

Autumn Term Year 6 Brave Colour	Topic: Installation Art, Sketchbooks	Cultural Capital: Watch art videos online to increase access to places you are unable to visit. Visit local galleries, museums, crafts groups, artists.				
<p><u>National Curriculum Objectives (KS2):</u> 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. Pupils should be taught:</p> <ul style="list-style-type: none"> • 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] to know about great artists, architects and designers in history. 						
<p><u>Enquiry Question: How can we create imaginative, immersive environments which enable viewers to engage with colour in a physical way?</u></p>						
<p>Previous Learning: Years 3, 4 & 5:</p> <ul style="list-style-type: none"> • Explored colour. Explored how we can use models to fuel our imagination of what might be. Explored how we can bring together a variety of media. Explored the relationship between artist and viewer. 						
Lesson Theme	Retrieval	Learning Target:	Activity	Success Criteria	Vocabulary	Key Concepts
Lesson 1: Make a Brave Colour Sketchbook	How can we explore colour in a sketchbook?	<p>To understand that a sketchbook can be used to record ideas and discover materials.</p> <p>To identify that we can react emotionally to colour.</p>	<p>Pupils will make an elastic band sketchbook using white paper and cardboard.</p> <p>They will identify and explore colour within the sketchbooks.</p>	I can use a sketchbook to focus my exploration of colour, taking time to record thoughts, test ideas and reflect.	<p>Sketchbook</p> <p>Visual notes</p> <p>Colour</p>	That as humans we react emotionally to colour.

<p>Lesson 2: Explore the Work of Artists Using Colour</p>	<p>How are artists inspired by colour?</p>	<p>To understand that artists find inspiration for artwork from their responses to colour.</p> <p>To become familiar with what installation art is.</p>	<p>Pupils will explore the work of the artists Olafur Eliasson, Yinka Ilori, Morag Myerscough, Liz West who use colour in their work. They will become familiar with how artists might respond in different ways to colour.</p> <p>Pupils will create visual responses to artists' work in their sketchbooks using paper, paint, ink, pastel to respond v in their sketchbooks.</p>	<p>I have explored the work of installation artists who use colour, light and form to create immersive environments. I have been able to imagine what it might be like to be in those environments, and to share my thoughts with others.</p>	<p>Installation Art, Immersive, Participate, Context, Environment, Viewer,</p>	<p>That artists can create immersive environments using colour, light, form and sometimes sound to create a transformative experience for others.</p>
<p>Lesson 3,4&5: Focussing and Refining Brave Colour Explorations</p>	<p>How can we create colourful experiences of our own using sculptural techniques and sketchbooks?</p>	<p>To identify and explore individual responses to colour</p> <p>To engage with colour in an intuitive and physical way.</p>	<p>Pupils are encouraged to guide their own exploration, making choices about how they want to use colour in their artwork.</p> <p>Option 1: Mini Light Boxes. Pupils will create models of sculptural installations exploring light, colour and form.</p> <p>Option 2: Sculptural Challenge: Colourful Walls. Pupils will create a design proposal for a colourful</p>	<p>I can respond to a creative challenge or stimulus, research the area, and make a creative response.</p> <p>I can create a 3d model or 2d artwork which shares my vision with others.</p> <p>I can use a sketchbook to focus my exploration of colour, taking time to record thoughts, test ideas and reflect.</p>	<p>Light</p> <p>Colour</p> <p>Form</p> <p>Structure</p> <p>Sound</p> <p>Senses</p> <p>Sculptural installation</p>	<p>That we can use colour in a brave and inventive way, trying new colour combinations and exploring the relationship between colour and form.</p> <p>That we can test ideas, use our imagination, and share our vision with others by creating 2 and 3 dimensional models.</p>

			<p>architectural installation exploring colour and form.</p> <p>Option 3: Sculptural Challenge: Colour, Light and Form. Pupils will create an idea for an installation which uses light, colour and form (and even maybe sound) to create an immersive experience for others.</p>			
Lesson 6: Reflect, Share and Discuss	How do our colourful experiences make us and others feel?			<p>I can take photos of my artwork, thinking about focus, lighting and composition.</p> <p>I can present my ideas and vision to others, articulate my thoughts and listen to the response of my classmates, taking on board their feedback.</p> <p>I can listen to the creative ideas of others, and share my feedback about their work.</p>	Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	That when we reflect on our own work and the work of others, we can think about what we are good at and what we might do differently next time.
Learning Outside of the Classroom? <ul style="list-style-type: none"> • 						
Cross Curricular Opportunity: <ul style="list-style-type: none"> • Science: Light, shadows. • PSHE: Collaboration, Peer Discussion. 						

Impact/Assessment

- Monitored by sketchbook work, one to one or small group conversation, whole class discussion, final outcome.
- Identify any personal challenges preventing meeting “I Can” statements
- Identify any weaknesses common to many in class which might help identify areas you need to focus on again as a teacher.
- Identify areas of particular strength which might benefit from being developed.
- No grades to be applied, no learning objectives in the sketchbooks, no teacher marking in sketchbooks.