



Art	Concepts	Unit	Prior Learning	New Learning	Future Learning
Year 5 Unit 1	Teach: Colour and line Discuss: form	Artist: Andy Warhol Style: contemporary Skills: drawing/painting Artwork: animal portrait	Use/mix the primary and secondary colours to explore tertiary colours. Draw lines with confidence and increased skill/accuracy to create organic and geometric forms through a range of lines. Use the primary and secondary colours to explore complimentary colours used in Pop Art. Draw lines with increased skill and confidence and to use line for expression in portraits. Know that Andy Warhol came from a working class immigrant family in Pittsburgh. His father recognised his artistic talent and saved up to send him to art college. Know that Andy Warhol was a leading figure in the Pop Art movement during the 1960's and this style challenged the dominant approaches to art and culture and traditional views on what art should be. Know that Andy Warhol used a variety of mediums to create art including, painting by hand, fashion, film, writing and music. But he is best known for his silk-screen printing technique. Explore the questions what is the purpose of art? How is art judged? Look at some critiques and reviews of Andy Warhol's work. What language did they use? Know that art is subjective and people like/dislike art but that does not mean the artwork is not created to a high standard in terms of skill/technique. Know that art is not just painting and drawing. Explore other art forms such as film and photography.	Analyse and describe colour used for purpose/feelings/moods using the vocabulary of an artist. Warm/cold colours. Mix colours accurately to make secondary and tertiary colours. Draw lines with skill to create their own ambitious, well considered artwork. Consider their personal style when creating artwork. Who are you inspired by? Self/peer evaluate using the language of an artist becoming more critical in their opinions/thinking. Know that Andy Warhol's works explore the relationship between artistic expression, advertising and celebrity culture that flourished by the 1960s. Know that Andy Warhol was commissioned by many famous organisations such as Vogue and the New York Times. Know that Andy Warhol used a range of media including painting, silk screening, photography, film and sculpture. Know that Warhol used a blotted-line technique which meant he could create multiple versions of the same image quickly. Explore the questions, what is the purpose of art? How does art and design effect human environments? Gain a deeper understanding of the role of an art critics, commentators and curators. Understand that artists create images and artwork for the purpose of being seen by an audience.	

Sequence of Learning	Current Vocabulary	New Vocabulary
<p>1. Evaluate/Research: Display a range of Andy Warhol's art of animals. Children to analyse and evaluate the work (stem sentences on SP). Who is Warhol? What can you remember about his art? (what concepts feature in his work? Listed below) Chn to create 2 page spread referencing Andy Warhol and the concepts he used within his work.</p> <p>2. Concept technique: colour To choose one or several of Warhol's animal art to analyse and describe colour using the vocabulary of an artist. To understand what the tertiary colours are and how they are made (mix colours around the picture annotating how to make the tertiary/secondary colours) Are they warm/cold colours?</p> <p>3. Concept technique: Line Use a viewfinder to focus on a specific area of an animal to draw (maybe a feature—eyes, nose etc) Children to think about the level of detail and the accuracy of their sketch. (might want to do a couple of the features on a page of sketch book)</p> <p>4. Concept technique: line Explore the animal art Warhol created. What type of lines did he use around the prints? Children to have a go at outlining black and white animal prints using oil pastels (carefully considering their colour choices— are you conveying a feeling? Pain they are going extinct (if that's what is chosen) Joy/worry etc.</p> <p>5. Plan/create: To create a painting/drawing of an animal incorporating the concepts taught taking inspiration (not copying) artists work. To consider their personal style.</p> <p>6. Evaluate: self/peer assess using the language of an artist. (stem sentences on SP)</p>	Colour blend Primary Colours layer Secondary Colours Colour Mixing Colour Wheel Line Shape Brushes (thick and thin) Pencil Evaluation Like Dislike Compare Mood feeling (in terms of colour) brush strokes abstract cubism oil paint similarities differences inspiration critique proportion Complimentary colours Pop Art space (one of the concepts) form (one of the concepts) expression (facial) Tertiary colours Open impressionism Impasto technique	Contemporary art Warm colours cold colours annotate personal style

Other Information	Evaluate— stem sentences available in art folder on SharePoint. Sketchbook— Ideas on SharePoint on how their sketchbooks should look. Terminology— Secondary colours— green, orange, purple , tertiary colours— when you mix a primary and a secondary colour together
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Trip/Visitor