



Year Group	6	Term:	Autumn 2	Subject	Art	Topic	Illustrations through Propaganda
						Key Question	How can I portray a message through illustrations?
Prior Learning and other Curriculum Links	<p>Year 4</p> <ul style="list-style-type: none"> - Explore relationships between line and tone, pattern and shape, line and texture <p>Year 5</p> <ul style="list-style-type: none"> - Draw accurately from observation conveying tonal qualities well, showing good understanding of light and dark tones on form. 				Statements (Skills)	<ul style="list-style-type: none"> - Record shapes with accuracy showing consideration of proportion, shape and angle - Convey a range of tonal qualities showing an appropriate techniques when conveying form, shadow and perspective - Control mark making/shading creating smooth transition between tonal qualities - Choose and combine different drawing materials as appropriate to task and purpose - Express ideas with accuracy 	
Fundamentals	To begin to develop an awareness of composition, scale and proportion in their work				Key Facts/Sticky Knowledge	<ul style="list-style-type: none"> • Quentin Blake, Dr Suess and Eiichero Oda are all famous illustrators with distinct artistic styles. • Feathering is a type of mark making that using short linear lines that adds contour to a face • Character movement is portrayed through shape accuracy and techniques such as bracelet shading • Different drawing materials and colours can be carefully combined to portray a message in artwork 	
Our Curriculum Journey	<p>Journey: To start this unit, we will discuss the different types of illustrations we may come across such as: cartoons, anime and caricatures. The children will focus on and look at, in detail, three popular artist styles (Quentin Blake, Dr Suess and Eiichero Oda/Manga). As a class, we will note down the artistic features these styles might present and how they tell a story. The children will then have a go at replicating some of these artistic styles. Moving on from this, they will be reminded of different mark making techniques and shading such as cross-hatching, feathering and bracelet shading. After they have recapped these, we will focus purely on expression and emotion. The children will learn step by</p>						

	step how artists create this through proportions of facial features. This is then repeated to show how character movement is represent through different poses and shading. Finally, the children put together all these skills to create a Propaganda poster linked to our History WW2 topic that coveys a message to an audience. To complete the unit, the children will evaluate their work and showcase their art in a class gallery!		
Key Vocabulary (revisited)	Tones, pencils, chalk, charcoal, observe, imagine, colour	Key Vocabulary (new)	Composition, scale, proportion, techniques, tone, brushstroke, direction, cross-hatching, feathering and bracelet shading, cartoons, anime and caricatures

Lesson Number: 1 Location: Class	Key Question: How do different illustrators tell a story?	Lesson Outcome: mindmap/annotation
	Introduction: Share the overarching Key Question. Discuss with the children what different types of illustrations there are: cartoons, illustrations, newspaper drawings, digital designs, anime and caricatures. Children to stick in their front cover into the sketchbooks.	<u>Resources</u> IWB Slides Sketchbooks Front cover Resource sheet of illustrations
	Main Teaching including differentiation: Share with them the different illustrations on the slide (slide 4). Discuss what type of illustration they might be. Show the children the 3 popular ones we will be focusing on. Can they reveal the names of the artists/style? Quentin Blake, Dr Suess and Eiichero Oda/Manga. As a class, talk about why they don't use realism/look real life and use surrealism. Give the history of the artists/style to the children. Children to make notes if they want. <u>Main Activity</u>	

	<p>Children to stick in sheet of different illustration and annotate around it what they may know about the artist and their style.</p> <p><u>Plenary:</u></p> <p>Which is your favourite artist of the 3 and why?</p>	
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<p>Lesson Number: 2</p> <p>Location: Class</p>	<p>Key Question 2: How can I represent character expression in my illustrations?</p>	<p>Lesson Outcome: drawing in the styles of chosen artists looking at character expression</p>
	<p><u>Introduction:</u></p> <p>Share with children the pictures of the illustrations. Can they remember who the artists are and what makes them recognizable? Which style of illustrations are they? Which was their favourite and why?</p> <hr/> <p><u>Main Teaching including differentiation:</u></p> <p>The children will be shown some drawing techniques/ mark makings. In their sketchbooks, the children will have a go over a page spread of consolidating their learning of these different techniques.</p> <p>Explain to the children that there are many ways to convey emotion and expression in illustrations through facial features. Children to have a go at drawing facial features. Make a point of explaining how eyebrows are a key feature for this.</p> <p><u>Main Activity</u></p> <p>Children to follow the step by step videos for the 3 styles and children to draw and watch.</p> <p>Challenge: can the children add colour</p> <p><u>Plenary:</u></p> <p>Which emotion did they find the most difficult to portray and why?</p> <p>Why style did they enjoy now that they have had a go at drawing?</p>	<p><u>Resources</u></p> <p>IWB Slides</p> <p>Sketchbooks</p> <p>Drawing pencils</p> <p>Step by step videos</p>

<p>Lesson Number: 3 Location: Class</p>	<p>Key Question: Can I represent character movement?</p>	<p>Lesson Outcome: using one of the key artists, create a character in movement.</p>
	<p>Introduction:</p> <p>Recap from previous lesson. Which style have they enjoyed drawing the most? Which emotion did they find the most difficult to portray? What do you need to remember when drawing facial features? - eyebrows!</p> <p>Children to first have a go at replicating the character movement.</p>	<p><u>Resources</u></p> <p>IWB Slides</p> <p>Sketchbooks</p> <p>Drawing pencils, colouring pencils</p> <p>Step by step videos</p>
	<p>Main Teaching including differentiation:</p> <p>Children to follow the videos to complete exploratory drawings of different poses and character movements.</p> <p><u>Main Activity</u></p> <p>Give the children 3 choices of images of the different artist's style. Children to choose one of the images to recreate in their book to convey movement and expression.</p> <p>Children can add colour if they have time.</p> <p><u>Plenary:</u></p> <p>Feedback to a partner critically evaluating each other's work</p>	

<p>Lesson Number: 4 Location: Class</p>	<p>Key Question: How can illustrations be used as propaganda?</p>	<p>Lesson Outcome: final art piece - propaganda illustrated poster</p>
	<p>Introduction:</p> <p>Share with the children some examples of propaganda posters. Link back to WW2 History topic.</p>	<p><u>Resources</u></p> <p>IWB Slides</p>

	<p>Discuss and spend time talking about the posters and the purpose of the propaganda.</p>	<p>Sketchbooks</p> <p>Drawing pencils, colouring pencils</p>
<p>Main Teaching including differentiation:</p> <p>Discuss what emotion and movement you would need to get your message across/portrayed. Remind children of the mark making techniques and shadings that they will need to use.</p> <p><u>Main Activity</u></p> <p>Reflecting on our WW2 topic, think about a campaign the children could create a propaganda poster about. They must focus on expression, movement and an illustration style of your choice. Use colour to add to it if they feel it is appropriate.</p> <p><u>Plenary:</u></p> <p>Walking gallery of final pieces. Discuss as a class which one was their favourite and why? Have they been able to portray a message through their illustration.</p>		

<p>Lesson Number: 5</p> <p>Location: Class</p>	<p>Key Question: How can I evaluate my work?</p>	<p>Lesson Outcome: evaluation</p>	
	<p>Introduction:</p> <p>Share with children their work - final pieces. If needed do another walking gallery.</p>		<p><u>Resources</u></p> <p>IWB Slides</p> <p>Sketchbooks</p> <p>Final pieces</p> <p>Evaluation sheet</p>
	<p>Main Teaching including differentiation:</p> <p>Children to complete their evaluation of their final piece. This can be as guided as you feel necessary.</p> <p><u>Main Activity</u></p> <p>What is one thing you have remembered in this art project?</p>		

	<p>What is your favourite thing about your art project? My project would be even better if...</p> <p><u>Plenary:</u></p> <p>Discuss the final statement of the evaluation. My final piece would be even better if... What types of things are the children coming up with? Why?</p>	
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