monet is and what he was famous for. -Know which movement Monet was from. -Complete and artist study and give their opinion on Monet's work. | <p>**START THE SKETCH BOOK BY STICKING IN THE INTRODUCTION PAGE**</p> <ul style="list-style-type: none"> -Artist Study WS -WWH Grid -Examples of Monets work with music and chances to give their opinion. |
| <p>Art Lesson 2: Making skills</p> <p>Enquiry question:</p> <p>How do I use colour mixing to create a copy of a landscape?</p> | <p>Recap: Who was Monet and what was he famous for?</p> <p>-Teacher do whole class quiz with T and F facts about him (heads down and thumbs up and down)</p> <p>Landscapes PPT -colour mixing and then landscapes slides.,</p> | <p>Demonstration</p> <p>Practise: Colour wheel- colour wheel making ll primary, secondary and tertiary colours tutorial for beginners - YouTube</p> <p>Apply: Model/ demonstrate to the children how to use their colour mixing to recreate the images they have chosen.</p> | <p>Task Practise: Make a colour wheel by mixing the primary colours.</p> <p>Apply:</p> <p>Give out 'WWH landscapes'. Cut up landscape images worksheet into blocks, so that children can select their favourite to do first and then move on to another. This way, each sketchbook will be individual to the child and allow for slower or</p> | <p>Colour mixing</p> <p>Primary Secondary Tertiary Landscapes</p> <p>Shading Sketching blending</p> | <p>Children will:</p> <ul style="list-style-type: none"> -Be able to mix secondary and tertiary colour using a colour wheel. -copy an artist's work using their colour mixing skills. -Be able to evaluate their work throughout the process. | <ul style="list-style-type: none"> -WWH landscapes -landscape images (cut into blocks) -Colour wheel templates. -Paints (Only primary colours for wheel plus white and black for painting) |

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| | | | <p>quicker workers. Example:</p>  <p>Put images out for children to select. Explain that they will be painting one of these so to pick ones they are interested in developing further. Get them to make little 'colour records' by each drawing.</p> <p>NOTE: Remind children to turn their work (like a butterfly).</p> <p>Plenary Ask children to self-assess against WWH</p> | | | -sketch books |
| <p>Art Lesson 3: Generating ideas and making skills</p> <p>Enquiry question: What drawing and painting techniques and colours will I need use for my Northern Lights Landscape?</p> | <p>Recap: -Who was Monet? -Hot and cold colours, primary, secondary and tertiary colours.</p> <p>Show children lots of landscape photographs of the Northern Lights. Also show them time lapse clip so they get a sense of the movement and changing colours.</p> <p>Aurora Borealis Time Lapse Movie - Bing video</p> | <p>Demonstration</p> <p>Children are going to make mood board ahead of creating their Northern Lights landscape next week.</p> <p>Teacher model a high-quality mood board, thinking about: -colour use -techniques (drawing and painting) -use of photographs.</p> | <p>Task</p> <p>Children complete their own double page spread Northern Lights mood board.</p> | <p>Cold/warm colours</p> <p>Mixing</p> <p>Composition.</p> <p>Expressive thoughts.</p> | <p>Children will: -Mix colours inspired by the Northern Lights.</p> <p>-Experiment with drawing and painting techniques.</p> <p>-Choose images which inspire them for their mood board.</p> | <p>-Time lapse clip</p> <p>-Paints, brushes, pallets.</p> <p>-Various printed images of the Northern Lights.</p> <p>-Sketch books.</p> <p>-Sketching pencils.</p> |
| <p>Art Lesson 4 and 5 Making</p> | <p>Recap:</p> | <p>Demonstration</p> <p>Teacher to model each step:</p> | <p>Apply: Children complete each step after teacher has modelled.</p> | <p>Reflection</p> | <p>Children will: -Sketch a landscape painting with a reflection.</p> | <p>-Sketch books</p> |

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| <p>Enquiry question:</p> <p>How do I create a landscape painting including a reflection?</p> | <p>Look again at Monets artwork. Discuss brush strokes, colours etc.</p> <p>Tell the children that today (2 hour session) they will paint a landscape reflection painting in the style of Monet, inspired by the Northern Lights.</p> | <p>. 1)Children draw horizontal line halfway across page.</p> <p>2)sketch landscape on top half.</p> <p>3)Turn page vertical to portrait and sketch the reflections.</p> <p>4) paint background moving closer to the forefront. Model painting top and reflection at the same time to ensure paint does not run out.</p> <p><i>Teacher to model on own artwork.</i></p> | <p>Once the children get to the painting stage, they work independently in the style of Monet using their sketch books and mood boards for inspiration.</p> <p><i>During this time, teacher circulate the room supporting and remodelling to children who need it.</i></p> | <p>Landscape/ portrait</p> <p>Colour mixing</p> | <p>-Use acrylic paints to paint a landscape painting of the Northern Lights inspired by Monet.</p> <p>-mix colours for painting.</p> <p>-independently chose pencils and paintbrushes for specific effect.</p> | <p>-Sketching pencils</p> <p>-Cartridge paper</p> <p>-Choice of paintbrushes, pallets and paints.</p> |
| <p>Art Lesson 6:</p> <p>Evaluating and Celebrating</p> <p>Enquiry question:</p> <p>How can we evaluate our artwork?</p> | <p>Evaluation</p> <p>BEFORE THE SESSION: Make a classroom art gallery of the children's work.</p> <p>Remind children:</p> <ul style="list-style-type: none"> Understand that the making process is very difficult -do not be too self- critical or compare work to others at own expense. Fairly appraise own work and others work and understand how to improve it, accepting criticism of other pupils. <p>Most artists struggle with this and that it is a vital part of the art process</p> | <p>Task</p> <p>Using the art evaluation sheet, children evaluate their own artwork.</p> | <p>Evaluation.</p> | <p>Children will:</p> <p>-Make careful and considerate judgments about own & others work without comparing their own work to that of others.</p> <p>-Uses evaluation to understand what they need to do to improve & that all artists do this.</p> <p>-Know that the creative process often leaves us with a lot of doubt, anxiety and uncertainty.</p> <p>-Understand that the making process is very difficult and so pupils should know that they should not be too self-</p> | <p>-Art evaluation sheet.</p> <p>-Sketch books.</p> <p>-Art Gallery</p> <p>-Photo of child's work.</p> | |

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| | | | | <p>critical or compare their work to others at their own expense.</p> <p>-They should try to fairly appraise their own work and others work and understand how to improve it, accepting criticism of other pupils.</p> | |
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