

**Year 6 – Conflict - Combining drawing, painting and collage.**

Resources needed: 2H-4H pencils (drawing outlines), watercolours, watercolour paper, soft bristle round brushes in a range of sizes, other paint brushes (fan, bright, flat, mop, wash) a range of collage craft materials (string, beads, buttons, shells, craft paper, tissue paper, magazines, newspaper, sand etc)

Prior learning building up to this unit:

Painting	Collage	Drawing
<p>EYFS: Experimenting with various sized paintbrushes to explore line and shape, small and large resources e.g., sponges, cotton wool buds, rollers, various paper, and material to explore and paint onto e.g., rolled paper, cardboard, wallpaper, bed sheets etc... focussing on developing fine motor control (dexterity, strengthening muscles in the arm) linked to physical development. Experimenting with various powder and poster paint (mixing primary colours together to form secondary colours)</p> <p>Y2: Effects of mop, wash, flat, round, bright and fan brushes using acrylic paint and watercolours. Mixing secondary colours.</p> <p>Y4: Adding tones to colours to create darker and lighter. Building on knowledge of brush type and size. Understanding the difference in brush stroke between soft and stiff brushes. Adding scratches, dots, splashes using a range of different tools.</p>	<p>EYFS: Joining methods (PVA, glue sticks, blue tack, paste, cellotape, masking tape). Selecting materials.</p> <p>Y1: Adhesives, overlapping/overlaying, cutting specific shapes, representing mood.</p> <p>Y2: Scrunching, filling space, sorting shades/colours</p> <p>Y3: Foreground, middleground and background. Using natural resources.</p> <p>Y5: Picasso, cubism portraits. Selecting materials and cutting with accuracy, overlapping. Creating mood.</p>	<p>EYFS: Mark making. Knowing thicker pencils make thicker lines. Pressure behind the pencil.</p> <p>Y1: Lighter/darker tones using crayons.</p> <p>Y2: View finders + ?????</p> <p>Y3: Using B-14B pencils to shade and create 3D effect. Using charcoal pencils, blending brushes/stumps and erasers to add shades. Using B pencils to add fine details.</p> <p>Y5: Creating lines, shades and tones with 4H-14B pencils. Using shades to create 3D effects.</p>

Session 1	Session 2	Session 3	Session 4	Possible Final Piece of Work
<p>I can annotate a work of art to record ideas and emotions using this to inform design ideas.</p> <p>I can use a sketch book to record my observations of the work of great artists.</p> <p>Building on cubism self-portraits taught in Year 5 collage, children to critique a range of portraits from a range of different artists: Mona Lisa, Leonardo da Vinci Self-Portrait with a Straw Hat, Van Gogh Girl in a sailor's blouse, Amedo Modigliani Frida Khalo (famous portrait artist).</p> <p>Children to identify where different examples of the shading and tone help to create shadows and highlights on the faces, taking note of the lines and colours used.</p>	<p>I am beginning to develop an awareness of scale and proportion in relation to drawing portraits.</p> <p>Use these websites to support teaching:  <a href="https://www.bbc.co.uk/teach/class-clips-video/art-and-design-draw-self-portrait/z6ytschw">https://www.bbc.co.uk/teach/class-clips-video/art-and-design-draw-self-portrait/z6ytschw</a>  <a href="https://www.youtube.com/watch?v=1kHzAh9sCH4">https://www.youtube.com/watch?v=1kHzAh9sCH4</a>  <a href="https://craftwhack.com/art-with-kids-grid-drawing/">https://craftwhack.com/art-with-kids-grid-drawing/</a></p> <p>Children to use a picture of either themselves or someone else using the techniques in the above videos/websites. Children to focus on drawing the facial features in the right proportions to each other, with minimal additional details. Using <b>2H-4H pencils</b> would be best for this as they create light lines that can be erased easily.</p> <p>Children to practise a range of times to develop their skills and confidence. Once children are happy with the rough outlines of their features, they will then begin to add more detail using different grades of pencils (B pencils are better for adding shading</p>	<p>(this will take more than one lesson)</p> <p>I can create shades and tints using black and white.</p> <p>I can choose appropriate paint, paper and implements to adapt and extend their work.</p> <p>I can identify, mix and use primary, secondary, complimentary and contrasting colours.</p> <p>Abstract video:  <a href="https://fb.watch/dggWnJoG25/">https://fb.watch/dggWnJoG25/</a>          (Note – this video will open up in Facebook Watch, please make sure it's completely full screen to avoid children viewing comments or other videos.)</p> <p>Life-like vide:  <a href="https://www.youtube.com/watch?v=fpgNuS9xmGk">https://www.youtube.com/watch?v=fpgNuS9xmGk</a></p> <p>Note: It may be useful to photocopy the children's portrait sketches from the previous session multiple times, to allow them to practise this technique. Use watercolour paper for this.</p> <p>Children to recap the types of brush needed for watercolours (soft bristled brushes because they hold water better).</p>	<p>I can choose appropriate paint, paper and implements to adapt and extend their work.</p> <p>I can identify, mix and use primary, secondary, complimentary and contrasting colours.</p> <p>Children will now explore the range of materials that can be used to embellish decoratively to add more detail to the realistic design.</p> <p>Over the top of their portrait image, children should recreate the different features in a range of different ways, using a range of different materials to explore which they feel is the most effective for what they want to create. Children will need to consider the colours and tones they used last time to ensure that the colours of any embellishments compliment those of the background. At this stage, they should begin to consider whether it is best to use drawing, watercolours or collage to represent the feature they are recreating.</p>	<p>(Built upon skill development throughout the term)</p> <p><b>Develop a painting from various pieces of art work or a different type of medium.</b></p> <p>Recreate a portrait drawing of a figure linking to the conflict topic. This should be a portrait drawing (head and shoulders). It could be a WW2 soldier, Hitler, Fu Hao, a Roman/Greek soldier etc.</p> <p>Children will use sketching skills to draw the base outline for the portrait, then use a range of painting and collage techniques (drawing upon what has been taught in previous years) to embellish the drawing to add creative features.</p> <p>See example pictures underneath for what the final piece could look like. This is all about the children's expression, giving them the opportunity to showcase their knowledge across drawing, painting and collage in a creative way.</p>

	<p>and darker lines – children will have learnt this in Y3/5).</p> <p>Children then to critique their own work, and improve with specific, clear feedback. i.e. if the child needs to practise adding detail to the eye area, then this is the part of the drawing that they practise again.</p>	<p>Looking at the picture they used to create their portrait in the last lesson, children to identify the different colours (including their shades and tones) that they need to recreate. Spend time mixing the watercolours to perfectly match these colours.</p> <p>Children to add colour detail over the top of their portrait to replicate the exact colours, tones and shades that can be seen in the picture. Key tips: mix colours first, use a soft round brush (different sizes for different levels of detail), put water onto the paper before adding colour, add lightest colours first and layer up the colour, letting layers dry inbetween.</p> <p>Children to again add colour onto a different portrait picture, this time making the colours more abstract as in the abstract video. Discuss the mood/representation they are trying to create, and how this might affect the colours, brushes and techniques used. For example, for a calming mood, they might use softer strokes that are rounded and neat, with pastel colours. For a chaotic mood, they might choose bolder colours, sharper lines and more splattered effects.</p>		
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Examples of final pieces:





