

Express Yourself : Art : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To explore how clothing can be used express ourselves.	Children begin the topic by exploring different ways to express oneself and identifying the ways in which they express themselves. They investigate how clothing can be a means of expressing their personality and opinions, looking at other people's outfits as well as designing some of their own.	<ul style="list-style-type: none"> Can children identify different ways they can express themselves? Can children identify aspects of a person's personality from their clothing? Can children use clothing to convey their own personality? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C Colouring pencils or felt tips Challenge Cards (FSD? Activity only) Worksheet 1D (FSD? Activity only)
Lesson 2	To observe and draw different facial expressions.	In this lesson the children take on the role of cartoonists, where they observe different facial expressions and how they are conveyed. They must look carefully at each facial feature and determine how it changes to show an emotion. They will then use these emotions to sketch cartoon faces showing a variety of different emotions.	<ul style="list-style-type: none"> Can the children identify different emotions from facial expressions? Can children describe how the features change for different facial expressions? Can children sketch a given emotion as a cartoon? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C Emotion Cards Plenary Cards Mirrors Colouring pencils/ felt tips Worksheet 2D (FSD? Activity only) Paint (FSD? Activity only) Paintbrushes (FSD? Activity only) Paper plates (FSD? Activity only)
Lesson 3	To create wire models to express body language.	Children start this lesson by creating a pipe cleaner person and manipulating them to show them being happy or sad. They then go on to explore what body language is and how bodies can portray emotions. They will then create a wire sculpture of a human and position them to show a particular emotion.	<ul style="list-style-type: none"> Do children understand that body language can portray emotions? Can children describe how bodies change to portray different emotions and feelings? Can children manipulate wire to create sculptures to portray an emotion or an activity? 	<ul style="list-style-type: none"> Slides Pipe cleaners (teaching input) Modelling wire Wire cutters/scissors Coloured Card Help Sheet A/B Picture Cards
Lesson 4	To explore how lines and fonts can express ideas.	This lesson allows the children to explore how lines and fonts can express different ideas and feelings. Whilst looking at the words of Keith Haring, the children are challenged to think about what different kind of lines mean or express. The children use their understanding of fonts and lines to create calligram portraits of themselves to express their personalities.	<ul style="list-style-type: none"> Are children able to describe how lines and fonts can express an idea? Can children make choices based on different lines and fonts to create a desired effect? Can children use different pressures and thicknesses to create a desired effect? 	<ul style="list-style-type: none"> Slides Worksheet 4A Challenge Cards A4 photograph of each child Plain paper Colouring pencils/ felt tips Worksheet 4B (FSD? activity only)
Lesson 5	To explore how artists use colour to express themselves in their art.	Through exploring the artwork of Picasso, Kandinsky and Munch the children discover how colour can express the emotions, thoughts and opinions of an artist. Discussing Kandinsky's colour theory allows the children to reflect on their own responses to different colours and what thoughts and emotions they think of when responding to a colour. Children use these reflections to create an emotion wheel using colour and shapes.	<ul style="list-style-type: none"> Can children respond and comment on different pieces of artwork? Can children identify emotions they feel, linked to a colour? Can children use colour and shape to illustrate emotions? 	<ul style="list-style-type: none"> Slides Worksheet 5A/5B/5C Felt tips Digital photographs of the children (FSD? activity only) Computers or tablets (FSD? activity only)
Lesson 6	To study the artwork of Chuck Close and explore his techniques.	The children are introduced to the modern artist Chuck Close who used fingerprinting to create large-scale portraits. They explore the different techniques Close used to create his artwork, including the use of a grid to transfer a portrait from a photo to a canvas. Reflecting the style of Close's work, the children create a self-portrait using their fingerprints.	<ul style="list-style-type: none"> Are children able to comment on an artist's work? Can children use techniques influenced by an artist? Can children use different pressures and overlaps to create a desired effect? 	<ul style="list-style-type: none"> Slides Worksheets 6A/6B/6C A4 photograph of each child Plain paper Paint/ ink pads Worksheet 6D/6E (FSD? activity only) String/wool (FSD? activity only) Glue (FSD? activity only)

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KS2 Art Curriculum Objectives

- to improve their mastery of art and design techniques, including drawing with a range of materials
- to improve their mastery of art and design techniques, including painting with a range of materials
- to improve their mastery of art and design techniques, including sculpture with a range of materials

Vocabulary

clothing, outfit, colour, pattern, style, texture, symbol, motif, culture, tradition, personality, expression, self-expression, design, label, cartoon, emoji, feature, emotion, sculpture, wire, twist, bend, fold, loop, wrap, join, pose, body language, proportion, shape, balance, card, lettering, word, font, calligram, micrography, self-portrait, portrait, light, dark, value, tone, shading, overlap, grid, grid method, photograph, fingerprint, line, pressure, print, impression, mark, artist, Keith Haring, Picasso, Kandinsky, Chuck Close, Blue Period, photorealism

Teacher notes