

Year 6 – Art

Unit 6A People in action

ABOUT THE UNIT

In this unit children explore how to convey movement in their work. They explore dynamic activities such as sport, dance, drama and music as a starting point for making work in two dimensions. They look at how the idea of movement is shown in different kinds of art, such as photography, illustrations, cartoons, paintings, prints, and experiment with different methods and techniques to show movement.

WHERE THE UNIT FITS IN

This unit builds on Unit 3A 'Portraying relationships', where children use compositional skills to portray the relationship between figures. It also builds on Unit 4A 'Viewpoints', where children make a sequence of images using photography or video. Unit 4A 'Moving and growing' in the science scheme of work provides a useful basis for understanding movement. This unit links with work on movement patterns in dance, gymnastics and games activities in physical education.

WHAT THE UNIT COVERS

Art	Craft	Design	2D	3D	Individual work	Collaborative work	
Line	Tone	Colour	Pattern	Texture	Shape	Form	Space
Painting	Collage	Textiles	Digital media	Sculpture	Print making		

VOCABULARY

In this unit children will have an opportunity to use words and phrases related to:

- the ways in which movement is shown in visual form, *eg in film, animated cartoons, cartoon sequences*
- movement, *eg action, repetition, sequence, drift, dynamic, flowing, motion, rhythm, shifting, forceful*
- human form, *eg pose, position, gesture, open/closed shape*
- facial expression, *eg expressive, contorted, exhausted, joyous*
- change, *eg alter, convert, reorganise, transform, vary*
- lines and shapes, *eg border, expressive, boundary, contour, edge, outline, profile, silhouette*
- tone, *eg lightness, shade, contrast*
- colour, *eg brilliant, glowing, dark, faded, expressive*
- representation, *eg depict, portray, figurative, abstract*
- montage, *eg cutting and piecing together from photographs and other materials*

RESOURCES

For practical work

- reclaimed materials and found objects
- photographs and magazine cuttings of people in action
- multiple photocopies of figures
- if possible, a video camera and recorder or digital camera

Suggested examples of art, craft and design

- videos, models or diagrams showing how human figures move

- photographs showing figures in movement *eg Eadweard Muybridge*
- art, craft and design work showing movement related to the theme of sport, dance and music from any time or culture, *eg advertisements, images of athletes from ancient Greece, the work of expressionists, the work of futurists, such as 'Unique forms of continuity in space' and 'The dynamism of a footballer' by Boccioni; 'Wildly dancing children' by Nolde; 'The Cardiff team' by Robert Delaunay; 'The three dancers' by Picasso*

EXPECTATIONS

At the end of this unit

most children will be able to: explore ideas about movement; collect visual and other information on how to communicate movement in visual form; investigate a range of materials and processes and combine and organise line, tone, shape and colour to represent figures and forms in movement; compare and comment on ideas, methods and approaches used in their own and others' work, relating these to the context of the work; adapt and improve their work to realise their intentions

some children will not have made so much progress. They will be able to: investigate different methods and techniques to communicate their ideas; comment on differences in their own and others' work; suggest ways of improving their own work

some children will have progressed further. They will be able to: select relevant visual and other information; manipulate materials and techniques, using visual and tactile qualities to communicate ideas about movement; analyse and comment on ideas, methods and approaches; refine their work to reflect their view of its purpose and meaning

PRIOR LEARNING

It is helpful if children have:

- learnt that humans have a skeletal structure for support, and muscles for movement
- practised body posture, gesture and movement through gymnastics and dance
- linked and repeated physical actions and explored feelings and moods
- drawn and painted the figure engaged in activity
- experimented with drawing and other techniques
- used visual and tactile qualities to express ideas about sound, movement, structure and form

FUTURE LEARNING

In Unit 7A 'Self-image' in the secondary scheme of work, children explore ideas about their own identity, using and combining traditional and digital media.

ADAPTING THE UNIT OF WORK Children could:

- use multimedia authoring software to organise, refine and present their work for a particular audience, linking with Unit 6A 'Multimedia presentation' in the ICT scheme of work
- use e-mail to share sound, text and graphic attachments with other schools



LEARNING OBJECTIVES
CHILDREN SHOULD LEARN

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES
CHILDREN

POINTS TO NOTE

EXPLORING AND DEVELOPING IDEAS

<ul style="list-style-type: none"> to question and make thoughtful observations about starting points for their work to select and record from first-hand observation and to explore ideas for different purposes to compare methods and approaches used by others to show figures and forms in movement 	<p>Activity 1. Rehearse body gesture and movement. Ask the children to imagine in 'slow motion' the act of falling, sprinting from a start line or a dance move. Discuss ideas and feelings about this.</p> <ul style="list-style-type: none"> Put the children in pairs. Ask one of each pair to make a series of short poses that describe the sequence of an action and ask the other to record the poses as outline drawings in their sketchbooks. Then swap roles. Use stick figures, then circle and tube technique as basis for drawings. <p>Activity 2 Look at examples of the work of Eadweard Muybridge, showing movement created from a series of still photographs. Use video recording to create a modern equivalent. Children make flick books showing movement, using techniques from previous session.</p> <p>Activity 3</p> <ul style="list-style-type: none"> Look at the work of different artists and photographers and identify a range of ways in which figures and forms in movement can be represented. Discuss the ways in which visual effects can be used to show movement. <i>What appears to be happening in the picture? How are media and line, tone, shape and colour used to express the idea of movement?</i> e.g. comics, Nolde: Wildly dancing children. <p>Does it look like the children are dancing? Why? How has Nolde conveyed motion within this painting (loose painting style, bright colours → energy, blurred edges).</p> <ul style="list-style-type: none"> Ask the children to record techniques in their sketchbooks. <p>Children to create their own action picture (portraying a dance or other action). Possible materials – pastels (to allow for smudging / blurring) At end of lesson, children to reflect on their work and think about strengths, and possible points for improvement.</p>	<ul style="list-style-type: none"> visualise and demonstrate a sequence of action make drawings to record figure shapes compare and comment on the ideas, methods and approaches of others record the ways in which visual effects can be used to show movement 	<ul style="list-style-type: none"> This work links with physical education. It builds on Unit 4A 'Moving and growing' in the science scheme of work, where children study skeletal structure and using muscles for movement. A video or digital camera can be used to record a series of images that tell a story about the action. Show PE and dance manuals that arrange and overlap drawings to represent movement.
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POINTS TO NOTE

INVESTIGATING AND MAKING

<ul style="list-style-type: none"> to investigate and combine visual and tactile qualities of materials and processes and to match these qualities to show movement to use a variety of methods and techniques to show movement 	<p>Activities 4 +</p> <p>Children use previously developed techniques, together with study of other artists and techniques, to produce their own work using a range of methods and materials.</p> <p>Other works include: Boccioni: Cyclist Mach: Snowball collage; Matisse: Dancers Picasso: Dancers</p> <p>(Other possibilities listed in LCP Medium Term Plan)</p> <ul style="list-style-type: none"> Ask the children to study the work of artists and to use drawing media to experiment with different techniques seen in the work, such as: <ul style="list-style-type: none"> overlapping lines and shapes blurring the edge of a distinct shape using flowing lines Ask the children to annotate their ideas, noting the effects they achieve and how they might use them in their work. 	<ul style="list-style-type: none"> experiment with techniques and annotate their work adapt the working methods of artists and photographers for their own purposes 	<ul style="list-style-type: none"> Show slides and/or large posters and photographs to help the children notice the features that will help them with their own work. Use small group and paired work to enable children to look closely at, analyse and compare other artists' and photographers' work. Provide questions and a structured and systematic approach to the comparison. To help the children manage their practical work, summarise the most useful key features of others' work.
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POINTS TO NOTE

INVESTIGATING AND MAKING (Cont.)			
<ul style="list-style-type: none"> to adapt their work according to their views and describe how they might develop it further 	<ul style="list-style-type: none"> Encourage the children to check their progress regularly with their peers and with teacher. Help them to make careful decisions about what they will keep and what they will improve and develop. 	<ul style="list-style-type: none"> review, adapt and develop their work as it progresses 	<ul style="list-style-type: none"> Demonstrations can provide insights into the imaginative use of methods and visual qualities.
<ul style="list-style-type: none"> to match materials and processes to ideas and intentions 	<ul style="list-style-type: none"> Demonstrate the methods and techniques the children might use in developing their work. Ask them to experiment with: <ul style="list-style-type: none"> collage, <i>eg using cut paper techniques, varying the qualities of the surface, overlapping shapes</i> montage, <i>eg using photocopied images, overlapping shapes and working over the surface with other media</i> print making, <i>eg making a relief surface using shapes of card and string glued to a firm surface, and then inking the card and pressing it onto paper</i> Ask the children to select ideas from their previous studies to make an image or series of images to represent figures and forms in movement. Ask them to select and use media to produce their final work. 	<ul style="list-style-type: none"> experiment with different methods and techniques select and match materials and processes in order to communicate their own ideas about figures and forms in movement 	<ul style="list-style-type: none"> Children will need guidance on how to use 'thumbnail sketches' or other approaches to planning their ideas in visual form.
EVALUATING AND DEVELOPING WORK			
<ul style="list-style-type: none"> to adapt their work according to their views and describe how they might develop it further 	<ul style="list-style-type: none"> Review studies children made in their sketchbooks and their piece(s) of work. <i>Which method and approach was used? Why was it chosen? Was it the most effective means of dealing with the subject? Did the use of visual qualities suit the purpose?</i> Discuss what is most and least effective about the work as it progresses. <i>What do the children think about the subject and its suitability? How well are the visual elements being used and composed? How well have they used the media and controlled materials and techniques?</i> Ask the children to make considered changes to their work as needed. 	<ul style="list-style-type: none"> answer key questions to review the effectiveness of their own work compare their work with others' work as part of the process of evaluation adapt their work as needed 	

