

Term 3

Unit Overview: UKS2 Art

Activism

<p><u>National Curriculum Links</u></p> <p>Pupils should be taught to</p> <ul style="list-style-type: none">❖ To create sketchbooks 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)❖ To know about great artists, architects and designers in history.	<p><u>Aims of pathway</u></p> <p>Children are introduced to the idea that they can use art as a way of sharing their passions and interests with their peers and community.</p> <p><u>Key Concepts</u></p> <ul style="list-style-type: none">❖ That artists can use art as a way to express their opinions, using their skills to speak for sectors of society.❖ That artists acting as activists often use print because it allows them to duplicate and distribute their message.❖ That a carefully chosen image can be a powerful way to communicate as it is direct and crosses boundaries of language.❖ That through art activism we can come together. <p><u>Domains of knowledge:</u></p> <p><u>Practical Knowledge</u></p> <ul style="list-style-type: none">❖ I can create visual and text which communicate my message.❖ I can use line, shape and colour to make my artwork.❖ I can use typography to make my messages stand out.❖ I can combine different techniques such as print, collage and drawing. <p><u>Theoretical Knowledge</u></p> <ul style="list-style-type: none">❖ I have seen how artists use their skills to make art which speaks about things which matter, often on behalf of whole communities.❖ I have explored how I can find out what I care about and find ways I might share my ideas.❖ I have seen how my classmates may have different things they care about, or share things we care about, but they are valid.❖ I can reflect and articulate about my own artwork and artwork made my classmates.	
<p><u>Substantive Knowledge.</u></p> <ul style="list-style-type: none">❖ Understand that artists sometimes use their skills, visions and creativity to speak on behalf of communities they represent, to try to change the world for the better.❖ Understand that the nature of the object can be specific to the intention of the artists. <p><u>Implicit Knowledge / Skills</u></p> <ul style="list-style-type: none">❖ Practise seeing negative and positive shapes.❖ Explore what your passions, hopes and fears what might be. What makes you, you? How can you find visual equivalents for the words in your head?❖ Explore colour: make colour, collect colours, experiment with how colour work together.❖ Explore combinations and layering of media.❖ Develop mark making.❖ Make visual notes or capture, consolidate and reflect upon the artists studied.❖ Explore what kinds of topics or themes you care about. Articulate your fears, hopes and dreams. Think about what you could create to share your voice and passion with the world.	<p><u>Unit Outcomes</u></p> <p>To make a poster using collage, print, paint and drawing.</p> <p><u>Artists</u></p> <p>Luba Lukova Faith Ringgold Shepard Fairey</p> <p><u>Cross Curricular Opportunities</u></p> <p>Science: Environmental changes PSHE: Responsibility to the planet, collaboration and peer discussion.</p> <p>.</p>	<p><u>Receptive Practical Knowledge</u></p> <p><u>Vocabulary</u> Activist, activism, screen-printing, rights, beliefs, communities, culture.</p> <p><u>Medium and Materials</u> Paper, pen, paint.</p> <p><u>Techniques</u> Take ideas and inspiration from artists that use landscapes as their theme. Use different combinations of media to capture the energy and spirit of a place.</p> <p><u>Disciplines</u> Painting Drawing Sketchbooks</p>

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❖ Use screen-printing or monoprinting over collaged and painted sheets to create your piece of activist art.			
<u>Prior learning</u> LKS2 <ul style="list-style-type: none"> ❖ Explored how artists bring their own experience to their work. ❖ Understood that artists have responsibilities in the way they act in the world, depending on the discipline in which they work. 	<u>Future application of skills</u> <u>UKS2 (some)</u> <ul style="list-style-type: none"> ❖ Explore colour in a very personal and intuitive way, taking inspiration from artist who use colour, light and form to create immersive installations. 	<u>British Values</u> <ul style="list-style-type: none"> ❖ <u>Democracy</u>: Pupils have the opportunity to work independently and as a team to build resilience and self-esteem through tasks, sharing ideas and resources, peer- assessment and encouraging students to support each other. ❖ <u>The rule of law</u>: Children follow the classroom rules, including rules for using and tidying equipment safely and correctly. ❖ <u>Individual liberty</u>: Children are able to express themselves through art and design. ❖ <u>Mutual respect</u>: Children are encouraged to look at art in different cultures and religions -Rangoli patterns, Myan art etc ❖ Art through other curriculum subjects respects all opinions eg What does Jesus look like? <u>Christian Values</u> <u>"Courage,"</u> the pioneering French artist Henri Matisse once insisted, "is essential to the artist, who has to look at everything as though he were seeing it for the first time." <u>Spirituality</u> : Ows, Wows, and Nows Within Art there are many moments where children can pause and consider the wow of their work, the work of others and the natural world. <u>Respect</u> : Being respectful towards others' artwork and appreciating work produced.	