

Subject: Art, Craft and Design: Realism	Year: 6 – Autumn Term
<p>National Curriculum objectives</p> <ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials learn about great artists, architects and designers in history to create sketch books to record their observations and use them to review and revisit ideas 	
<p>To begin this unit, the children should have already learnt:</p> <p><u>Line/Detail + Observation</u>); to practise observation while drawing to form increasingly detailed, accurate drawings (YR4-5)</p> <p><u>(Shading)</u>); Experiment with the potential of various pencils to shade and create light and dark (YR3) Identify and draw the effect of light including tone and shadow (YR4) Show the effect of light on objects and people from different directions with increasing skill using tone, shade and shadow (YR5)</p> <p><u>(Perspective)</u>); Use scale and proportion to begin to add perspective to drawing (YR4-5)</p> <p><u>(Recording/Self Governing/Evaluation)</u>); Use initial sketches as a way of recording ideas, planning work, record work in a clear sequence in sketchbooks, reflecting on own work. (YR4-5)</p>	<p>The learning in this unit will prepare the children to learn these things in the future:</p> <p>National Curriculum Key Stage 3:</p> <ul style="list-style-type: none"> to increase their proficiency in the handling of different materials to use a range of techniques and media (pencil) to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their idea about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day
<p><u>Key Enquiry Question</u></p> <p>Looking at the work of Leonardo DaVinci, how can we create realism in drawing?</p>	<p><u>The Big Idea:</u></p> <p>Sketching, shading and perspective used to create realistic effects.</p>
<p style="text-align: center;">To achieve ARE, pupils will need to be secure in the following knowledge:</p>	
<p><u>By the end of this unit, children will know:</u></p> <p>How to systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches (for example sketchbooks show plans/choices how a work will be. produced). Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques (<u>sketching and shading to add realism.</u>) Independently select and effectively use relevant processes in order to create successful and finishes work. Provide a reasoned evaluation of both their own and professionals’ work which takes account of the starting points, intentions and contexts behind the work.</p>	<p><u>Vocabulary:</u></p> <p>Line: pencil, pen, thick, thin, soft, broad, narrow, fine, pattern, line, shape, detail, bold, sketching, guidelines, observation, photograph, visual images, mark making, movement, sketching. Texture: smooth, hatching, media marks, blending, rubbing, shading, pressure, movement, pattern, depth. Perspective and Composition: perspective, scale, parallel, vertical, proportion, observation.</p> <p>Leonardo Da Vinci, Renaissance, organs, anatomy, realism, scientific drawing.</p>

How to describe, interpret and explain the work, ideas and working practises of some significant artists (Leonardo DaVinci), craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked.

About the technical vocabulary and techniques for modifying the qualities of different materials and processes.

(NSEAD Assessment framework)

By the end of this unit, children will be able to do:

Drawing Skills:

(Line/Detail + Observation);

Improve their mastery of observation to form increasingly detailed, accurate drawings

(Shading);

Show the effect of light on objects and people from different directions with increasing skill using tone, shade and shadow

(Perspective);

Use scale and proportion to add realistic perspective to drawing

(Recording/Self Governing/Evaluation);

Use initial sketches as a way of planning work, record work in a clear sequence in sketchbooks, reflecting on own work to make improvements.

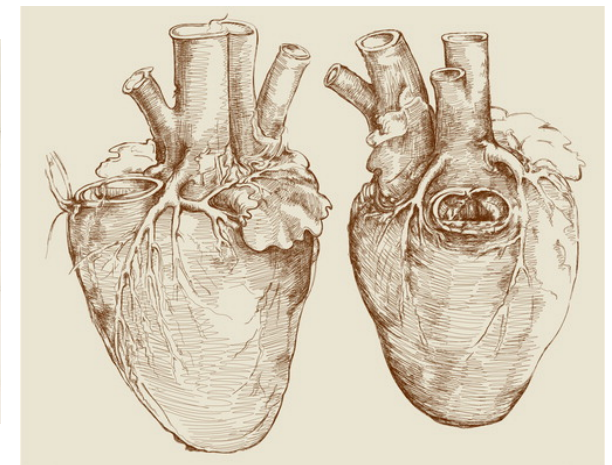
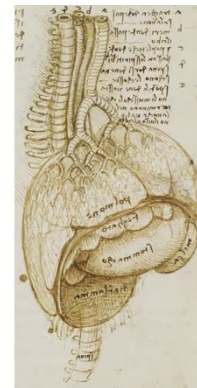
Artists:

Leonardo DaVinci (1452-1519)- human body/organ sketches

Media:

Pencil

Pen



Useful Resources:

<https://www.twinkl.co.uk/blog/leonardo-da-vinci-facts-for-kids>

YouTube: Leonardo Da Vinci: Anatomist

https://www.youtube.com/watch?v=SdxEF51kY_4