

# Brough Primary School – Curriculum Intention Plan 2021 - 2022



<b>Subject: Art</b>		<b>Area of learning: Drawing and Sculpture</b>	
<b>Year Group: Year 6</b>			
Links to previous work/Remember when	<p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>• Exploring a wider range of materials, using them to create a planned effect.</li> <li>• Joining simple objects together.</li> <li>• Using a range of modelling materials, squeezing, pinching and rolling them to make familiar or fantasy objects.</li> <li>• Adding colour, pattern and texture to objects.</li> <li>• Working on a larger scale when appropriate.</li> <li>• Showing sufficient control to join and manipulate materials for the purpose intended.</li> <li>• Showing a developing understanding of the qualities of materials used.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Representing objects with correct proportions.</li> <li>• Observing how shape, colour and tone can be used to describe form.</li> <li>• Using observational drawings as opening studies for more developed work. (To be kept in a sketch book)</li> <li>• Using line, tone and texture to represent objects in three dimensions.</li> <li>• Spending longer periods of time on more challenging activities, concentrating on particular views of objects.</li> <li>• Using tools such as viewing frames effectively.</li> <li>• Using drawing as part of the investigation process and presenting work well in a sketchbook.</li> </ul>		
<b>Term</b>	<b>Year 6</b>	<b>Key Skills to be taught</b>	
<b>Spring 2022</b>		<p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>• Portrait work has a life like quality gained by choosing and applying the most appropriate techniques.</li> <li>• Making models on a range of scales that communicate observations from the real or natural world.</li> <li>• Producing sculptures that are well proportioned.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Describe shadows and reflections using light and shade.</li> <li>• Combining different pressures and shading techniques.</li> <li>• Developing a personal style.</li> <li>• Choosing appropriate techniques to convey meaning or atmosphere.</li> </ul>	
What the children should know at the end of this series of lessons			

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		<ul style="list-style-type: none"> <li>Continue to use observational drawings and their sketch book to review and revisit ideas.</li> </ul>
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## Vocabulary

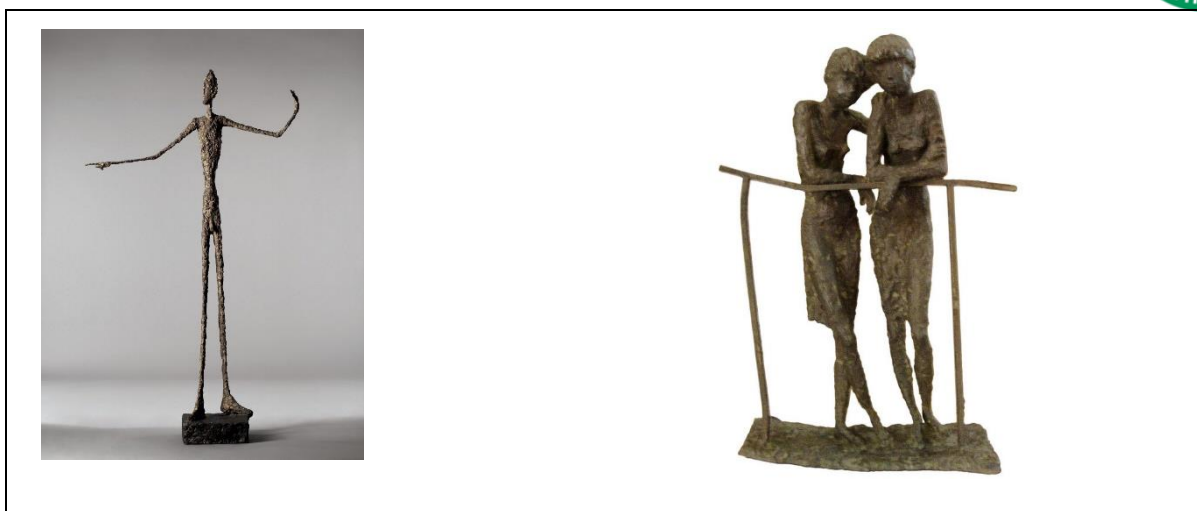
3D models, hard/soft, shaping, model making, moulding, materials, constructing, carving, building, Realistic, proportion, surface, texture, balance, scale, relationship, transform, movement, rhythm, composition, structure, construct, flexible, pliable, hollow, solid, surface, plane, angle, slip, attachment, relief, line, shape, poses, position, gesture, repetition, sequence, dynamic, flowing, motion, rhythm, proportion, balance, Alberto Giacometti, Surrealist, imaginary, dreamlike, precariousness of life,

Sequence of learning	Objectives and suggested details provided by subject leader.
1	<p>To explore Alberto Giacometti's life and work, linking his work on portraiture to the precariousness of life in Europe after the second world war.</p> <ul style="list-style-type: none"> <li>Research the life story of Giacometti, paying particular attention to his style of sculpture, the media he used and the reasons why he portrayed his subjects in such a way – fragile, elongated figures to represent his true vision of humanity in the period just after the second world war.</li> </ul>
2	<p>Closely observe and critique an artist's work, before accurately recreating a section using drawing and colours.</p> <ul style="list-style-type: none"> <li>Review the pictures of some of Giacometti's sculptures using a series of prompts to help us interpret their form.</li> <li>Link what the sculpture looks like to the historical period just after the second world war and Giacometti's belief that events like the Holocaust show the fragility of the human condition.</li> </ul>
3	<p>Following work in history linked to the second world war, consider and then plan in sketchbooks a likely subject for our sculpture work in the style of Giacometti.</p>
4&5	<p>Create our own version of a Giacometti figure using metal wire, pipe cleaners and a paper mâché covering to create the Giacometti distinctive style of long elongated portraiture.</p>
6	<p>To evaluate how effectively we have produced a landscape in the style of Giacometti.</p>

## Learning Outcome/product

The outcome of these lessons will be a historical understanding of the portraiture of Alberto Giacometti, an understanding of how and why he portrayed the human form as so long, thin and fragile. This will be demonstrated by a sculpture produced in the style of Giacometti, which the children are able to explain and locate in the history of the second world war.

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<b>Assessment records</b>	<b>List only those children who have not achieved the expected outcomes.</b>

<b>Assessment records</b>	<b>List only those children who have exceeded the expected outcomes.</b>

<b>End of unit assessment question</b>
E.g. Why did the artist Alberto Giacometti use such elongated fragile sculpture to represent his work on the human form?