



St James' Church of England Primary School

Art Overview Sheet



Year 6 – Drawing: Make My Voice Heard



Rationale:

Pupils who are **secure** will be able to:

- 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.
- Apply chiaroscuro to create light and form through a tonal drawing.

Learning Objectives:

- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.'

Overview:

Lesson 1: Experimental mark making - To explore expressive drawing techniques.
 Lesson 2: Symbolic imagery - To consider how symbolism in art can convey meaning.
 Lesson 3: Chiaroscuro - To apply understanding of the drawing technique chiaroscuro.
 Lesson 4: Street Art – To evaluate the context and intention of street art.
 Lesson 5: Powerful Imagery - To apply an understanding of impact and effect to create a powerful image.

Cross Curricular Links

History: a non-European society that provides contrasts with British history

Resources

- *Presentation: Artist inspiration.*
- Sketchbooks.
- Pencils.
- Charcoal.
- A selection of handmade tools for drawing. (See *Teacher video: Experimental mark making*)
- A range of materials to use with tools, such as ink and paint.
- An object (One colour objects are better as it is easier to see the light and dark changing its colour into different tones. (See *Attention grabber*).
- A lamp to illuminate the object selected above.

Impact/Assessment

Most Children will: • collecting a good range of imagery presented with annotated notes and sketches. • Responding to the meaning of a spirit animal through drawing. Generating symbols that reflect their likes and dislikes, with little support. • Discussing ideas to create light and dark through drawing techniques. • Participating in a discussion that examines the similarities and differences between different styles of art. Forming their own opinions about what art is able to justify their ideas. • 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.

More Able Children will: • collecting a range of imagery presented to a high standard with annotated notes and detailed sketches.. • Responding to the meaning of a spirit animal through a carefully observed drawing.. • Discussing ideas to create light and dark suggesting specific techniques and use of tools. • Participating and possibly leading a discussion that examines the similarities and differences between different styles of art. • Reviewing sketchbook and creative work to develop a drawn image, applying techniques specifically chosen for effect and the impact for their audience. Reviewing and revisiting ideas, where needed, to develop their work.