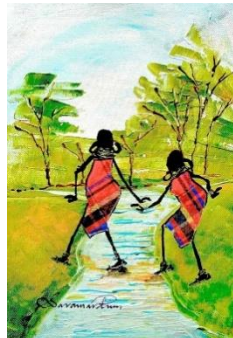




Content Overview Example – Year 6 – Sarah Shiundu

 Year 6 – Sarah Shiundu Unit Who made Britain? 																		
Artist – Roy Lichtenstein Topic Focus – Drawing Technique Focus – - Shape and form - Art for meaning - Onomatopoeia 	Vocabulary: <table><tr><td>Broad</td><td>Uniform Geometric</td></tr><tr><td>Narrow Horizontal</td><td>Irregular</td></tr><tr><td>Vertical</td><td>Luminous</td></tr><tr><td>Outline Geometric</td><td>Vivid</td></tr><tr><td>Angular</td><td>Radiant</td></tr><tr><td>Fluent Confident</td><td>Vibrant</td></tr><tr><td>Powerful</td><td>Intense</td></tr><tr><td></td><td>Deep</td></tr></table>	Broad	Uniform Geometric	Narrow Horizontal	Irregular	Vertical	Luminous	Outline Geometric	Vivid	Angular	Radiant	Fluent Confident	Vibrant	Powerful	Intense		Deep	Artist Facts: Sarah was well-traveled in Kenya – born in Kakamega, schooled in Mombasa, and lived on the outskirts of Nairobi in Ngong. She went to the Star of the Sea School as a youngster where she first discovered her interest in the arts – she was only 8 years old at the time. She continued her education at the School and Mukuma Girls School in Mombasa, graduating in 1986. She graduated university in 1988 with a BA in Design. Afterwards she began practicing on her own and also taught at the Kenya Institute of Mass Communications. In 1995 she began working at the Kenya Broadcasting Company (KBC), where she met fellow artist Bulinya
Broad	Uniform Geometric																	
Narrow Horizontal	Irregular																	
Vertical	Luminous																	
Outline Geometric	Vivid																	
Angular	Radiant																	
Fluent Confident	Vibrant																	
Powerful	Intense																	
	Deep																	
National Curriculum Objectives: - Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design - Create sketch books to record their observations and use them to review and revisit ideas - Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. - Learn about great artists, architects and designers in history. - Work in a sustained and independent way to create an accurate, detailed drawing, developing key elements of their work (line, tone, pattern, texture). - Select appropriate media and techniques to achieve a specific outcome. - Use different techniques for different purposes, e.g. different styles of shading. - Start to develop their own style. - Develop an awareness of composition, scale and proportion in their drawings. - Develop simple perspective in their work using a single focal point and horizon. - Use tone in drawings to achieve depth. - Use shading to create mood and feeling. - Use drawing techniques to work from a variety of sources including observation, photographs and digital images. - Develop close observation skills using a variety of viewfinders. - Adapt drawings according to evaluations and discuss further developments.	Links: Previous Learning: Year 1 – Paul Klee – Shape in objects Year 2 – Olga Gamynina – Line and form Year 4 – Karla Gerard – Oil Pastels Year 5 – Lichtenstein – Oil Year 5 – Lowry – matchstick Resources: Sketchbooks Sketching pencils Oil Pastels Colouring pencils Patterned card / paper /  Pastels men material																	



Lesson 1: LF – Sarah Shiundu Artist Overview - Introduce the artist - Explore facts about the artist (<i>powerpoint on the j:\</i>) - Explore the art works chosen for the unit - Questions: - What do you like / dislike - What can you see - How does this make you feel - Why do you think the artist chose to do this? - Write up on the whiteboard some of the ideas for some of the children to magpie. - Get the children to stick in pictures of the artist's work and annotate around them some of the ideas discussed. - Then they can decorate the page in the style of the artist	Lesson 2: LF - Sarah Shiundu Shape and form - Recap the artist and facts <i>Print off copies of the pictures and pattern before the lesson</i> - Look again at the powerpoint focussing on the people and the trees. Discuss how the body is made using materials, how they are mostly a silhouette apart from the material body. - Remind the children of the matchstick men they did in Lowry work last year. - Remind the children of the sketching techniques they have learnt so far. - Model how to sketch the people and cut the body shape out of material, talking about scale and perspective. (it may be easier for some children to cut the body out first and then add the rest of the details later.)	Lesson 4:LF - Sarah Shiundu - landscape - Recap the artist and facts - Look at the powerpoint again. Focus on the landscape behind the people, including the trees. - Discuss the shape of the trees and model how to create it, keeping it simple. - Talk about the colours used and the blending effects. Discuss what a silhouette is and how it can be achieved. - Model how to sketch out a back ground and then add more detail. Choose one of the pictures, stick it in and try to recreate that in a sketch. - Allow the children enough time to replicate a painting of Sarah's in their sketchbooks.
Lesson 3: LF – Sarah Shiundu Using Pastels - Recap the artist and facts - Re-Introduce oil pastels and chalk pastels. - Ask the children when they have used pastels in the past and what their thoughts were on that experience. Talk to the children about what they know about pastels. Write up some of the facts on the whiteboard. Talk about the vibrancy of the oil and muted of the chalk. Model how to blend colours using both. - Allow the children time to experiment with using the different types of pastels (I would divide the page in half and use half the page for oil and half for chalk) Once they have had a go at using them, get them to annotate in their sketchbooks their thoughts, feelings and experiences of using pastels.	Lesson 5: LF – Sarah Shiundu Draft piece - Recap the artist and facts <i>Have ready trimmed pieces of A4 paper for their draft piece</i> - Recap the unit as a whole. Explain to the children that they are now going to create their own version of a Sarah Shiundu style piece. - Explain that this version will have no colour, it will be the draft version in pencil only. Also remind them that this has to be a sketch and needs to be lightly drawn to minimise the lines later on. - Model how to create your own piece - Give the children a sheet of trimmed paper and give them enough time to create their own piece.	Lesson 6: LF - Sarah Shiundu – Final Piece - Recap on the artist and facts <i>Have ready, last week's draft piece photocopied for final piece</i> - Get the children to stick in their draft with last week's date and LF - Recap on the artist and facts - Recap on the unit as a whole focussing heavily on the use of pastels. - Explain to the children that they will be doing this work in oil pastels and as such may get messy so they probably should wear an apron. - Model how to complete the final piece using a copy of the draft piece and oil pastels. - If the children are feeling adventurous, they could try blending colours in the skyline - Allow the children time to complete their final piece.
Lesson 7: LF - /Lichtenstein – Review - Recap the unit as a whole - Go through the sketchbooks and discuss with the children each lesson briefly - Using sentence starters... - In this unit we have learned about... - We have used the following items to create our own version of Work - I liked this because... - I didn't like this because... - The thing that I found challenging was... - His art makes me feel Because ... - The colour is... - The texture is... Annotate the children's viewpoints onto the whiteboard. Get the children to write up a few of the points into their sketchbooks and then decorate the page if time allows		