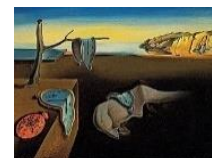


ADVENT TERM 1 – CYCLE A

ART – Year 6 and Year 5 - Medium Term Planning – DRAWING (Salvador Dali – Surrealism)

<u>LESSON 1</u>	<u>LESSON 2</u>	<u>LESSON 3</u>
Recap & retrieval - Different grades of pencil create harder or softer shades. - Pressure control creates a smooth shading technique.	Recall & retrieval - Different grades of pencil create harder or softer shades. - Pressure control creates a smooth shading technique	Recall & retrieval - Different grades of pencil create harder or softer shades. - Pressure control creates a smooth shading technique. - Surrealist artists depicted unnerving, illogical scenes.
LEARNING INTENTION: To know that pressure control, shading smoothly and the behaviour of light creates shadow and tone. Skills: Disciplinary Knowledge Year 5 - Use tone in drawings to achieve depth. - Investigate, research and test ideas and plans using sketchbooks and other approaches Year 6 - Use tone in drawings to achieve depth. - Systematically investigate, research and test ideas and plans using sketchbooks and other approaches Aim: Become proficient in drawing techniques.	LEARNING INTENTION: To know that Surrealism is an art movement which shows illogical scenes. Skills: Disciplinary Knowledge Year 5 - Describe, interpret and explain the work of significant artists. Year 6 - Describe, interpret and explain the work of significant artists. Aim: Know about great artists and understand the historical and cultural development of their art forms. Evaluate and analyse creative works using the language of art.	LEARNING INTENTION: To know that tone refers to how light or dark something is. Skills: Disciplinary Knowledge Year 5 - Use tone in drawings to achieve depth. - Investigate, research and test ideas and plans using sketchbooks and other approaches Year 6 - Use tone in drawings to achieve depth. - Systematically investigate, research and test ideas and plans using sketchbooks and other approaches Aim: Become proficient in drawing techniques.
Key Vocabulary: Tone, depth, shade, shadow, cross-hatch, hatching, stippling, scribbling, pressure	Key Vocabulary: Surrealism, Surrealist, dream-like, juxtaposition, illogical, distorted, transformation	Key Vocabulary: Tone, shade, shadow, highlight, depth
Key Knowledge: Child: - Different grades of pencil create harder or softer shades. - Pressure control creates a smooth shading technique.	Key Knowledge: Child: Surrealist artists depicted unnerving, illogical scenes. Teacher:	Key Knowledge: Child: Tone refers to how light or dark something is.

Teacher: Holding the pencil correctly helps create long lines when shading.	- Salvador Dali (1904-1989) was a Spanish Surrealist painter and printmaker known for exploring dreamlike imagery. - Surrealism is a cultural movement that developed after World War I. - Surrealism developed techniques to allow the unconscious mind to express itself.	- The parts of the object on which the light is strongest are called highlights and the darker areas are called shadows. Teacher: - Tones could refer to black, white and the grey tones between. - It could refer to how light or dark a colour appears. - In real life, tone is created by the way light falls on an object.
Scaffolding https://www.youtube.com/watch?v=-WR-FyUQc6I	Scaffolding https://www.tate.org.uk/kids/explore/what-is/surrealism https://www.creativitypost.com/article/salvador-dalis-creative-thinking-technique	Scaffolding Tone PowerPoint.ppt Youtube clip: https://www.youtube.com/watch?v=TPEyJfkb1SE
Learning Task Watch the tutorial video and practise the pressure control technique, shading smoothly and angling of light to create shadow and tone. Practise different aspects of shading a simple object in art books.	Learning Task Salvador Dali Look at his still life work 'Persistence of Memory' A – Approach – surrealism I – inspiration and ideas for own work – not copy but pick out things you like about it M – Meaning - What is he trying to say in his work? S – Skills – shadow and tone Art appreciation – discuss and write about the painting. What does it mean to you? What do you see? Examine parts of the picture.	Learning Task Pupils practise creating tone of different objects – eg. tea cup, bottle, clock.
Extension Alter the angle of the light (high or low etc) to create different effects. Add two lights.	Extension Explore other Surrealist artworks and compare to Dali.	Extension Begin to add aspects of colour to the images to see the affect. Use learned shading techniques to create tone and shadow.



PENTECOST TERM 1 – CYCLE A

ART – Year 6 - Medium Term Planning – DRAWING (Salvador Dali – Surrealism)

LESSON 4	LESSON 5	LESSON 6
Recall & retrieval • Different grades of pencil create harder or softer shades. • Pressure control creates a smooth shading technique. • Surrealist artists depicted unnerving, illogical scenes. • Tone refers to how light or dark something is. • The parts of the object on which the light is strongest are called highlights and the darker areas are called shadows.	Recall & retrieval • Different grades of pencil create harder or softer shades. • Pressure control creates a smooth shading technique. • Surrealist artists depicted unnerving, illogical scenes. • Tone refers to how light or dark something is. • The parts of the object on which the light is strongest are called highlights and the darker areas are called shadows. • Horizon Line is the imaginary horizontal line in the distance that is eye level. • Vanishing Lines are lines drawn from the object to a point or points on the horizon	Recall & retrieval • Different grades of pencil create harder or softer shades. • Pressure control creates a smooth shading technique. • Surrealist artists depicted unnerving, illogical scenes. • Tone refers to how light or dark something is. • The parts of the object on which the light is strongest are called highlights and the darker areas are called shadows. • Horizon Line is the imaginary horizontal line in the distance that is eye level. • Vanishing Lines are lines drawn from the object to a point or points on the horizon • Scale is the size of one object in relation to the other objects in a design or artwork. • In Surrealism, scale is changed to create an illogical image
LEARNING INTENTION: To know that the horizon line is the place in a picture where ground meets sky. To know that perspective is a technique that enables artists to add the illusion of depth to a painting or drawing. Skills: Disciplinary Knowledge Year 5 • Develop depth with perspective and focal points. -with support • Draw from different viewpoints considering horizon lines. – with support • Take action to refine their technical and craft skills in order to improve their mastery of materials and techniques. Year 6	LEARNING INTENTION: To know that scale can be changed to make it more surrealist. Skills: Disciplinary Knowledge Year 5 • Develop a range of ideas which show curiosity, imagination and originality. Year 6 • Independently develop a range of ideas which show curiosity, imagination and originality. Aim: Produce creative work, exploring their ideas and recording their experiences.	LEARNING INTENTION: To know that symbolism or the unconscious mind can guide the artist when creating a Surrealist picture. Skills: Disciplinary Knowledge Year 5 • Select and effectively use relevant processes in order to create successful and finished work. • Provide a reasoned evaluation of their own work which takes account of starting points, intentions and context behind the work. Year 6 • Independently select and effectively use relevant processes in order to create successful and finished work. • Provide a reasoned evaluation of their own work which takes account of starting points, intentions and context behind the work.

- Develop depth with perspective and focal points. - Draw from different viewpoints considering horizon lines. - Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques. Aim: Become proficient in drawing techniques.		Aim: Produce creative work, exploring their ideas and recording their experiences.
Key Vocabulary: Horizon, horizon line, perspective, vanishing point, background, foreground	Key Vocabulary: Scale, proportion, illogical, dream-like, transformation, juxtaposition	Key Vocabulary: Transformation, distorted, dream-like, illogical, unconscious mind, symbolism
Key Knowledge: Child: - Horizon Line is the imaginary horizontal line in the distance that is eye level. - The point where these lines meet is called the vanishing point. Teacher: - It is the farthest place land or water can be seen if nothing is in the way. - Horizon lines are often seen when looking across oceans or flat plains. - Viewpoint is the position from where you view your scene. - Vanishing Lines are lines drawn from the object to a point or points on the horizon.	Key Knowledge: Child: - Scale is the size of one object in relation to the other objects in a design or artwork. - In Surrealism, scale is changed to create an illogical image. Teacher: - Proportion refers to the size of the parts of an object in relationship to other parts of the same object. - Things are made bigger or smaller than they usually would be.	Key Knowledge: Child: Surreal images tend to be dreamlike and tap into people's unconscious Teacher: - They're often made of different elements that are put together in unexpected ways. - Surreal images almost always contain recognizable elements from real life — human figures, clocks, apples — arranged in strange ways.
Scaffolding https://trembelingart.com/what-perspective-art-beginners/ https://www.youtube.com/watch?v=fvCHsnLotM0	Scaffolding Teaching Kids to Make Surrealist Art Kids VT Seven Days Vermont's Independent Voice (sevendaysvt.com)	Scaffolding
Learning Task Practise forming coast (coastline and cliff) and tree. Tree is in the foreground so needs to be larger.	Have your young artist choose an object to draw. Encourage them to sketch out ideas for their surrealist drawing before beginning their final draft.	Choosing a simple object – from home? — a teapot, a pair of headphones, a flower — and inventing a surrealist scene based around it.

	How might you change the scale (the size of one thing in relation to another) in your picture to make it surrealist? Could you make something normally small very big, and something normally big smaller? Example: Draw a person or a whole city inside of a glass bottle, or an ocean with a desert island inside of a tea cup. Draw a bottle of soda as tall as a building in a city skyline.	Can you combine two things in your picture into one, or replace part of an object or person with something else? Example: Replace the sails on a boat with butterfly wings. Replace the leaves on a tree with pages from a book. Replace a person's hair with flowers or fire.
Extension Explore different perspectives and moving the horizon line.	Extension What would be a very strange or impossible setting in which to find this object or person? Examples: Draw a person's face embedded in the trunk of a tree, or a person underwater. Draw a clock floating in outer space. Could you make something in this picture floating or flying that cannot float or fly in real life?	Extension As they progress, students can build symbolism into the imagery they draw around it or forgo this thought process and simply let their unconscious mind guide them as they create as strange a scene as they can imagine.
Assessment: Cumulative Quiz. Retrieval Practice.		