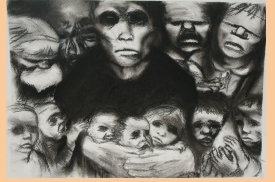


# Make My Voice Heard



*What I should already know : In KS1 the children have explored mark making and line; worked and experimented with different materials through observational and collaborative pieces. They have learnt how to use pencils to create different tones (inspired by artist Ed Ruscha). The children have developed a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. They have used 3D clay to create 2D printed patterns and sculptural forms. In LKS2, they have learnt about composition and have planned their own still life to paint, applying chosen techniques. They have learnt how the use of colour creates mood and emotion and have worked with clay tools and to create prints. In UKS2, they have investigated self-portraits by a range of artists and used photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media. They have learnt how artists make political statements through their art, e.g. Banksy. In all year groups they have used sketchbooks to record observations and have learnt about how artists develop their ideas using drawings.*

## Enquiry Questions:

Can I create a piece of graffiti art?

How are emotions conveyed in art?

Can I create an impactful piece of art?

Can a sculpture convey a message?

## Key Vocabulary

**Abstract** - Art which does not represent images of our everyday world. It has colour, lines and shapes (form), but is not intended to represent objects or living things.

**Chiaroscuro** - The darkening of the background around the face and adding of shadows.

**Composition** - The placement or arrangement of the different elements, of 'things' within a work of art.

**Cubism** - a style of art which aims to show all of the possible viewpoints of a person or an object all at once. It is called Cubism because the items represented in the artworks look like they are made out of cubes and other geometrical shapes.

**Figurative** - Modern art which has strong references to the real world, particularly the human figure.

**Graffiti Art** - Drawings or words made on a surface on a public place, often created with spray paint. If the owner of the property has not given permission, then this is considered vandalism which is illegal.

**Parallel lines** - Two lines that the same distance apart and never touch.

**Serif** - A small decorative line added to the basic shape of a letter.

**Symbolism** - using an object or a word to represent an idea.

**Tag** - A stylised signature. The simplest and the most common type of graffiti.

**Tone** - how light or dark a colour is.

## Art & Design

### Skills

*Pupils should be taught to 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*

*To improve their mastery of Art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]*

*About great artists, architects and designers in history*

## Artists' work looked at:



**Kathe Kollwitz**

A German artist who worked with painting, printmaking and sculpture.

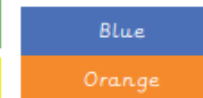
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**Mark Wallinger**

A contemporary British artist.

Complementary colours are directly opposite each other on the colour wheel.



I can shade using pencil to create shadows, degrees of light and dark and a 3D effect.



Cubism ignores perspective and artists paint their subjects from lots of different angles.



**Pablo Picasso** A Spanish artist who co-founded the Cubism art movement with artist Georges Braque in 1909.

Artwork © Succession Picasso/DACS, London 2020, Pablo Picasso, Guernica, 1937 (oil on canvas), Photo © Bridgeman Images

*Links to other areas of the Curriculum - History - Transatlantic slave trade/a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066*  
*S&L: Campaigning for things that are important to us.*