

Term 5

Unit Overview: UKS2 Art

Brave Colour

<p><u>National Curriculum Links</u></p> <p>Pupils should be taught to</p> <ul style="list-style-type: none"> ❖ 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; to know about great artists, architects and designers in history. 	<p><u>Aims of pathway</u></p> <p>In this pathway, children will explore colour in a very personal and intuitive way, taking inspiration from artists who use colour, light and form to create in=immersive installations.</p> <p><u>Key Concepts</u></p> <ul style="list-style-type: none"> ❖ That as humans, we react emotionally to colour. ❖ That artists create immersive environments using colour, light, form and sometimes sound to create transformative experience for others. ❖ That we can use colour in a brave and inventive way, trying new colour combinations and exploring the relationship between colour and form. ❖ That we can test ideas, use our imagination, and share our vision with others by creating 2 and 3 dimensional models. 	<p><u>Unit Outcomes</u></p> <ul style="list-style-type: none"> ❖ Design and create a colourful architectural installation exploring colour and form. 	
<p><u>Substantive Knowledge</u></p> <ul style="list-style-type: none"> ❖ Understand that artists use a variety of media including light and sound as well as physical media to create installations. ❖ Understand that installations are often immersive, enabling the viewer to enter the artwork. ❖ Understand that artists and designers add colour, texture, meaning and richness to our life. <p><u>Implicit Knowledge / Skills</u></p> <ul style="list-style-type: none"> ❖ Use the device of scaled model to imagine what your installation might be, working in respond to a brief or “challenge” to enable a viewer to “have a physical experience of colour.” ❖ Use a variety of materials, including light and sound, to make a model of what you would build. ❖ Think about structure of space, how the viewer would enter, what they would see, feel, hear. ❖ Use colour in a brave and bold way, reflecting upon how this might make the viewer feel 	<p><u>Domains of knowledge:</u></p> <p><u>Practical Knowledge</u></p> <ul style="list-style-type: none"> • I can create a 3D model or 2D artwork which shares my vision. • I can respond to a creative challenge or stimulus, research the area, and make a creative response. • I can use a sketchbook to focus my exploration of colour, taking time to record thoughts, test ideas and reflect. <p><u>Theoretical Knowledge</u></p> <ul style="list-style-type: none"> • I have explored the work of installation artists who use colour, light and form to create immersive environments. • I have been able to imagine what it might be like to be in those environments, and to share my thoughts with others. 	<p><u>Artists</u></p> <p>Olafur Eliasson, Yinka Ilori, Morag Myerscough, Liz West</p> <p><u>Cross Curricular Opportunities</u></p> <p>Science: light and shadows.</p> <p>PSHE: Collaboration, peer discussion.</p>	<p><u>Receptive Practical Knowledge</u></p> <p><u>Vocabulary</u></p> <p>Immersive, structure, light, colour, form, senses, reflect, environment, colour, installation.</p> <p><u>Medium and Materials</u></p> <p>Paper, card, paint, light(coloured filters)</p> <p><u>Disciplines</u></p> <p>Installation Art, Sketchbooks</p>

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<p><u>Prior learning</u></p> <p>LKS2:</p> <ul style="list-style-type: none"> ❖ Explored colour ❖ Explored how we can use models to fuel our imagination of what might be. ❖ Explored how we can bring together a variety of media. ❖ Explored the relationship between artist and viewer. 	<p><u>Future application of skills</u></p> <ul style="list-style-type: none"> ❖ Continue to develop making skills, building increased dexterity and confidence in creative decision making. ❖ Continue to build ability to articulate intention, journey and outcome through reflection. 	<p><u>British Values</u></p> <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 <p><u>Christian Values</u></p> <p><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."</p> <p><u>Respect</u>: Ows, Wows, and Nows</p> <p>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.</p>
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