

Art and Design Focus:

Painting

Year 6

Summer Term

Objective (Project)

To create a painting in the style of Pop Art, inspired by either Andy Warhol or Roy Lichtenstein.

Children will study the Pop Art movement of the 1960s building on prior knowledge (Year 1 - Spring). They will compare and contrast key pieces of art work by Andy Warhol and Roy Lichtenstein. Children will create expressive word art pieces based around onomatopoeic words in the style of Roy Lichtenstein. They will then move on to create self-portraits in the style of their chosen artist, using digital media as a starting point. Children will build on previous knowledge of proportion (Year 4 - Autumn) and create their own pop art inspired self-portraits. They will then critically self evaluate their work.

Key Knowledge and skills

To be able to identify and describe some of the key influential pieces of Pop Art.

NB: <https://www.late.org.uk/kids/explore/what-is/pop-art>

<https://www.theartstory.org/movement/pop-art/>

To study the work of compare and contrast the work of Andy Warhol and Roy Lichtenstein.

NB: <https://www.late.org.uk/kids/explore/who-is/who-roy-lichtenstein>

<https://www.late.org.uk/kids/explore/who-is/who-andy-warhol>

To create expressive word art inspired by Roy Lichtenstein.

To build on previous knowledge of how to use correct proportions, using a tracing paper overlay, and be able to sketch observations of faces using correct proportions. (using digital media as a starting point)

To use their knowledge of colour theory and the artists techniques they have learnt to complete their final designs.

To make critical self-evaluations of their own artwork.

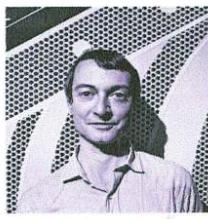
Artist/Cultural Focus

Pop Art— an art movement that emerged in the United Kingdom and the United States during the mid- to late-1950s and 60s.

Andy Warhol— born in 1928 in Pennsylvania. His parents were from a part of Europe that is now part of Slovakia. They moved to New York in the 1920s. His first job was illustrating adverts in fashion magazines. Now is he known as one of the most influential artists who ever lived!



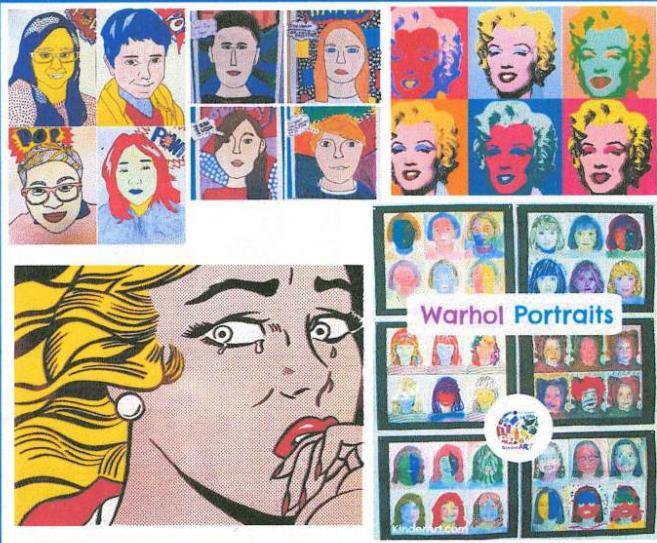
Roy Lichtenstein— born in New York in 1923. He became famous for his bright and bold paintings of comic strip cartoons as well as his paintings of everyday objects. He was one of a group of artists making art in the 1960s who were called pop artists because they made art about 'popular' things such as TV, celebrities, fast food, pop music and cartoons.



What? (Vocabulary)

Spelling	Definition/Sentence
Pop Art	Pop art is an art movement that emerged in the 1950s and flourished in the 1960s in America and Britain, drawing inspiration from sources in popular and commercial culture. Art based on modern popular culture and the mass media, especially as a critical or ironic comment on traditional fine art values.
Sketching	Traditionally a rough drawing or painting in which an artist notes down their preliminary ideas for a work that will eventually be realized with greater precision and detail.
Observation	Drawing or painting from life. The image is not taken from either a photograph or the artist's imagination, but from real life observation.
Portrait	A painting photograph, sculpture or other artistic representation of a person, in which the face and its expression is predominant. The intent is to display the likeness, personality and even the mood of the person.
Expression	The look which shows someone's thoughts and feelings.

Inspiration



LI: identify and describe key influential pieces of Pop Art



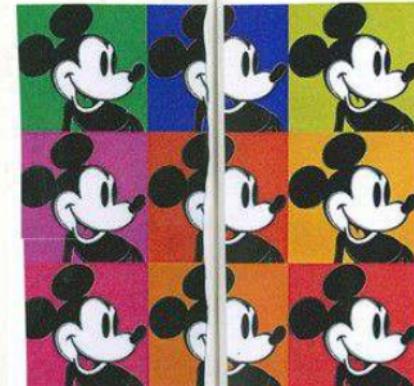
bright colors



Color



bold



vibrant



bold features



glamorous



Random

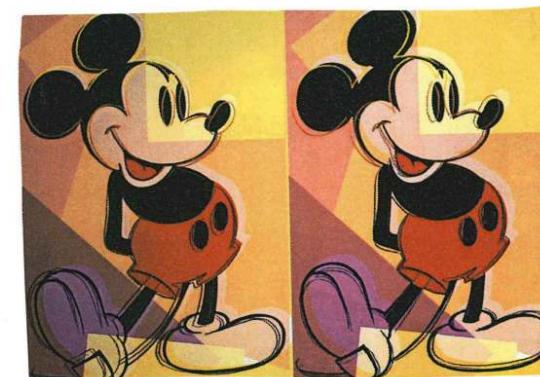


iconic



LI: compare and contrast artists (Andy Warhol and Roy Lichtenstein)

- ~ A similarity between both Andy and Roy is that they both use human faces/facial features on there work.
- ~ but Roy Lichtenstein seems to add spotty dots (that are very bright) over his work.
- ~ whereas Andy Warhol uses brighter colours in the backgrounds and facial features of his work.
- ~ Another similarity is that both artists have a comic book/cartoon style.



LI: create expressive word art



L1: sketch observations of faces using
correct proportion (self portrait)



knowledge of colour theory to
create good design



critical self-evaluations of own

Q1. How did you create this piece?
First of I had to print a photo of myself out and put it in a plastic wallet to then trace around my face in permanent marker. I then used my Acrylic paints to paint onto the wallet to add colour then finally using a paint pen I added on the bright red dots.

What did you find most difficult whilst creating the piece?

I found adding the many dots and maintaining the main shape of my chin and facial features.

Q2. What do you like best about the finished piece?
I like how the colours contrast each other and how well the red dots stand out.

Art and Design Focus:

Sculpture

Year 6

Spring Term

Objective (Project)

To sculpt a section from a Maya Stelae sculpture, bring these designs together and critically evaluate with peers.

Children will study the sculptures of the Mayan era, specifically focusing on the Maya Stelae sculptures. They will then explore the techniques used to create these and the symbols seen within them. Children will then go on to experiment with different techniques and tools needed to create their section of a Maya Stelae that will be brought together with their peers and allow for critical peer evaluation of art work.

Key Knowledge and skills

To be able to identify and describe some of the key characteristics of Maya sculpture.

NB: https://en.wikipedia.org/wiki/Maya_stelae

<https://www.bl.uk/history-of-writing/articles/ancient-maya-writing>

<https://courses.lumenlearning.com/atd-sac-artappreciation/chapter/reading-classic-maya-portrait-stelae/>

To show an awareness of Mayan art through collecting ideas and designs in a

To study, in detail, by annotating images of Maya Stelae sculptures and the inscriptions seen within them.

To design a section of a Maya Stelae, in sketchbooks, reflecting the practices used during the Mayan era.

To create and sculpt (from clay) a section of a Maya Stelae reflecting the practices used during the Mayan era.

To compare ideas, methods and approaches in their own and others work and say what we think and feel about them.

What? (Vocabulary)

Spelling	Definition/Sentence
Dynamic movement	Characterized by movement of the eye that flows smoothly from one area of the composition to another, guided by continuations of line or form, and by gradations of colour or form.
Proportion	Refers to the dimensions of a composition and relationships between height, width and depth.
Relief	A wall-mounted sculpture in which the three-dimensional elements are raised from a flat base.
Composition	Refers to the arrangement of elements within a work of art.
Flexible	Capable of bending easily without breaking.
Pliable	Easily bent or flexible.
Construct	A process of assembling or building a work of art. In sculpture, the term can refer to building the piece with varying components on the premises where it is to be shown. Many of these constructions are meant to be temporary and are disassembled after the exhibition is over.

Artist/Cultural Focus

Mayans— Maya stelae are monuments that were fashioned by the Maya civilization of ancient Mesoamerica. They consist of tall, sculpted stone shafts and are often associated with low circular stones referred to as altars, although their actual function is uncertain.

Hundreds of stelae have been recorded in the Maya region, displaying a wide stylistic variation. Many are upright slabs of limestone sculpted on one or more faces, with available surfaces sculpted with figures carved in relief and with hieroglyphic text.

Inspiration



Art and Design Focus:

Painting

Year 6

Summer Term

Objective (Project)

To create a painting using graffiti style techniques, that reflects a key message that may influence their society.

Focusing on the proverbs 'The pen is mightier than the sword.' and 'A picture tells a thousand words' pupils will research how art, specifically paintings, have influenced society in the last 100 years. Children will look in depth at Picasso's Guernica (1937) and some of Banksy's most thought-provoking work. Pupils will then design their own graffiti-style work that reflects a message they feel will influence those around them.

Key Knowledge and skills

To research and explore the journey of art from the 1920s to modern day pieces.

To use research to compare and contrast key art pieces in history. E.g. Guernica and Banksy's more recent work.

To present findings on how a piece of art has changed society or reflected it.

To study the work of Banksy and describe its key characteristics.

NB: <https://www.bbc.co.uk/newsround/46632542>

To research how different political artworks have influenced society.

To use their sketchbook in order to develop and share their ideas, experiences and imagination by designing their own influential piece.

To use painting and graffiti techniques to create a design that might influence their society.

What? (Vocabulary)

Spelling

Definition/Sentence

Society

The people who live in a country or region, their organisations and way of life.

Influence

Affecting what people do or what happens.

Making a statement

Create a certain impression. Communicate an idea or mood without using words.

Controversial

The subject of intense public argument, disagreement or disapproval.

Graffiti

Words or pictures that are written or drawn in public places.

Political artwork

Art that presents direct and indirect perspectives on society, all art can be described as "political art."

The role of a political artist is to express different points of view regarding global politics and social standards. There are four main aspects and functions of political art: [Click here](#)

Stencil

A piece of paper, plastic, or metal which has a design cut out of it. You paint it so that paint goes through the hole and leaves a design on the surface.

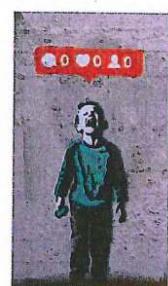
Artist/Cultural Focus

Key Focus on the proverbs: 'The pen is mightier than the sword.' and 'A picture tells a thousand words' do the children believe Art confirms these proverbs..

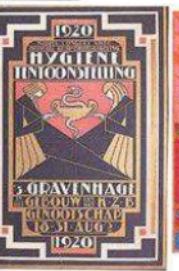
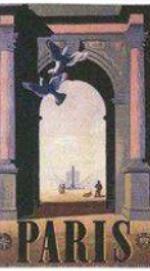
Guernica is a large oil painting on canvas by Spanish artist Pablo Picasso completed in June 1937. It was a powerful political statement, painted as an immediate reaction to the Nazi's devastating casual bombing practice on the Basque town of Geurnica.

Similarly, to compare, Banksy, a graffiti artist and political activist. He uses his graffiti as a means to draw attention to things that matter. He is a political activist, and though his artwork may be controversial, it is his controversy that he stirs that has caught the eye of many people since the 1990s.

Inspiration



LI: research and explore the journey of art from the 1920s to modern day pieces.



1940



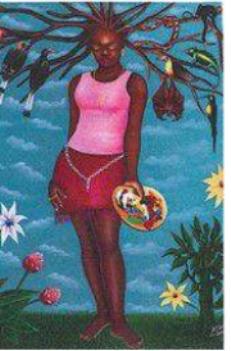
1960



1980



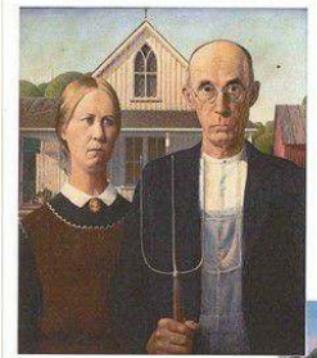
1990



2000



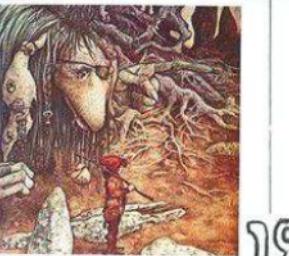
1920



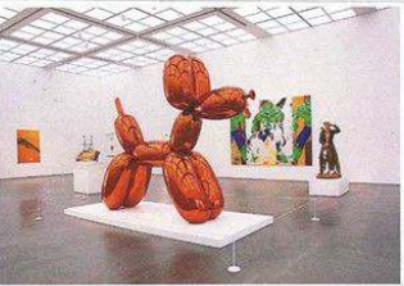
1930



1950



1970



1920s

- Personal expression and rebellious thought dominated 1920s art.
- Dada, Expressionism, Surrealism and Art Deco
- Reflected aftermath of WW1.

1930s

- “The Great Depression.”
- More realistic art.
 - Mural painters and canvas Painters.

1960s

- Pop Art, Optical Art, Minimalism, Conceptual Art, Performance Art and Feminist Art.
- Embracing life, mass produced objects, Consumerism.

1950s

- Change and experimentation.
- Pop Art begins to emerge.
- A sense of Optimism in art after WW2.

1940s - 1950s

- Abstract Expressionism
- Jackson Pollock, Willem de Kooning, Franz Kline and Mark Rothko.
- Unrealistic forms; personal, emotional expression

1970s

- Influenced by late 60s social events and challenges to the system.
- Influences of California Art, Latin America and Japan production are acknowledged.
- Photo realism - drawings which look like photographs.
- Female artists begin to gain more acknowledgement.

1980s

- Neo-expressionism - expressing raw emotion, genuine ideas and feelings.
- Roy Lichtenstein, Keith Haring.

2000s

- Protests, introduction of Instagram and social revolution have shaped art.

1990s

- Art world began to embrace the digital age.
- Immersive Installation, by Damien Hirst.
- Views of politics and history.
- Identity politics.
- Photography.

LI: compare and contrast key art pieces in history. (Guernica and Banksy)

Guernica - Picasso (1937)



- Oil painting.
- black and white.
- characteristic Cubist figures
- Emotional response to war's senseless violence.

- expressive detail of children's book illustration.
- Oil on canvas.
- "not all superheroes wear capes"
- Monochrome tones



Game changer - Banksy
(2020)

LI: present findings on how a piece of art has changed society or reflected it.

This lesson would involve research and presenting.

Evidenced maybe with a presentation or video (QR code in the book?)



LI: describe key characteristics of Banksy's art

Banksy is one of the most controversial street artists in the world.

Banksy's political statements and disruptive vision have impacted cities across the globe at vital moments in modern history.

The dangers of consumerism.



His work provokes alternative viewpoints and has encouraged a revolution in the art world.

Powerful, iconic + controversial.



Banksy's identity remains unknown, even after being active for more than 30 years.



Artwork is often satirical, combining dark humour with messages of art, philosophy and politics.





Often uses multi-layered stencils combined with other media sources. Sometimes including objects that already exist on his 'canvas', such as street signs and fire hydrants.



Reference's 20th Century political activist Emma Goldman
"If voting ever changed anything, it would be illegal"



He declared, life in a city where graffiti was legal would be "like a party, where everyone was invited."



Anti-Capitalist message, warning passers-by about the corrupt power of banks and how you can easily become 'kidnapped' by Capital.

Cash machine girl.

Love is in the air



Instead of being captured in the act of violence, Banksy's subject holds the embodiment of peace and beauty - a bunch of flowers.

LI: research how different political artworks have influenced society.



Armored Dove of peace, 2007

A political message meant to criticize those who are part of the Palestine-Iranian Conflict. Painted on the West Bank Wall used to separate Palestine and Israeli, the art features a white dove with its wings out wide in an open stance holding an olive branch.

Peace cannot be made when the people involved do not want it.

Banksy takes a well-known saying, crosses out the final word, and with red paint, replaces with Politics. A small girl which inserts the belief that even our youth is beginning to realize politics is fake.



IF YOU REPEAT A LIE OFTEN ENOUGH, IT BECOMES TRUTH

POLITICS



This piece depicts a man, covered in a blanket, and holding a sign which reads 'keep your coins, I WANT CHANGE'. The work presents an irony that communicates that the man doesn't want materialistic items, he wants change in action within political boundaries. If life had been made easier, then this man wouldn't need to beg on the streets.

Season's Greetings appeared just before Christmas 2018 on the wall of a garage in Port Talbot, Wales. On the right corner a child with winter clothes plays with snow, trying to eat it. A dark fog surrounds him and on his side a sleigh ready to ride. On the left a bin is on fire, producing smoke and ashes. The viewer goes from a reassuring, sweet situation to a real nightmare. The meaning is environmental pollution is hidden everywhere.

A business-man whipping a group of people using a whip. Creatively defiant commentary on capitalism. Driving real people from their home.



'The whip' 2018

Depicts a young boy with a sewing machine crafting Union Jack bunting for Jubilee Celebrations. Widely interpreted to be a critique of child labour, believed to have a part of producing many cheap items sold in discount shops.

The work was removed in February 2013.

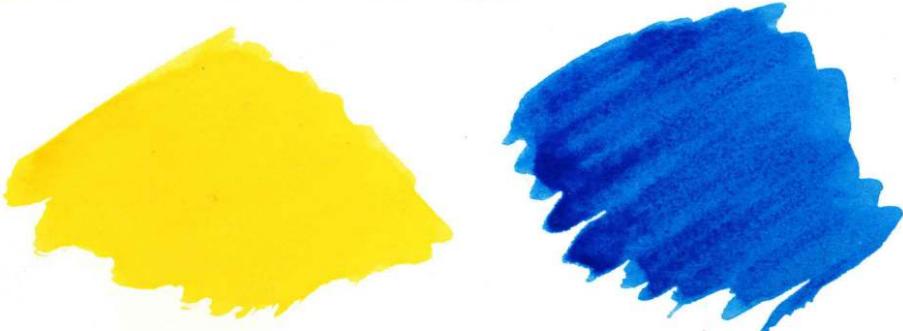


Slave Labour



LI: design own influential piece.

UKRAINE WAR



I use painting and graffiti techniques to create a design that might influence society.



NO MORE WAR