

# Art Curriculum



## Year 6: Drawing – Making my voice heard

### Unit Overview:

In this unit children will: From the Ancient Maya to modern-day street art, children look at how artists convey a message. Exploring imagery, symbols, expressive mark making, and 'chiaroscuro' children consider audience and impact to create powerful drawings to make their voices heard.

### National Curriculum

#### Generating Ideas and Using Sketchbooks

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft, and design techniques
- Develop their techniques, including control and their use of materials, with creativity, experimentation, and an increasing awareness of different kinds of art, craft, and design

#### Knowledge of artists

- Know about great artists, craft makers and designers and understand the historical and cultural development

#### Evaluating and analysing

- Evaluate and analyse creative works using the language of art, craft, and design

### Thematic progression

#### This topic builds on:

- Applying known techniques with a range of media, selecting these independently in response to a stimulus

#### This topic is a foundation for future learning in:

- Developing ideas more independently from their own research, exploring and recording their plans, ideas and evaluations to develop their ideas towards an outcome.

### Key Concepts

Colour, line, shape, texture, form, creativity, aspiration, purpose, fear, spirituality, media, dreams

### Common Misconceptions and barriers

#### Some Pupils may think that:

- Art doesn't convey a message and it just looks good
- It takes years of practice to create a piece of art that is successful

#### Some Pupils May have the follow barriers:

- Difficulty discussing ideas to create light and dark in drawing
- Unable to understand the impact of using techniques for effect
- Generating symbols that reflect their likes and dislikes

## Cross Curricular Links

History: a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization

History: The Maya

## How do artists convey a message in art?

## Powerful Knowledge – Disciplinary and Substantive

### How do artists convey a message in art?

#### Substantive Knowledge

*Ancient and modern Maya believe they have a spirit or animal companion based on when they were born. These describe a person's character traits and indicate jobs suited to that character.*

(Picasso's 'Guernica' is a famous and impactful painting (measuring several metres in length) which contains a powerful message of protest. He created it in reaction to the bombing of the village of Guernica by the Spanish government, which killed many innocent civilians.)

#### Disciplinary Knowledge

- Collect a good range of imagery, adding annotated notes and sketches.
- Make relevant comparisons between different styles of art.
- Use tools effectively to explore a range of effects.
- Respond to the meaning of a spirit animal through drawing.
- Generate symbols that reflect their likes and dislikes, with little support.
- Create a tile that is full of pattern, symbols and colours that represents themselves.
- Discuss ideas to create light and dark through drawing techniques.
- Explain the term chiaroscuro.
- Apply chiaroscuro to create light and form through a tonal drawing.

	Key Question	Art Skill	Learning Objective	Vocabulary	Suggested Outcomes, Resources and Hooks for learning
1	<p>What is experimental mark making?</p> <p><b>Prior Learning Links:</b> Mark making</p>	Exploring the patterns, colours and symbols of Maya art and recording findings through experimental and expressive mark making using handmade tools and new surfaces.	<b>I can explore expressive drawing techniques.</b>	Ancient, civilisation, experimental, expressive, imagery, mark making, mural, Maya	<i>Pupils collect a good range of imagery presented with annotated notes and sketches. Able to make relevant comparisons between different styles of art, able to use tools effectively to explore a range of effects.</i>
	<b>Think and Link</b> – What inspires an artist to create a piece of art?				

Starter: Show the class a painting by artist Diego Rivera using the link: ['The Creation of the Earth' by Diego Rivera](#) without revealing his name or where he was from.

Divide this part of the lesson between the following two activities.

### **Sketchbook research**

Explain to the children that they are going to create a research page in their sketchbook to gather imagery, pattern and colour ideas from Maya art – just as Rivera may have done.

Provide a selection of the images printed from Activity: Maya images to each table.

Ask children to look at these closely and select images that appeal to them.

Images can be stuck into sketchbooks and annotated, noting what they see, but also what they wonder.

Ask the children to draw some of the patterns and imagery from the pictures. Challenge them to identify the main colours used and colour or paint mini swatches to record them.

### **Mark making**

Children either create their own handmade tools or choose from a pre-prepared selection. (See Before the lesson).

Working either in sketchbooks or on larger sheets of paper, or on a combination of the two, children try out different tools to explore the marks they make.

They can draw some of the patterns and symbols they have collected in sketchbooks to draw.

### **Substantive Knowledge:**

Artists use a range of tools to explore different effects in their work

### **Disciplinary Knowledge:**

I can collect information to identify the key features of Maya art.

I can explore mark-making using a range of handmade tools

I can make comparisons between different artworks.

**Support Descriptors:** Provide a list of things to try, such as trying the same tools on different surfaces, or trying the same tool in different drawing materials, such as ink or paint.

**Stretch Descriptors:** Encourage them to experiment further by altering the tool, or by adding something else.

2	What is symbolic imagery?  <b>Prior Learning Links:</b> Symbols to represent images	Using the Maya belief that everyone has a spirit animal companion, children discover their own and record it as a drawing. Using combined inspiration from the Maya and the style of modern artist Dan	<b>I can consider how symbolism in art can convey meaning.</b>	Aesthetic, character traits, interpretation, Maya, modern art, reflective, represent, spirit companion, symbol, symbolic	Pupils respond to the meaning of a spirit animal through drawing. Generating symbols that reflect their likes and dislikes, with little support. Creating a tile that is full of pattern, symbols and colours that represents themselves.
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		Fenelon, children develop their symbols to represent themselves, creating a drawn tile of line, pattern and colour.			
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**Think and Link** – What are symbols and what do they represent?

**Optional starter activity:** Children find Wayob symbols and sketch them in their books. Ask them to add the traits their symbols suggest they have and what jobs they might be good at. Do they agree?

Show the children some examples of artwork by Dan Fenelon

Explain that Fenelon's work is a modern interpretation of what inspired him about Mayan art. Within his canvas, he fills the space with patterns, colours and symbols that interest him to create an aesthetically pleasing piece of art.

Discuss the meaning of the word 'Aesthetic' if any children are unsure. (Used in this context as an adjective, it describes something nice to look at.)

Ask children to think about what other symbols could represent them. Encourage them to talk with their peers to help generate ideas, and record them in sketchbooks.

Explain to the children that they are going to create a drawing filled with patterns inspired by those found in Maya art, as well as their spirit companion and any other symbols they have thought of.

In sketchbooks or on paper, ask children to draw a square approximately 15cm x 15cm in size.

Children should be encouraged to draw in a way that pleases them, selecting tools and materials they enjoy using, allowing them to add a personal style to their work. They may wish to use a drawing technique they enjoyed from lesson 1.

They can add colour using pencils or paints. Watercolour pencils are a good combination of both paint and pencils for bright, bold colours and to change pencil marks to a softer painted finish.

Children can use black fineliners to highlight the lines and shapes of their drawings.

**Substantive Knowledge:**

*Both ancient and modern Maya believe they have a spirit or animal companion based on when they were born. These describe a person's character traits and indicate jobs suited to that character.*

**Disciplinary Knowledge:**

*I can draw my Maya Spirit companion and consider its meaning.*

*I can generate a range of symbols, patterns and colours that represent me.*

*I can take inspiration from an artist's style.*

**Support Descriptors:** For those that may struggle to develop them independently use slide 4 which provides question prompts to help them think about what they like, or do that will help them to draw a symbol to represent that. For example, What is your favourite food? Do you have pets? What is your favourite colour? This slide can be left on display while they work.

**Stretch Descriptors:** Ask children to think about the juxtaposition (things being close together or that construct each other) of their symbols, can they make them entwine with each other, or overlap? Encourage more complex and detailed drawings.

3	<p>What is Chiaroscuro?</p> <p><b>Prior Learning Links:</b> Maya symbols and imagery</p>	<p>Learning about the drawing and painting technique of chiaroscuro through diverse examples. Applying understanding of using light and dark to create form and impact to create Maya-inspired word art.</p>	<p><b>I can apply understanding of the drawing technique chiaroscuro.</b></p>	<p>Chiaroscuro, dark, effect, form, Light, shading, technique, tone</p>	<p>Pupils discuss ideas to create light and dark through drawing techniques. Being able to explain the term chiaroscuro. Applying chiaroscuro to create light and form through a tonal drawing. Understanding the impact of using techniques for effect.</p>
<p><b>Think and Link</b> – Show them an image using chiaroscuro. What does this image do? Have you seen it before?</p> <ol style="list-style-type: none"> <li>1. Watch the Pupil video: Light and dark or model the drawing activity yourself.</li> <li>2. Hand out the Activity Maya Calendar names. Children choose a word from this list.</li> <li>3. Using masking tape, which can be cut or ripped, the children write this chosen word on the page. This creates a ‘positive’ white space under the masking tape.</li> <li>4. Cover the ‘negative’ space (the background behind the word) in an even layer of black charcoal. Any dust created should be carefully shaken into a bin or scrap paper.</li> <li>5. Next, use a rubber to remove the charcoal from the edges of the word. Imagining that the word is in 3-dimensional form, ask children to consider where the light will still be able to reach. Removing the charcoal on the same side of each letter is most effective.</li> <li>6. Finally, carefully remove the masking tape. Ask the children to step back from their word to consider if it looks like an object rather than a flat word. They can use charcoal to make areas darker or rub out more. Make the children aware of their dirty fingers touching the white areas when they are working!</li> </ol> <p><b>Substantive Knowledge:</b> Artists use charoscuro to make the painting dramatic. It is used to make something look more 3D on a flat surface</p> <p><b>Disciplinary Knowledge:</b> <i>I can discuss the effect of light and dark on an object and consider how to draw it.</i> <i>I can explain the term Chiaroscuro and understand how it can be used for effect.</i> <i>I can create form by applying chiaroscuro to a tonal drawing.</i></p> <p><b>Support Descriptors:</b> Support with applying the masking tape where needed. A writing slope or adding pencil grips can help with shading if children find holding the charcoal tricky.</p> <p><b>Stretch Descriptors:</b> Pupils could experiment with different marks to create darker areas to explore how the charcoal can be used and the effects it can make. They should be challenged to have a greater level of form to their words, so encourage them to go back to add more dark or light to achieve the desired effect.</p>					
4	<p>How can I create a powerful image?</p> <p><b>Prior Learning Links:</b> Mark making and symbols in art</p>	<p>Applying the techniques, skills and inspiration from artists from across the unit, children create a powerful drawn image to convey a message on a subject that they feel passionate about. They consider how to apply symbolism,</p>	<p><b>I can apply an understanding of impact and effect to create a powerful image.</b></p>	<p>Audience, commissioned, graffiti Guerilla, imagery, impact, issue, mural, street art</p>	<p>Pupils are able to understand artist choices to convey a message. Reviewing sketchbook and creative work to develop a drawn image, applying techniques explored throughout the unit. Reviewing and revisiting ideas, where needed, to develop their work.</p>

		colour, pattern, line and tone for effect to impact their audience.			
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**Think and Link** – What makes a piece of art significant? Why is an artist's voice important?

Ask children to consider something that they feel passionate about. This could be; an environmental issue, a charity they support, something local or something in school.

Then ask them, How can you make your voice heard? Give pupils time to discuss in pairs or small groups what they enjoyed or liked from the previous lessons and consider what they might use

*(Use videos from lesson 4 on KAPOW to explore street art and get inspired by a different way to present their work)*

Ask children to revisit their initial ideas in sketchbooks from the previous lesson.

Make sure they all have a clear message they want to convey. Their ideas should consider symbols, patterns, lines, and shapes, planning how they will come together to form a drawn image. If needed, give children some talk time to share their thoughts with a partner, asking them to encourage each other with advice or questions.

The children can then begin to form their final composition. Decide if children will reproduce their ideas as a finished drawing, either in sketchbooks or on sheets of paper, as you may need to allocate more time.

This could also be an opportunity to explore producing their drawings digitally. (Sketchpad software is suitable for schools and offers a variety of tools to draw images digitally.)

**Substantive Knowledge:**

(Picasso's 'Guernica' is a famous and impactful painting (measuring several metres in length) which contains a powerful message of protest. He created it in reaction to the bombing of the village of Guernica by the Spanish government, which killed many innocent civilians.)

**Disciplinary Knowledge:**

*I can analyse how an artist conveys a message.*

*I can use my creative work to develop an idea, applying drawing techniques for visual impact and effect.*

*I can work independently, revisiting and reviewing my work to develop it.*

**Support Descriptors:** Might need guidance to get started with translating ideas into a composition. Hold a 'pupil surgery', either with individuals or as a group to look at sketchbooks and ideas and begin to generate ideas together.

Have a go yourself! Use a visualiser or work on a table with an identified group to start your own drawing. Let them see how you go about the task to give them the opportunity to start while quietly observing what you are doing.

**Stretch Descriptors:** Ask pupils to think about what they are drawing on. Does their image have to go straight onto white paper? Could they change it first? Encourage children to use a mix of media.