

Snape ART theme Autumn Term cycle 20/21 goes with TEXTILES CYCLE D (blend with WW2- Hundertwasser who was Jewish+joined Hitler Youth to hide, converted to catholicism) DRAWING -YEAR 5/6 CYCLE D (Autumn 2020)

	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Learning Intention	To investigate and collect visual information from Hundertwasser images to develop ideas. 4c	To enlarge and develop own work using layering methods to communicate ideas and make images. 2c	To use a natural form as a starting point for imaginative drawings. 1a	To select and enlarge drawings and use a variety of mark makers to develop work. 1a, 2a	To work in the negative by using rubbers to remove graphite work and the 'rubber' tool on the computer. 1a	To use positive and negative drawing techniques in response to the work of Frank Auerbach. 5d
Activity	HUNDERTWASSER DRAWINGS Look at and discuss the work of Hundertwasser. Ask the children to use a viewfinder to select and draw a section of one of his images into their sketchbooks. Encourage them to focus on the strong linear aspects of his work. Ask them to repeat this with another Hundertwasser image and then select the preferred image to enlarge onto paper. Choose colours and experiment with combinations of colour in response to Hundertwasser.	→ DEVELOPING IMAGES USING LAYERED ACETATE Ask the children to use acetate to overlay the Hundertwasser images from the previous session. Use OHP pens and oil pastels to add colour to the image and produce a layered effect.	WORKING FROM THE IMAGINAION Show the children a thistle head, gourd or other unusual natural form (with which they are unlikely to be familiar), and ask them to imagine what is like inside. Ask them to explore ideas using their sketchbook and experiment with different mark making techniques.	→ DEVELOPING WORK Ask the children to transfer images from sketchbooks onto A3 sheets of paper and consider 'layers of skin' using a variety of mark makers.	WORKING IN THE NEGATIVE Explain the term negative drawing and ask the children to experiment using graphite sticks, 6B pencils and rubbers. Ask them to work in the negative by removing lines from a graphite background. Use the rubber tool in computer programs to work in the negative.	FRANK AUERBACH Look at the portrait work of Frank Auerbach and discuss his use of mark, line and tone in black and white portraits. Ask the children to use black and white chalk / charcoal / rubbers and to work vigorously in response to his images.

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Skills, concepts, knowledge and understanding.	Producing observational drawings and selecting and using a range of media.	Developing layering techniques using acetate and OHP markers.	Using imagination and experience to construct and draw the unknown.	Producing a large drawing of a seed head, selecting from ideas in sketchbooks. Comparing ideas, methods and approaches to their own and others work.	Experimenting with the use of rubbers to draw in the negative.	Working vigorously in line, mark and tone in response to the work of Frank Auerbach.
Vocabulary	Scale Smudge Tone Line Image Light, dark	Layering Overlay Acetate	Imagination Thistle head	Comparison Methods Layers	Negative Graphite	Portrait Vigorously
Curriculum links	Literacy – discussion of work.	Literacy- discussion of work.	Literacy-descriptive language.	Literacy-discussing work.	Literacy- speaking and listening. ICT - research skills, working in the negative.	Literacy-discussing work.
Resources	Paper, Oil pastel, Crayons, Pencils, Brusho. Hundertwasser – Google Images Taschen	Acetate Oil pastels OHP markers	Natural form, Off white sugar paper, Pastels, Chalks, Crayons, Fibre tip pens, Sketch books.	As previous session + Large pieces of off - white sugar paper.	Pencils, Charcoal, Graphite sticks, Rubbers.	As previous session + Black and white chalk Examples of the portrait work of Frank Auerbach e.g. Head of Julia (1960) and Portrait of Leon Kossoff – Sainsbury Centre UEA Royal Academy
Time	1 hour	1 hour	1 hour	1 hour	1 hour	1 hour

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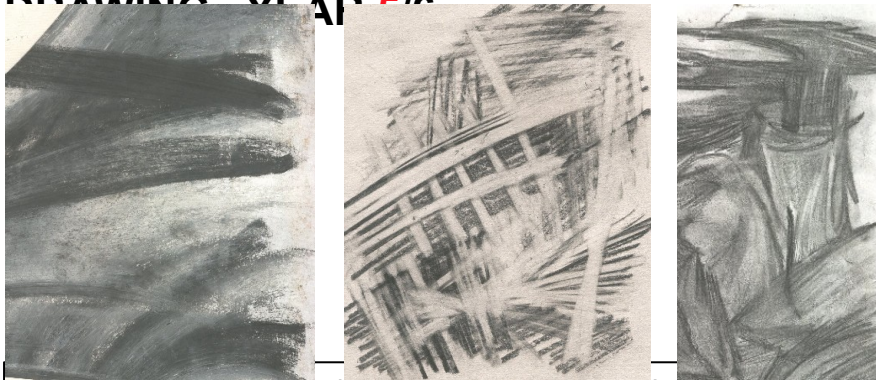
Expectations	Names	Next Steps
<p>Some children will have made limited progress. They will be able to.... use drawing techniques to communicate their ideas and talk about what they think and feel about their work and comment on the work of others. They will be able to identify lines and shapes in the work of an artist and use a viewfinder to select interesting parts of the images to use in their own work. They will be able to use graphite sticks, pencils and rubbers to work in the negative and relate their work to portraits by a famous artist.</p>		
<p>Most children will be able to ... share their ideas about mark making, and are able to investigate drawing materials and techniques to communicate their ideas to others. They will be able to use a viewfinder to select lines and shapes from the work of a famous artist and use these in their images. Also, they will be able to say what they think about their work and that of others and show that they can suggest ways of improving and developing images. They will be able to investigate working in the negative and use this technique to respond to the work of a famous artist.</p>	<p>YEAR 6 DRAWING UNIT</p>	

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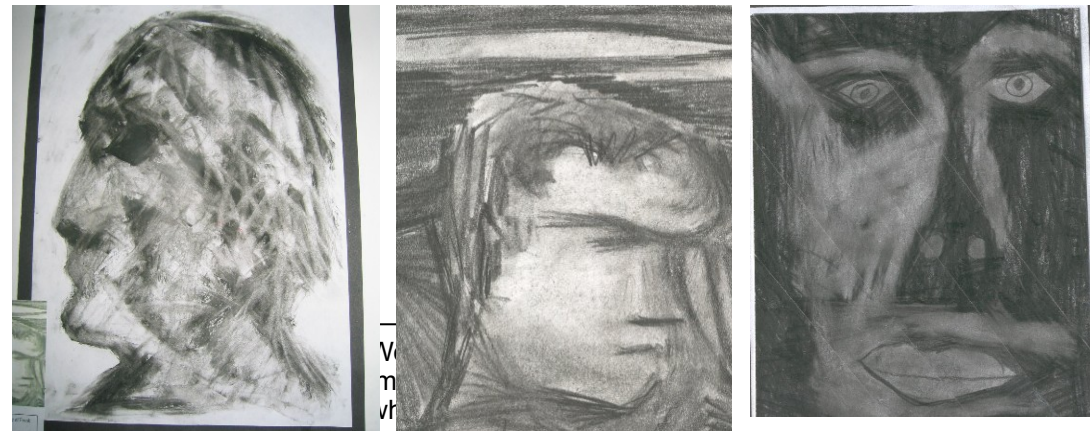
Some children will have progressed further. They will be able to ... investigate and choose suitable materials and processes to communicate ideas and meaning for an imaginative image. They will be able to comment on their own and others work, evaluate achievements and modify designs in line with



DRAWING YEAR 5/6



Drawings with acetate overlay, based on the work of Hundertwasser.



Charcoal and black chalk.

experiments – working in the negative using s.

Pencils.

Pencil and graphite stick.

Portraits in the style of Frank Auerbach.