

Leintwardine Endowed CE Primary School Learning Journey Itinerary

'Letting Our Light Shine'

SUBJECT : Art

YEAR : B

TERM : Autumn 1

YEAR GROUPS : 5/6

Key Question: How are illusions created through art?

Previous Knowledge – We would expect children to already be able to:

Chn have previously studied different artists and forms of art, for example, Gustav Klimt, Frida Kahlo, recycled art and plant art.

END OF UNIT OBJECTIVES

Some children will not yet have met what is expected and will show that they are **emerging** because they can:

...observe that artists use illusions to create effects.
 ...with help, understand what perspective is and how this can be.
 ...with support, use vanishing points and horizon lines in their artwork to create perspective.
 ...with some support, apply perspective in their own artwork.
 ...with some support, explain what foreshortening is.
 ...with some support, explain what photorealism is.
 ...observe that artists can use perspective to trick the viewer.
 ...explain what optical art is, with some support.
 ...use line and colour to create illusions, with some support.
 ...with the support of stem sentences, discuss their artwork and say what they think and feel about it.

Most children will show that they have reached the **expected** level because they can:

...explain that artists use illusions to create effects.
 ...understand what perspective is and how this can be used.
 ...use vanishing points and horizon lines in their artwork to create perspective.
 ...apply perspective in their own artwork.
 ...explain what foreshortening is.
 ...explain what photorealism is.
 ...understand that artists can use perspective to trick the viewer.
 ...explain what optical art is.
 ...use line and colour to create illusions.
 ...discuss their artwork and say what they think and feel about it.

Some children will have gone beyond the expected level and will show that they are **exceeding** because they can:

...explain that artists use illusions to create effects, being able to explain what those effects are.
 ...understand what perspective is and explain how this can be used.
 ...use vanishing points and horizon lines in their artwork to create perspective, varying the position of the vanishing point.
 ...apply perspective in their own artwork, explaining how they have done so.
 ...explain what foreshortening is and the effect it provides.
 ...explain what photorealism is and the effect it provides.
 ...understand that artists can use perspective to trick the viewer and explain how this is done.
 ...explain what optical art is.
 ...use line and colour to create illusions, explaining the choices made.
 ...discuss their artwork and say what they think and feel about it, describing the decisions they have made and how they would improve their work next time.

ASSESSMENT OPPORTUNITIES

Chn's work will continually be monitored to check their understanding. Chn will have the opportunity to ask questions at all times to avoid and clarify misconceptions.

ENRICHMENT OPPORTUNITIES

Helping children to remember more

Children's work will be kept for an art gallery. They will write captions, and show their parents around explaining each piece.

SUBJECT SPECIFIC VOCABULARY

Illusions, depth, distance, parallel lines, vanishing point, horizontal lines, proportion, construction lines, genre paintings, perspective, realistic, foreshortening, impression, 'trompe l'oeil', 'to deceive the eye', shading, photorealist, optical art, geometric pattern, complementary colours.

CROSS-CURRICULAR LINKS

Links that we can make to help children make sense of what we want them to know and be able to do.

Computing – chn can make illusions using computer programs.