



Building on prior learning	Theme overview	Preparing for future learning	Vocabulary
<p><b>In key stage 1 children will have had the opportunity to:</b></p> <ul style="list-style-type: none"> <li>draw using a variety of media (pencil, crayon, chalk, felt pen)</li> <li>Discuss the use of light and dark</li> <li>Sketch to make quick records</li> <li>Make as many tones of one colour as possible (using white)</li> <li>Darken colours without using black</li> <li>using colour on a large scale</li> </ul> <p><b>Before the start of the unit they will be able to...</b></p> <ul style="list-style-type: none"> <li>Confidently control the types of marks made and experiment with different <b>effects and textures including blocking in colour, washes and thickening paint to create textual effects</b></li> <li><b>mix paint with an understanding of primary, secondary and monochromatic colours</b> (varying tone of one colour).</li> <li>use <b>light and dark</b> within painting and show an understanding of <b>complementary colours</b> (opposites on a colour wheel – yellow and purple, green and red, blue and orange)</li> <li>Produce work “in the style” of an artist</li> <li>Use a block printing tile with their own design</li> </ul>	<p><b>Children will make observations</b> from images of popular artists and be able to express a justified opinion.</p> <p><b>Children will be taught</b> how to control line, colour, shape and space in their work.</p> <p><b>Children will be provided opportunities</b> sketch from observations and blend colours to produce artwork in the style of Warhol and Lichtenstein.</p> <p><b>Children will learn</b> how to select the appropriate tools for the task, particularly selecting the correct brush size.</p> <p><b>Children will be provided opportunities</b> to use printing techniques, building on the use of positive and negative images and repeated patterns from Year 4,</p> <p><b>Children will be provided opportunities</b> to analyse and evaluate creative works both their own and those of well-known artists.</p>	<p>Children will use their understanding of sketching techniques to all future art work and observational sketching in science.</p> <p>Children will apply their understanding of form to all future artwork, particularly still life drawing, paint and sculpture.</p> <p>Children will be able to transfer their understanding of shading and tone to all future sketching, drawing and painting works.</p> <p>Children will be able to develop their understanding of printing as an important creative tool.</p> <p>Children will be given the opportunity to develop their understanding or the role of art in culture and how popular art work can change over time.</p>	<p><b>Print:</b> an impression made by any method involving transfer from one surface to another</p> <p><b>Collograph:</b> a printing block made by gluing objects to a flat base</p> <p><b>Positive:</b> the lines or space filled by a colour – the colour that prints</p> <p><b>Negative:</b> the lines or space left blank or unfilled</p> <p><b>Off-set:</b> placement of the print so it is not in line with previous prints</p> <p><b>Composition:</b> the arrangement or layout of objects or artwork.</p> <p><b>Pattern:</b> a repeated decorative design</p> <p><b>Warm Colours:</b> perceived as energetic or exciting.</p> <p><b>Cool Colours:</b> perceived as soothing and calm.</p> <p><b>Texture:</b> the feel, appearance or tactile quality</p> <p><b>Proportion:</b> a part considered in relation to the whole.</p> <p><b>Contour:</b> following the shape of the object outline</p>

## NC coverage and HWJS skills development

### National curriculum coverage for Art

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 create sketch books to record their observations and use them to review and revisit ideas
- 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

### HWJS skills development

- Continues to use the correct vocabulary for the key elements of the art being studied
- confidently experiments with different ways of using a tool or material that is new to them
- Can develop quick studies from observation recording action and **movement** with fluency, returning to each study to improve accuracy and detail
- Develop use of different printing techniques and make creative choices about how to develop pattern
- Can express their ideas and observations responding to advice from others
- Can annotate a work of art to record ideas and emotions using this to inform design ideas


## Knowledge organisers

### Year 6 Art – Autumn 2: Pop Art – Warhol and Lichtenstein

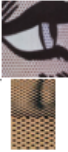
PRIOR KNOWLEDGE	KEY SKILLS	KEY VOCABULARY
<ul style="list-style-type: none"> <li>Artists work with a range of different media and inspiration can be drawn from anywhere.</li> <li>Sketches help to develop design ideas.</li> <li>Primary colours are the base for all other colours.</li> <li>Pattern is the repeat of a design.</li> <li>Print designs can be carved into media, or built up by adding to a base.</li> <li>Printing can be messy!</li> </ul>	<ul style="list-style-type: none"> <li>Draw from observation.</li> <li>Develop use of different printing techniques.</li> <li>Use different media to create designs in the style of Pop Artists.</li> <li>Consider how to best use a limited pallet of primary colours to maximum effect.</li> <li>Understand the importance of popular culture on artists and how artists can influence culture.</li> </ul>	<p><b>Print:</b> an impression made by any method involving transfer from one surface to another.</p> <p><b>Collograph:</b> a printing block made by gluing objects to a flat base.</p> <p><b>Positive:</b> the lines or space filled by a colour - the colour that prints.</p> <p><b>Negative:</b> the lines or space left blank or unfilled.</p> <p><b>Off-set:</b> placement of the print so it is not in line with previous prints.</p> <p><b>Composition:</b> the arrangement of objects or artwork.</p> <p><b>Pattern:</b> a repeated decorative design.</p> <p><b>Warm Colours:</b> perceived as energetic or exciting.</p> <p><b>Cool Colours:</b> perceived as soothing and calm.</p> <p><b>Texture:</b> the feel, appearance or tactile quality.</p> <p><b>Proportion:</b> a part considered in relation to the whole.</p> <p><b>Contour:</b> following the shape of the object outline.</p>

#### ARTIST INFORMATION


- > Roy Lichtenstein (1928 - 1987)
- > American painter and sculptor
- > Known for his use of primary colours and cartoon style artworks
- > Pioneered the use of Ben Day dots in his art



A commercial printing technique using small dots of colour, named after illustrator and printer Benjamin Henry Day. Ben-Day dots were used in colour comic books in the 1950s and '60s to create effects of shading and secondary colours inexpensively.



- > Andy Warhol (1923 - 1997)
- > American painter and film director
- > Known for his use of everyday items and famous icons in his art
- > Use screen printing to mass produce and reprint designs



#### GOOD TO KNOW...

- ❖ Almost any materials can be used to print with.
- ❖ A print design can be used multiple times to recreate the same image in many colours.
- ❖ Printing inks can be messy, so care should be taken when touching the inked images.
- ❖ Pop Art designs can be anything (or anyone) that is popular at that time.
- ❖ Pop Art predominately uses bright primary colours.
- ❖ Print designs can be made by etching into a tile to create a positive and negative. The ink should lay on the positive 'background' of the image, leaving the design as the un-coloured negative (the pressed in part of the tile).
- ❖ Most printing techniques allow for the image to be recreated multiple times. Some artists use repeating pattern with their printing.

Additional resources that could be used to support teaching Pop Artists :

[Pop art | Tate](#)

[Pop Art | Tate Kids](#)

[Pop Art Movement Overview | TheArtStory](#)

Additional resources that could be used to support teaching of printing:

[Printmaking in the Primary National Curriculum \(accessart.org.uk\)](#)

[KS1 / KS2 Art and Design: Printmaking with different materials - BBC Teach](#)

<b><u>Connections / deepening understanding</u></b>	<b><u>RADE</u></b>	<b><u>Assessment</u></b> Details of the objectives that they will have covered within this unit of work	
<p><b>History</b> – Unit of civil rights and discussions about changing culture</p> <p><b>Wellbeing</b> – focus on trying out, creativity and resilience</p>	<p><b>Promoting cultural development:</b> Develop further understanding of culture and the role of art in expressing the mood of the era</p> <p><b>UNCRC</b> Article 13 – Right to opinions and sharing of thoughts Article 31 – Right to be involved in creativity activities</p>	<p><b>By the end of the unit the children will ...</b></p> <ul style="list-style-type: none"> <li>• be able to take a risk and commit to attempting new techniques</li> <li>• be able to expand their understanding and experience of printing</li> <li>• have explored the work of Andy Warhol and Roy Lichtenstein</li> <li>• have a better understanding on the role of an artist in influencing popular culture</li> <li>• be able to use the positive and negative image to create pattern</li> <li>• be able to use layering to build the composition from background to finer detail</li> </ul>	
<p><b><u>Key skill(s)/ knowledge to be assessed by the end of the unit</u></b></p>	<p><b><u>Lower attaining</u></b></p>	<p><b><u>Middle attaining</u></b></p>	<p><b><u>Higher attaining</u></b></p>
<p><b><u>Key Skills</u></b></p> <ul style="list-style-type: none"> <li>• use cut away shapes and layering as a printing technique</li> </ul>	<p><b>Children can:</b> With assistance, remove part of an image or tile to leave a negative of a simple design. Be able to apply paint or printing ink to the positive (remaining) part of the design and transfer image to paper. Image may not be clearly recognisable.</p>	<p><b>Children can:</b> Remove part of an image or tile to leave a negative of a simple but planned design. Be able to apply paint or printing ink to the positive (remaining) part of the design and transfer image to paper. Image will be clear and tile/print can be reused.</p>	<p><b>Children can:</b> Remove part of an image or tile to leave a negative of a more detailed design. Be able to apply paint or printing ink to the positive (remaining) part of the design and transfer image to paper. Image, including finer detail will be clear and tile/print can be reused.</p>
<p><b><u>Key Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Understand the importance of the Pop Art movement on modern artists</li> </ul>	<p><b>Children understand:</b> Understand that Pop Art artists used references to the popular culture of their time.</p>	<p><b>Children understand:</b> Understand that Pop Art artists were influenced by the popular culture that surrounded them. Understand the importance of the artists in capturing the feeling and emotion of the era.</p>	<p><b>Children understand:</b> Understand that Pop Art artists were influenced by the popular culture that surrounded them. Understand the importance of the artists in capturing the feeling and emotion of the era. Understand their importance in influencing modern artists to use the popular culture as inspiration.</p>

NB: The assessments are completed for two reasons – to enable the class teacher and in turn the subject leader to evaluate the pitch of the learning within the unit in order to consider any necessary updates and for the class teacher to report to parents on the attainment of pupils in the end of year reports