

## Art Unit Plan- Year 5 -Autumn 2 Life Drawing (People and Animals)

Year 5 Aut 1	Concept	Subject Skill (Learning Objective)	Subject Knowledge	Pedagogical Content (how you will teach)
Day 1	Critical study and understanding of art	I can give detailed observations about the work of great artists and designers in history, making comparisons across different styles and approaches	I know that Banksy is a graffiti artist and can describe elements of his style	<b>KQ: Who is Banksy? What is his famous for? What is his style? What is graffiti art?</b>  Using the PPT, share photos of examples of Banksy's work. <i>Do you recognise any of these pieces of art? What style of art is this? Do you know who created them? Use the PPT to introduce Banksy and discuss his style and techniques. Focus in particularly on that he uses his paintings to voice an opinion and make a statement. Look at the different examples (including the astronaut to link to CSI) and use the 'Let's talk about art resource' to support key questions such as: What do you think about this piece? How does it make you feel? Is it similar to any other art you know? How? How is this different to other art? What do you like about it? What do you dislike? What do you think Banksy was trying to say? What colours has the artist used? Why do you think he has used these colours? What mood do they create? Show against other graffiti art (on PPT) and make comparisons.</i>  Children to evaluate the examples of Banksy's artwork using the artist evaluation sheet. As part of this, children will give detailed observations in to the work and will evaluate them to inform their own ideas.  <b>KQ: Can I plan a painting in the style of Banksy?</b>  Explain to the children that we will be creating our own Banksy style paintings of a figure, using his stencil method and planning them as if we had permission for them to appear legally on this wall...(show picture on PPT).  <i>What makes Banksy's work interesting?</i> Talk about that he makes the viewers think about the message he is trying to say. Explain that we will create our graffiti paintings of figure, which will convey a message. <i>What could the message be that we want to say?</i> Feedback ideas and list on the board e.g. we are all equal, we should be inclusive, we can achieve anything we dream etc.  Model using one of the ideas to create a plan for an idea, explain that as artists we can use first hand observations (where we draw the person directly) or we can use our imaginations. Model using your partner to help you with sketching the human form, but also using your imagination to develop the plan. Talk about your thought process for how you are conveying a message. For example, drawing a person looking up towards the moon and reaching their arm up (message- always aim high/you can achieve anything etc).  Children to work in groups to discuss ideas of how they would show a certain message.  Children to plan their own, sketch it out and annotate to explain their choices.  Plenary- share design with your partner. <i>What is the message? What do you think has worked well? How could this design be improved further?</i>  Children to reflect underneath to show how they will develop this idea further.
	Developing ideas	I can collate idea, sketches and information from first hand observation, experience and imagination, for different purposes	I can design a Banksy style painting which conveys a meaning	
Day 2	Developing ideas	I can begin to develop my own style (this could be through use of colours, tones, tints, shades and techniques )	I can experiment with different colour palettes (which include tints, tones and shades) to explore how colour creates mood	<b>KQ: How to colours create mood?</b>  Recap that we are going to be painting a figure in the style of Banksy. <i>What is Banksy's style? What do his works have in common?</i> Discuss how they all convey a message meaning. Recap the ideas the children had yesterday, and how the children used the positioning and action of the person to create the meaning. <i>How could we use colour to create meaning or mood?</i> Use the ppt to look at examples of Banksy's work and discuss his use of colour. Children to reflect on the mood they think it conveys.  <i>How might you use colour to reinforce your message? To create a certain mood?</i> Children to share ideas about how they could create a certain mood or support their messages.  Revisit the colour wheel, tones, tints and shades using the PPT. <i>How do I create a tint? How do I create tones/shades? What effect do you think shades will have on the mood of my painting? What about tints?</i>  Model dividing page into 4, and quickly sketching out your design in each of the 4 sections. Next, model creating different colour palettes to explore how they might create certain moods. For example, a colour palette using only shades, what effect is this creating? Model reflecting on the colour palette and discussing whether you think it is enhancing your message or creating the wrong type of mood.  Children to quickly draw out their design 4 times (on one page divided in to 4). Children to then experiment with different palettes.  Plenary- <i>Which colour palettes worked well with your mood? How did the use of shades/tints/tones effect the mood?</i> Children to write underneath their designs their ideas for the planned colour palette after their explorations.
	Colour & Painting	I can experiment with using colour to create mood	I can adapt my design based on my explorations of colour	
		I can adapt work as and when necessary and explain why		

Day 3	Colour & Painting	<p>I can mix a range of colours (secondary and tertiary) and can create different tones, tints and shades effectively</p> <p>I can experiment with using colour to create mood</p> <p>I can select and use a range of appropriate techniques to create different desired effects</p> <p>I can begin to develop my own style (this could be through use of colours, tones, tints, shades and techniques )</p>	I can create a Banksy style painting which conveys a message	<p><b>KQ: Can you create a painting in the style of Banksy?</b></p> <p>Revisit colour wheel, model making the colour palette from your design (children planned this yesterday) by mixing secondary colours, tertiary colours, tints, tones and shades. Model drawing the design on a larger scale on A3 paper, talking about composition and proportions. Model painting, discussing brushstrokes and building up detail.</p> <p>Children to paint their Banksy style figures.</p> <p>Plenary- <i>what went well? What did you find difficult? How could you improve it next time?</i> Talk to your partner.</p>
Day 4	Critical study and understanding of art	I can discuss and review my own, and others', work, expressing thoughts and feelings, and identifying modifications, further developments and artists who have worked in a similar way	I can evaluate my Banksy style painting	<p><b>KQ: Can you evaluate your own work?</b></p> <p>Recap learning about Banksy- who he is, what type of art he creates and his style. <i>How is your artwork informed/inspired by Banksy? What message have you conveyed? Is the message clear? How have you shown your message? What colour palette have you used? Why? Was it successful in creating your mood?</i> Support children to reflect on their artwork, evaluating their outcomes using the key questioning above and the 'Let's talk about art' resource.</p> <p>Children to evaluate their artwork using the evaluation sheet.</p>

#### Vocabulary:

artist, graffiti, painting, style, message, meaning, mood, atmosphere, feeling, emotion, primary colours, secondary colours, tertiary colours, tints, tones, shades, observations, human form, figure, first-hand observations, imagination, colour palette, colour wheel, design, evaluate

#### Resources:

Powerpoint, artist evaluation sheet, Sketchbooks, paints, paint palettes, brushes, water pots, colour wheels, a3 paper, evaluation sheet

