


Art Unit Plan- Year 6 -Autumn 2 Life Drawing (People and Animals)

Year 6 Aut 1	Concept	Subject Skill (Learning Objective)	Subject Knowledge	Pedagogical Content (how you will teach)
Day 1	<p>Critical study and understanding of art</p> <p>Developing ideas</p>	<p>I can make comparisons across the works of famous artists and my own work, describing similarities and differences, as well as making links to artists who have worked in a similar way</p> <p>I can explore a range of artists and designers in history, recognising their work and beginning to place them in key movements or historical events</p> <p>I can explain links between my own work and other artists, and discuss how they may have influenced my ideas</p> <p>I can use a sketchbook to plan, try out ideas, plan colours and collect source material</p>	<p>I know who Michelangelo is and can describe examples of his work</p> <p>I know that Michelangelo is from the Renaissance period, and what this art movement was</p> <p>I can plan my own sculpture inspired by Michelangelo</p>	<p>KQ: Who was Michelangelo? Which art movement is Michelangelo from?</p> <p>Using the PPT, show a range of sculptor's works to the children. <i>What type of art is this? What is sculpture? What materials can you use to create sculptures? Which materials have these artists used? Why do you think they have used those materials? Why are sculptures made?</i> Discuss with the children the key questions, encouraging them to express their opinions on the different sculptures, and highlighting similarities and differences between them and other art work they know.</p> <p>Show the focus artwork 'Moses' by Michelangelo 1513-1514. Use the PPT to introduce Michelangelo, showing examples of his work and discussing that his work is from the renaissance period. Use the timeline in the classroom to place this movement and Michelangelo's work. Use the PPT to discuss this art movement with other artist examples. Use the 'Let's talk about art' resource to discuss the focus artwork with the children. <i>What do you notice about his work? Why do you think it is so famous? What do you like about it? What do you dislike? Why? How do you feel when you look at this piece of art? What similarities do you notice between this and the other artwork you have seen today/you have seen previously?</i></p>  <p>Children to use the artist evaluation sheet to make comparisons across the works of different sculptures, as well as to critically reflect on their focus artwork.</p> <p>Explain that the children will be going be creating their own sculptures in the style of Michelangelo. <i>What do you like about his sculpture? What has he used that you would like to use in your own work? E.g. intricate detail, emotion on the face etc.</i></p> <p>Children to complete the artist reflection activity, explaining how their ideas are going to be informed by Michelangelo. From this, children to then plan out an idea for a sculpture by planning the positioning of the person they will sculpt. (remind children that this needs to be freestanding so to take this into account)</p> <p><i>Are his sculptures realistic?</i> Discuss this with the children and emphasise how realistic and detail his work is. Explain that if we are going to be creating sculptures in the style of Michelangelo, we need to make ours realistic too. Therefore we are going to make sure we work using a source to help us, rather than creating our sculptures from imagination. Explain that we will take photographs of our partners in the planned pose, ready to use when we are sculpting. <i>As this is a sculpture and not a 2D painting, will one photo be enough?</i> Emphasise that we are going to need a 360degrees view in order to sculpt our partner.</p> <p>Children to photograph their partner in the planned position, from all angles.</p> <p><i>Plenary- how is your idea inspired by Michelangelo?</i></p>
Day 2	<p>Sculpture/3D form</p>	<p>I can select materials based on their qualities to enhance my work</p> <p>I can use a variety of techniques to create detail, shape and perspective in my sculptures e.g. carving, impressing, decoration</p>	<p>I can explore a variety of techniques to create detail, shape and perspective in my sculptures.</p>	<p>KQ: How do I create a Michelangelo style sculpture?</p> <p>Recap Michelangelo- his works and style. Look back at the focus artwork 'Moses' on the IWB. <i>How has Michelangelo created a realistic sculpture? What makes it look so realistic?</i> Reinforce his use of intricate detail. <i>Where is this detail?</i> Model finding an example and annotating it on the picture e.g. the folds in the clothing.</p> <p>Children to annotate the focus artwork in their sketchbooks, identifying specific details that Michelangelo has created, e.g. the strands of hair, the frown lines on the face etc.</p> <p>Explain that we want to make our sculptures as detailed as possible, just like Michelangelo. To do this, explain that we need to look closely for those opportunities for detail in our own work. Each child to have their photos from their planning yesterday. Children to stick these in their sketchbooks. Children to then annotate these, just as they did for Michelangelo's work, identifying areas for detail e.g. folds in clothing, texture of hair etc.</p> <p>Explain that we are going to use clay for our sculptures. <i>Why is this a suitable material to use? What properties does clay have that will enhance our work?</i> Discuss with children that clay is incredibly malleable and therefore will enable us to make fine details in our sculpting.</p> <p>Show the tools the children have to use, and model different ways they can be used, e.g to carve away bits of clay, to impress onto the clay, to cut the clay etc. Model different techniques such as: rolling, pulling, pinching, creating holes, smoothing, squeezing, scratching, impressing, adding pieces etc.</p> <p>Children to experiment with manipulating the clay using the sculpting tools to create those different areas of detail in their sculpture.</p>

				<p>Children to photograph their explorations and stick them in their sketchbooks.</p> <p><i>Plenary- What went well? What challenges did you face? How did you overcome these? Which tools did you find effective/useful? Which techniques did you find worked well? How did you create certain textures or detail?</i></p> <p>Children to reflect on how their explorations went, in their sketchbooks, explaining what techniques worked well, what improvements they could make, and how they are going to apply these findings in their sculptures tomorrow.</p>
Day 3	Sculpture/3D form	<p>I can use a variety of techniques to create detail, shape and perspective in my sculptures e.g. carving, impressing, decoration</p> <p>I can create freestanding sculptures</p>	I can create a freestanding sculpture in the style of Michelangelo	<p>KQ: Can you make a sculpture inspired by Michelangelo?</p> <p>Model using the clay to form the basic form of a figure by looking back at the photograph of your partner (like the children will be working from). Whilst you do this, model your thought process about proportions, using the photos to help by comparing the proportion of one body part in relation to the other, e.g. how long is the arm compared to the torso? Also use this to model where the body parts are positioned e.g. the elbow is in line with the knee.</p> <p>Children to then sculpt the basic form of their sculptures.</p> <p>Next, model adding the intricate detail using the sculpting tools whilst referring back to the successes of the previous day's explorations. Model using all the different angle photos to work on the textures and detailing around the whole figure.</p> <p>Children to add the detail in to their sculptures.</p> <p><i>Plenary- what challenges did you face? Did you overcome them? How? What went well?</i></p>
Day 4	Critical study and understanding of art	I can discuss and review my own work, and the work of others, expressing thoughts and feelings, identifying opportunities for further developments whilst giving reasons for these views	I can evaluate my own and my partner's sculpture	<p>KQ: Can you evaluate your own work?</p> <p>Use the 'Let's talk about art' resource and other key questioning to model and support children to discuss and evaluate their own and their partner's work. <i>What went well? What challenges were there? How did you overcome these? How could you improve your sculpture further next time? Why would that improve it? How was your sculpture inspired by Michelangelo? Does your outcome reflect this?</i></p> <p>Children to complete the evaluation form of their own sculptures and their partner's sculptures.</p>

Vocabulary:

Art, artist, sculpture, sculpt, materials, Renaissance period, art movement, differences, similarities, inspire, inform, realistic, detail, textures, emotion, human form, position, proportion, shape, posture, impress, cut, smoot, pinch, roll, add, evaluate

Resources:

Powerpoint, artist evaluation sheet, reflection activity, ipads for photos, clay, sculpting tools, sketchbooks, 'Let's talk about art' resource, evaluation sheet