Abstract Art

Year 6

**Unit Title: Year/Group:**

**Cross Curricular Provision** *(including Literacy, numeracy, ICT etc)*

**Resources**

 **Assessment Methods**

**SEN support (including MAT)**

**Description & main learning aims**

**How is it possible that artists can communicate feelings and emotions without needing show anything recognisable?** Often called the language of art, artists use the formal elements when making art. Where might you find out more about this language and how it might be used?Is it possible to use colours, lines and shapes express to our feelings? How can surfaces, textures and tones provide us with more ways to show emotions? Composition is often described as the most important ingredient when making art. Why does the way we set things out matter so much?

**National Curriculum coverage**

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| **1.1 Creativity**  | Imagination, explore experiment, risks & mistakes. |  | **2.1 Explore, Create**  | 1st Hand Obs & sources  |  | **3 Range & Content** | Art, Craft, Design & Voc |  |
|  Ideas  |  | 2D, 3D & New Tech |  |
| Art for purpose  |  | Study Art |  |
| **1.2 Competence**  | Investigate, make analyse, design, evaluate, reflect |  | Draw to express  |  | Understand processes |  |
| Sketchbooks  |  | **4 Curriculum Opp** | Work on own & groups |  |
| **2.2 Understand & Evaluate** | Research  |  | Explore new areas |  |
| **1.3 Cultural Und**  | Cultures, times & contexts |  | Understand art  |  | Schools location |  |
| Reflect on  |  | Modern artists |  |
| **1.4 Critical Und**  | Meaning, develop opinions, reflect |  | Analyse  |  | Work in genres |  |
| Develop ideas  |  | Links to other subjects |  |
| Organise work |  |

**Main learning outcomes & expectations.** At the end of this unit:

**Some pupils will have progressed further and will be given the following extension activities:**

**Some pupils will not make so much progress and will need the following support:**



**Most pupils will**



**KNOW SHOW SHARE PAIR PERFECT REFLECT**

|  |  |  |  |
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| **Learning Stages**Outline stages of learning for the Unit | **Learning Objectives** | **Success Criteria**To ensure learning has taken place. | **Others** |
| **Lesson Outline:** Study and investigate abstract art from the 20th Century up to the present day, making notes and sketches to record who the most influential artists were and some of their reasons for making abstract art.  | **Learning Objective**: Learn who developed abstract art and how, when and why artists painted like this.  | **Good –** Makes good notes and sketches on MOST major abstract artists**High Ability** – Makes detailed notes and sketches on ALL major abstract artists **Working towards** – Makes a few notes and sketches on SOME major abstract artists | **Materials needed**-**Artist links:** **Provision for SEN;** **MAT;** **Homework:**  |
| **Lesson Outline:** Select one of the most important abstract painters from this period and make detailed studies of one or several pieces of their work. Investigate their use of colour, shape and texture making written notes of how you think they have used these to represent emotions.  | **Learning Objective**: further develop your understanding of abstract art. | **Good –** Makes a detailed, thorough study of an abstract artists work,**High Ability** – Makes a detailed, thorough study of an abstract artists work**Working towards** – Makes an attempt to make a study of an abstract artists work | **Materials needed**-**Artist links:** **Provision for SEN;** **MAT;** **Homework:**  |
| **Lesson Outline:** The British Museum is holding an exhibition of Abstract Art in July 2014. Make your research into an A3 presentation board that would be displayed in the entrance hall to the exhibition. This board should give information about abstract art using your own original writing; your studies of abstract art and any photos of abstract art you feel are relevant. | **Learning Objective**: – learn to present research to a high standard.  | **Good –** Produces a good quality presentation of their research**High Ability** – Produces a high quality presentation of their research**Working towards** – Produces a presentation of their research that is unfinished or limited in quality | **Materials needed**-**Artist links:** **Provision for SEN;** **MAT;** **Homework:**  |
| **Lesson Outline:** Students have to mix colours and tones then paint small abstract pictures to illustrate the following words: Massive, repeat, soft, sharp, tiny, frightened, intense, joyful, emotional, peaceful, laugh, pain, hope, ancient, moody, mad, schizophrenic, lullaby. Extension exercise: illustrate the following phrase using abstract methods: *“painful memories poured from my mind like a river of hate.”*  | **Learning Objective**: – learn to use colours and tone to express emotions.  | **Good –** Completes most studies to a good standard,**High Ability** – Completes all studies to a high standard, **Working towards** – Completes some studies to an adequate standard | **Materials needed**-**Artist links:** **Provision for SEN;** **MAT;** **Homework:**  |
| **Lesson Outline:** Drawing with charcoal onto sugar paper; use abstract lines and shapes only to illustrate the words Massive, repeat, soft, sharp, tiny, frightened, intense, joyful, emotional, peaceful, laugh, pain, hope, ancient, moody, mad, schizophrenic, lullaby. Extension exercise: illustrate the following phrase using abstract methods: *“The air was electric that night, he knew something dangerous would happen.”*  | **Learning Objective**: learn how lines and shapes can express emotion in an abstract way.  | **Good –** Completes most studies to a good standard, **High Ability** –Completes all studies to a high standard**Working towards** – Completes some studies to an adequate standard | **Materials needed**-**Artist links:** **Provision for SEN;** **MAT;** **Homework:**  |
| **Lesson Outline:** Using the A3 paper and shapes provided, arrange them so that they best show the meaning of the words: Massive, heavy, peaceful, mad. When you have arranged the shapes, make a small A6 copy of the arrangement into your books and label it. Extension exercise, illustrate the following phrase using abstract methods: *a sudden burst of light blinded me with hope and excitement.* | **Learning Objective**: learn how to arrange the parts of a picture to show mood and feeling. | **Good –** Completes most studies to a good standard,**High Ability** – Completes all studies to a high standard**Working towards** – Completes some studies to an adequate standard | **Materials needed**-**Artist links:** **Provision for SEN;** **MAT;** **Homework:**  |
| **Lesson Outline:** Four contrasting pieces of music will be played. The children will represent the music in four abstract pieces of artwork.  | **Learning Objective** using your previous learning of abstract art techniques to paint in a practical, instinctive way.  | **Good –** Completes most studies to a good standard, **High Ability** – Completes all studies to a high standard**Working towards** Completes some studies to an adequate standard | **Materials needed**-**Artist links:** **Provision for SEN;** **MAT;** **Homework:**  |
| **Lesson Outline:** Create an original abstract painting based on either a key word, a photograph you have taken or a piece of music | **Learning Objective**: bringing all of your learning on abstract art into a final piece of work | **Good –** Completes painting to a good standard**High Ability** – Completes painting (s) to a high standard**Working towards** – Completes painting to an adequate standard | **Materials needed**-**Artist links:** **Provision for SEN;** **MAT;** **Homework:**  |