

Cantrell Primary School Art and Design Curriculum

Year 6: Observational Drawings of Birds – Mina’s Sketchbook (Leonardo Da Vinci)

NC reference: 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; to know about great artists in history.

Objectives:

- Know who Leonardo da Vinci was and understand why he is considered one of the greatest artists in history
- Be able to create a shading guide and understand different shading techniques
- Be able to use contouring to add shape and depth to a drawing
- Be able to include shadows in drawings
- Be able to observe individual parts of a subject and sketch them in detail, using a range of techniques to add shading
- Be able to create tone and texture using different mediums
- Be able to combine a range of sketching techniques in a complete drawing

Key Factual Learning:

- ✓ Leonardo Da Vinci was a famous artist and inventor from the Renaissance period. He was born in Da Vinci, Florence, Italy in 1452.
- ✓ Da Vinci was left-handed and wrote back to front and right to left across the page, which led people to believe that he wanted to keep his ideas secret.
- ✓ Da Vinci’s most famous paintings include The Baptism of Christ (1475), The Last Supper (1495) and The Mona Lisa (painted between 1503 and 1506), which is the world’s most famous, most visited and most valuable painting.
- ✓ Da Vinci created many sketches and drawings of animals and people. He looked at each part of his subject individually, sketching each separate part in the minutest detail.
- ✓ He also created ‘A Codex on the Flight of Birds’ which led him to design various flying machines, including an early design for a helicopter.
- ✓ Common local birds include blackbirds, blue tits, starlings, robins and sparrows.
- ✓ Observational drawing is drawing what you see in front of you as realistically and as true to life as possible.
- ✓ The main techniques for including texture and tone in drawing are shading, hatching, cross hatching (recap from previous years), contouring, smudging and stippling.
- ✓ Contouring is a way of adding shape and depth to a drawing by adding lines which follow the lines of the shape’s outline.
- ✓ Smudging can be used to shade a drawing by using your finger or thumb to smear the graphite to soften the edges of your shaded area.
- ✓ Stippling is the creation of a pattern by using small dots of various sizes.
- ✓ Shadow is a dark area where light from a light source is blocked by an opaque object (refer to Y3 Science).

Practical Tasks:

- Read a fact file of information about Leonardo Da Vinci, and annotate a picture of Da Vinci in their sketchbooks.
- Watch a sketching guide, demonstrating hatching, cross-hatching, smudging and stippling. Create a shading bar in sketchbooks.
- Look at sketches produced by Da Vinci of a paw and a hand and annotate in sketchbooks.
- Study a selection of photos of birds’ feet and record observations collectively.
- Produce independent sketches of a bird’s foot, paying close attention to detail and using the range of shading techniques learned so far.
- Watch a guide to use contouring, and look at a sketch by Da Vinci of a human head, discussing the ways lines are used to create shape and depth and annotate in sketchbooks.
- Study a selection of photos of birds’ heads and record observations collectively.
- Produce independent sketches of a bird’s heads, paying close attention to detail and using the range of shading techniques learned so far, including contouring.
- Look at a sketch by Da Vinci of a wings and feathers, and annotate in sketchbooks.
- Study a selection of photos of birds’ wings and feathers and record observations collectively.
- Produce independent sketches of a feather, paying close attention to detail and using the range of shading techniques learned so far.
- Create another independent sketch of a feather using chalk, focussing carefully on the detail of the lines.
- Watch a guide to adding shadow in drawings. Use eggs and torches to investigate shadow. Sketch the egg, using shading and contouring, then add the shadow to their drawing.
- Combine all of the techniques and skills gained during the unit to create a final sketch of a whole bird.

Key Vocabulary:

observation, shading, hatching, cross-hatching, contouring, smudging, stippling, shadow, reflection, pressure

Cross-Curricular Links:

English – Skellig
Science – Evolution and Inheritance

Year 6: Sculpture – Mina’s Clay Owls (Niharika Rajput)

NC reference: 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 sculpture with a range of materials, to know about great artists.

Objectives:

- Know who Niharika Rajput is and understand how she creates her sculptures
- Recognise that 3D objects can be looked at from different perspectives
- Be able to manipulate clay, attach separate pieces of clay using cross hatching and water, and use tools to create lines and textures in clay
- Be able to combine a range of techniques to create a complete sculpture
- Be able to glaze and prepare clay for painting, and be able to use acrylic paint on 3D models

Key Factual Learning:

- ✓ Niharika Rajput is a young wildlife artist from New Delhi, India.
- ✓ She has always been passionate about art and wildlife. Her early sculptures were all inspired by nature and wildlife and she used a range of materials such as wire mesh, papier-mâché and clay.
- ✓ Now, Rajput mainly creates sculptures of birds. Her sculptures are made using paper and wire, and focus in great detail on the eyes, beak and feathers.
- ✓ Her main aim is to build birds that look realistic, so the body proportions and the texture of the feathers have to be exactly right.
- ✓ Rajput intends to create a sculpture of every living bird species.
- ✓ In art, perspective shows how objects can be seen in a different way, or from a different viewpoint.
- ✓ Clay is a stiff and sticky type of soil.
- ✓ Clay is elastic and malleable when wet so it can be moulded into shapes, but it becomes hard and brittle when dry. Clay can be fired in a kiln (a large oven) in order to change it into ceramic, which is a much stronger and tougher material.
- ✓ Different sections of clay can be attached together by carving a cross-hatched pattern on the back, then applying water.

Practical Tasks:

- Begin to create an artist profile of Niharika Rajput in their sketchbooks. Discuss and respond to some of her bird sculptures.
- Remind children about our previous unit where we looked in detail at different features of a bird. Look at pictures of owls from different angles and perspectives, and discuss how different body parts look from different viewpoints.
- Design ideas for own 3D owl sculptures, researching the design from both the front and side profile.
- Continue to investigate Rajput's sculptures and artistic techniques. Add information and responses to the artist profile.
- Experiment with creating shapes and structures using clay.
- Practice manipulating clay into different shapes and different body parts of an owl (body shape, eyes, wings, feathers) and practice attaching sections using cross hatching and water.
- Using clay, make the owl's body shape, then carve out shapes for wing feathers and eyes in flat clay. Cut out and attach eyes and wing feathers using cross-hatching and water. Carve small detail into wing feathers and eyes.
- Once the clay is dry, paint and then glaze, using Rajput's sculptures as a guide to help focus on the colour detail.

Key Vocabulary:

manipulate, embellish, clay, elastic, malleable, brittle, kiln, ceramic, perspective

Cross-Curricular Links:

English - Skellig

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Year 6: Painting – The Great Wave off Kanagawa (Katsushika Hokusai)

NC reference: 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 painting; to know about great artists in history.

Objectives:

- Know who Hokusai was, and understand why he is considered one of the greatest artists in history
- Understand how different colours and textures in drawings can be used to create atmosphere and emotion
- Be able to layer and blend colours to add texture and detail
- Be able to draw and paint using different perspectives (e.g. one-point perspective)
- Be able to include reflections in my drawings and paintings
- Be able to experiment with texture in paintings by using different tools and mark making techniques
- Understand how collage can be used to create a mood board
- Be able to combine a range of painting techniques to produce a final piece of art work

Key Factual Learning:

- ✓ Katsushika Hokusai was a Japanese artist, and is considered one of the greatest artists in the history of art.
- ✓ Hokusai was born in Toyko. His actual birth date is unknown, but it has been estimated to be around 1760.
- ✓ Hokusai was very daring and didn't like to follow the traditional way of doing things. He was known for 'breaking the rules' of art. Sometimes he would paint with his fingers, or toothpicks, or with both hands at the same time. He once painted two birds on a grain of rice, and also painted enormous portraits on the ground using a broom and a big bucket of ink.
- ✓ Hokusai was an artist and printmaker best known for his woodblock print series named 'Thirty-six Views of Mount Fuji'. This series includes the print, 'The Great Wave off Kanagawa', which is Hokusai's most famous work.
- ✓ Hokusai began producing art as a young child and had a long, successful career, producing over 30,000 paintings, sketches, woodblock prints and images for picture books. Hokusai died in 1849.
- ✓ Mount Fuji is the highest mountain and volcano in Japan. It has not erupted since 1707. Mount Ontake is the 2nd highest volcano in Japan. It last erupted in 2014.
- ✓ Different colours can be used to convey different emotions.
- ✓ Pastels can be blended or layered. Layering is adding one colour on top of another. Blending can be achieved through using fingers, tools, stippling (dots) and scumbling (a random wiggly pattern to blend colours).
- ✓ Perspective drawing makes 2D drawings appear more three-dimensional, which makes pictures look more realistic. A one-point drawing means that the lines of perspective will eventually meet at one point. This is called the vanishing point. The vanishing point will often sit on the horizon line (where the sky meets the land or sea in a picture).
- ✓ Reflection is the return of light from a surface. Water is a reflective surface, and when it's still it can reflect a perfect image of the landscape around it. When there are ripples, the image becomes distorted.
- ✓ Acrylic paint is easy to mix and quick-drying, making it an ideal painting medium to use.
- ✓ Texture can be created by layering and blending colours in painting.
- ✓ Texture in paintings can be created using different mark making techniques, such as flicks, dots, strokes, smudges, swipes, twists and lines.
- ✓ Texture in paintings can also be created by applying the paint using different tools, such as lolly sticks, cardboard or pencils.
- ✓ Texture can be added to a piece of art work by adding different materials, such as fabrics, paper or art straws.

Practical Tasks:

- Read a fact file and watch a video tutorial about the life of Hokusai. Read 'The Great Wave' picture book inspired by Hokusai. Create an artist's profile of Hokusai in sketch books.
- Compare images of Mount Fuji in Japan with Mount Ontake. Discuss the colours and create a mood board of colours in their sketchbooks with vocabulary to describe the emotion and feeling they convey. Create their own pictures of a mountain or volcano using pastels and layer and blend colour to create their chosen atmosphere.
- Learn about using one-point perspective in drawings, looking at examples and watching a video tutorial. Produce a one-point perspective picture, including a mountain.
- Investigate and discuss images containing reflection in water. Watch a teaching guide on how to emulate the effect of an object being reflected in water, then practice producing their own drawings containing reflection in their sketchbooks.
- Look in detail at 'The Great Wave of Kanagawa' painting and discuss how different aspects of the painting show different elements of colour layering and texture. Make a double-page spread mood board in their sketch books of ideas for their own Great Wave painting. Use different tools to apply paint and different mark making techniques to capture ideas for different textures.
- Discuss and learn how different paint colours can be layered and blended to create texture and shading, and practice applying this technique in their sketchbooks, adding ideas to their mood board.
- Experiment with a range of collage materials to capture ideas for different textures to add to their mood board from the previous lesson.
- Produce a final version of their own 'Great Wave' painting, including an object of personal significance somewhere in the painting (the way that Hokusai included Mt Fuji). Combine all of the techniques learned during the unit, and refer to their mood boards for ideas. Begin by painting the background, choosing colour to convey mood and layering and blending colour to create texture. Layer painting for the sea and waves in the foreground, applying different mark making techniques and using a range of tools to apply the paint to create different textures. Add collage materials over the paint to complete the finished piece.

Key Vocabulary:

Hokusai, woodblock prints, The Great Wave, Mount Fuji, Mount Ontake, emotion, texture, layering, blending, stippling, scumbling, perspective, one-point perspective, horizon line, vanishing point, lines of perspective, reflection, surface, ripples, distorted, collage, fabrics

Cross-Curricular Links:

English – Kensuke's Kingdom

Year 6: Textiles – Koi Nobori

NC reference: 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 sculpture with a range of materials, to know about great artists.

Objectives:

- Know and recall key facts about the festival of Koi Nobori
- Be able to recognise some of the common features of Japanese style design and patterns
- Be able to create a pattern in a Japanese style for the Batik method.
- Be able to design and make a pattern in a Japanese style for screen printing
- Be able to design a pattern using colours which are meaningful in Japanese culture for weaving
- Be able to use overedge stitching to complete a piece of textile art
- Be able to combine a range of techniques to produce a final piece of art work

Key Factual Learning:

- ✓ Kodomo No Hi is "Children's Day", which is a national holiday celebrated in Japan. Koi Nobori translates as "carp streamers", which are associated with the holiday.
- ✓ These carp streamers are a type of windsock – a conical textile tube shaped like a giant sock which can be used to gauge wind direction and speed or simply as decoration.
- ✓ The Koi Nobori streamers are made by drawing carp patterns on paper, cloth, or other non-woven fabric.
- ✓ Koi Nobori takes place on 5th May at the end of 'Golden Week'. Landscapes across Japan are decorated with Koi Nobori from April to early May in honour of children for a good future and in the hope, they will grow up healthy and strong.
- ✓ The festival is based on a Chinese legend in which a small carp shows great courage in his journey along the famous Yellow River. At the end of his journey, the carp is transformed into a dragon, an Asian symbol of luck.
- ✓ Japanese style art, design and patterns often include natural features, such as the sun, mountains (often Mount Fuji), waves, water, fish, trees, blossom, swirls and fans, among others.
- ✓ Different colours hold different meanings in Japanese culture.
- ✓ Batik (pronounced "bateek") is a method of producing coloured designs on textiles by dyeing them, having first applied wax to the parts to be left undyed.
- ✓ Screen printing is the process of transferring a stencilled design onto a flat surface using a mesh screen, ink and a squeegee. The basic method involves creating a stencil on a fine mesh screen, and then pushing ink (or paint, in the case of artwork and posters) through to create an imprint of your design on the surface beneath.
- ✓ Weaving is the craft of lacing fibres together to make fabric or cloth. Weaving often involves using a loom to hold the thread or yarn, although it can also be done by hand.
- ✓ Sewing is the craft of fastening or attaching objects using stitches made with a needle and thread.
- ✓ An overedge stitch is applied over a raw or folded fabric edge to prevent it from unraveling. It can also be used for purely decorative purposes.

Practical Tasks:

- Read facts about the Japanese celebration of Koi Nobori and create a fact file.
- Look at Japanese style art, designs and patterns. Stick examples in books and annotate with thoughts and ideas for designs.
- Look more specifically at patterns that incorporate swirls, fans and mountains. Children use examples to inspire their own design for their individual pattern which will be used for the batik section of their final Koi Nobori piece.
- Look more specifically at patterns that incorporate the sun, waves and mountains. Children use examples to inspire their own design for their individual pattern which will be used for the screen-printing section of their final Koi Nobori piece.
- Look more specifically at patterns that incorporate Japanese colours. Children use examples to inspire their own design for their individual pattern which will be used for the weaving section of their final Koi Nobori piece.
- Make a stencil for the screen-printing section using the design previously created. Decide on colours to be used, limited to 3 - 4
- In small groups, screen print their individual section. (small groups, 4 at a time)
- In medium sized groups, complete the Batik section (small groups, 8 at a time)
- As a whole class, follow their design to complete the weaving section of the Carp streamer.
- Sew around the body of the carp streamer to create a decorative finish.
- Mount the finished fish on string and pole.

Key Vocabulary:

Koi Nobori, Kodomo No Hi, batik, wax, printing, screen printing, weaving, mesh screen, squeegee, stencil, loom, yarn, fibres, needle, thread, overedge stitch, carp streamer

Cross-Curricular Links:

English – Kensuke's Kingdom

Art – The Great Wave story (inspired by the artwork of Hokusai)