



Jerry Clay Academy Subject Unit Overview

Subject: Art/DT Year Group: 6 Term: Autumn

Core Learning of This Unit:

The children will use their theme of **Treasures** to create a Form/3D piece of art, continuing to develop and explore their personal understanding of the transition from 2D to 3D. The children will look at 3D work from different colours (e.g. Egyptians) and create an imaginative response. Children will need to use their sketch book to plan and develop ideas; understand a variety of adhesives and materials; shape, form and model with confidence considering light and shadow; work from observation confidently. Throughout the unit, they should be discussing and evaluating the work of key artists as well as their own. Annotations should be confidently reflecting their learning process.

This unit gives the children the opportunity to think more deeply about the concept of a mask and investigate how artists represent masks and the face in different ways for different meanings.

Prior Learning:

- Understand the quality of constructional and malleable materials
- Uses equipment with increasing confidence
- Plans/develops ideas
- Makes simple choices about media
- Understands different adhesive methods
- Considers aesthetics
- Compares work to sculptors
- Considers light, shadow, space and size
- Investigates and interprets natural and man-made constructions
- Recreates 2D as 3D

National Curriculum Statements:

Pupils should be taught:

- 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]

Key Vocabulary:

- Focal point
 - Contrast
 - Sepia
 - Expressionism
- Expressionism** is (A [modernist movement](#), initially in [poetry](#) and [painting](#), originating in Germany at the beginning of the 20th century. Its typical trait is to present the world solely from a subjective perspective, distorting it radically for emotional effect in order to evoke moods or ideas.¹ Expressionist artists have sought to express the meaning¹ of emotional experience rather than physical reality.)¹
- Prototype
 - High value (light colour)
 - Low value (dark colour)
 - Modification
 - Replicate
 - Applique

Significant People

- German Expressionist artists, Henry Moore, and Caroline Achaintre used masks as a starting point to develop their own responses.
- Use distortion (see artworks by Francis Bacon, Arnulf Rainer, Edvard Munch) to explore how faces can be masks that express emotions, pain or feelings.
- Studies of original artefacts (e.g. from History) will greatly benefit and inspire the children's learning in this area, as well as ideas for their own project.