



## Year 6: Making my Voice Heard

| Key Vocabulary | Definition                                                                                    |
|----------------|-----------------------------------------------------------------------------------------------|
| Personality    | The combination of characteristics or qualities that form an individual distinctive character |
| Graffiti       | Writing or drawing sprayed or painted on to a wall, wood or paper                             |
| Serif          | A slight projection finishing off a stroke of a letter in certain type-facers                 |
| Symbolism      | The use of symbols to represent ideas or qualities                                            |
| Expression     | The action of making known thoughts or feelings                                               |
| Opinion        | A view or judgement formed about something                                                    |
| Naturalism     | A style and theory based on accurate depiction                                                |
| Kiln           | A furnace or oven for firing pottery                                                          |

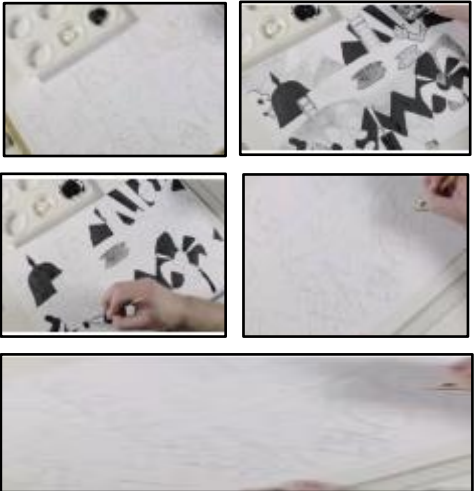
**Artist links:**

- **Kathe Kollwitz**
- **Pablo Picasso**
- **Mark Wallinge**

### Kathe Kollwitz



### Pablo Picasso



### Clay Sculpture





## Year 6: Coverage of Making my Voice Heard (6 hours)

### Cross Curricular Links:

History

Science

### Think like an artist by:

Increasing awareness of how to use tone to describe light and shade contrast and shadow

### Local Links:

### National Curriculum Coverage:

- 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
- To improve their mastery of Art and design techniques, including drawing, painting and sculpture with a range of materials (for example pencil, charcoal, paint and clay)
- About great artists, architect and designers in history

### Vocabulary

Kiln Symbolism

Naturalism

Opinion

Graffiti Serif

### Prior Learning

- Selecting materials for a given purpose
- Further improving painting skill and control when painting
- Creating detailed drawings
- Drawing from different perspectives
- Using 2D drawings to develop 3D work
- Drawing using a continuous line
- Developing and discussing ideas through sketchbooks
- Developing knowledge and understanding of texture through practical making activities

### Key Content

- Understanding how artists manipulate materials to create texture in a range of artwork
- Deliberately manipulating tone to portray emotions
- Increasing awareness of how to use tone
- Using the language of art with greater sophistication to discuss art
- Giving reasoned evaluations of both their own and others work which takes account of the starting points, intentions and context behind the work

### Lesson Sequence:

1. Can I express my personality by using my name to create a graffiti tag?
2. Can I explore Kathe Kollwitz's work and these ideas to create a self portrait?
3. Can I apply what I know about Picasso's Guernica to plan my own composition based on a famous piece?
4. Can I apply paint in black and white tones to my composition?
5. Can I explore use my drawing from lesson 2 to create a sculpture?