



## Art & Design Year 6- Medium Term Planning. Photographic Art

### National Curriculum Objective

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- create sketch books to record their observations and use them to review and revisit ideas
- improve their mastery of art and design techniques, including drawing and painting with a range of materials [for example, pencil, paint, digital images]
- know about great artists, architects and designers in history and how they responded to organic stimuli.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
<b>Learning intention</b>	I can apply an understanding of composition to create an effective photomontage advertising poster.	I can apply an understanding of abstract art through photography.	I can demonstrate an understanding of design choices using digital photography techniques	I can apply an understanding of photography to design and recreate a famous painting.	I can demonstrate observation and proportion to create art in a photorealistic style.	I can evaluate my finished product.
<b>Recall and Retrieval</b>	<p>Before starting this unit, you might want to check that children can recall:</p> <ul style="list-style-type: none"> <li>• How artists create work with the intent to create an impact on the viewer.</li> <li>• Artists are influenced by what is going on around them.</li> </ul>	<p>Speak like an expert</p> <p>Work with a partner – take it in turns to present facts about the art of photomontage for one minute.</p>	<p>Bingo - key vocabulary</p>  <p>Choose six words from the list and write each one in a different box. Mix up the order!</p> <ul style="list-style-type: none"> <li>photo</li> <li>montage</li> <li>camera</li> <li>lens</li> <li>shutter</li> <li>flash</li> <li>tripod</li> <li>subject</li> <li>background</li> <li>foreground</li> <li>middle ground</li> <li>depth of field</li> <li>aperture</li> <li>ISO</li> <li>white balance</li> <li>exposure</li> <li>composition</li> <li>rule of thirds</li> <li>leading lines</li> <li>symmetry</li> <li>balance</li> <li>contrast</li> <li>color</li> <li>texture</li> <li>pattern</li> <li>repetition</li> <li>rhythm</li> <li>movement</li> <li>scale</li> <li>proportion</li> <li>perspective</li> <li>point of view</li> <li>framing</li> <li>crop</li> <li>crop marks</li> <li>crop tool</li> <li>crop ratio</li> <li>crop size</li> <li>crop resolution</li> <li>crop quality</li> <li>crop format</li> <li>crop orientation</li> <li>crop aspect ratio</li> <li>crop crop</li> </ul>	<p>Agree or disagree</p> <p>“Photography and art created from photographs does not require as much skill as painting.”</p> <p>Do you agree or disagree and why?</p>	<p>3, 2, 1</p>  <p>Write down...</p> <p>3 things you have learnt about photography and art in this unit.</p> <p>2 things you have found interesting about photography and art.</p> <p>1 question you still have about photography and art.</p>	

	<ul style="list-style-type: none"> <li>Artists 'borrow' ideas and imagery from other times and cultures to create new artworks.</li> <li>Artists can combine materials; for example, digital imagery, with paint or print.</li> </ul>					
<b>Key Knowledge</b>  <i>Sequence of knowledge throughout the lesson</i>	<ul style="list-style-type: none"> <li>I know that colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</li> <li>Know that art can be a digital art</li> </ul>	<ul style="list-style-type: none"> <li>I know how an understanding of shape and space can support creating effective composition</li> </ul>	<ul style="list-style-type: none"> <li>I know how pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition</li> </ul>	<ul style="list-style-type: none"> <li>Know that artists can use symbols in their artwork to convey meaning. (Knowledge of Artists)</li> <li>Know that artists take risks to try out ideas; this can lead to new techniques being developed.</li> </ul>		

	<p>form, like photography.</p> <ul style="list-style-type: none"> <li>• Know that people use art as a means to reflect on their unique characteristics.</li> <li>• Know that people can have varying ideas about the value of art.</li> <li>• Art can change through new and emerging technologies that challenge people to discuss and appreciate art in a new way.</li> </ul>					
<b>Key Skills</b>	<ul style="list-style-type: none"> <li>• I can explain what a photomontage is.</li> <li>• I can select appropriate images and</li> </ul>	<ul style="list-style-type: none"> <li>• I can explore the artists who use photography to record and observe.</li> </ul>	<ul style="list-style-type: none"> <li>• I can discuss the features of a design and reflect on the effect.</li> <li>• I can make design choices to plan,</li> </ul>	<ul style="list-style-type: none"> <li>• I can choose and analyse a painting to understand its meaning and notice its features.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use the grid drawing method to translate a photo into a drawing using careful observation.</li> </ul>	

	<p>experiment with composition to create an interesting layout.</p> <ul style="list-style-type: none"> <li>I can work in the style of an artist to meet a design brief.</li> </ul>	<ul style="list-style-type: none"> <li>I can compose a close-up photograph of a natural form.</li> <li>I can make decisions about cropping, editing and presenting photographic images in the style of Edward Weston.</li> <li>I know the terms macro and monochromatic.</li> </ul>	<p>select and arrange props in an interesting composition to meet a design brief.</p> <ul style="list-style-type: none"> <li>I can edit a photograph to emulate the style of another artist</li> </ul>	<ul style="list-style-type: none"> <li>I can make design decisions to select and arrange props to replicate a painting in a photographic way.</li> </ul> <p>I can use photographic equipment appropriately, considering</p>	<ul style="list-style-type: none"> <li>I can understand how the grid method helps me to retain the same proportions as an original image.</li> <li>I can choose and use materials effectively to create a photorealistic painting or drawing.</li> </ul>	
<b>Disciplinary Knowledge</b>  <i>Evaluate/Analyse</i>						
<b>Main teaching activity:</b>  <i>Summary</i>	<b>Success Criteria</b> <ul style="list-style-type: none"> <li>I can explain what a photomontage is.</li> <li>I can select appropriate images and experiment with composition to create an interesting layout.</li> <li>I can work in the style of an artist</li> </ul>	<b>Success Criteria</b> <ul style="list-style-type: none"> <li>I can explore the artists who use photography to record and observe.</li> <li>I can compose a close-up photograph of a natural form.</li> <li>I can make decisions about cropping, editing and presenting</li> </ul>	<b>Success Criteria</b> <ul style="list-style-type: none"> <li>I can discuss the features of a design and reflect on the effect.</li> <li>I can make design choices to plan, select and arrange props in an interesting composition to meet a design brief.</li> </ul>	<b>Success Criteria</b> <ul style="list-style-type: none"> <li>I can choose and analyse a painting to understand its meaning and notice its features.</li> <li>I can make design decisions to select and arrange props to replicate a painting in a photographic way.</li> <li>I can use photographic</li> </ul>	<b>Success Criteria</b> <ul style="list-style-type: none"> <li>I can use the grid drawing method to translate a photo into a drawing using careful observation.</li> <li>I can understand how the grid method helps me to retain the same proportions as an original image.</li> <li>I can choose and use materials</li> </ul>	<b>Success Criteria</b>

	to meet a design brief.	<p>photographic images in the style of Edward Weston.</p> <ul style="list-style-type: none"> <li>I know the terms macro and monochromatic.</li> </ul>	<ul style="list-style-type: none"> <li>I can edit a photograph to emulate the style of another artist.</li> </ul>	equipment appropriately, considering composition and lighting for effect.	effectively to create a photorealistic painting or drawing.	
<b>Scaffolding</b>	Could need help with cutting accurate shapes and can be asked questions about their design to help develop their ideas; should be encouraged to cut by themselves or provided with some pre-cut photos to avoid the children becoming frustrated; could use sticky tac to hold their images in place when playing with the composition so they can try out different ideas.	May benefit from working in a small group so that they can observe their peers before taking photographs themselves; could enable the grid view function to aid in lining up the object within the shot (if available on the equipment being used).	Could be given a specific brief, such as recreating playing an instrument or photographing their subjects doing an activity; could be allocated briefs that are achievable and match their interests; should benefit from working in groups to support the photography and editing processes.	Should benefit from working in pairs to help with ideas and composition; could have a selection of relevant items for them to use so that the focus is on how to use them to compose and recreate the picture.	Could be provided with a pre-printed grid on their portrait; could increase the square size further to provide larger squares to work within.	Sentence starters
<b>Challenge</b>	Should be challenged to show a more imaginative approach to creating the montage; should explain their image	Could be encouraged to experiment with a variety of compositions; should explain their	Should be challenged to create a prop of their own to use; should explain their editing choices; should be able	Should be encouraged to choose more complex paintings to recreate that will require greater ingenuity and	Should be challenged to enlarge the image rather than replicate it on the same scale by creating a larger scale on their large paper	

	selection and choice of composition; should be encouraged to create a sense of depth in their arrangement by playing with darker photos and perhaps smaller photos being further back.	composition and editing choices in detail.	to discuss the differences between this digital art technique and the hands-on creation from <i>Lesson 1: Photomontage</i> .	creativity; could be provided with a challenging object to see if they can include this in their composition by using it creatively.	ensuring that there is the same number of squares on both.	
<b>Key vocabulary:</b>	arrangement cityscape composition Dada image layout photomontage	macro monochromatic monochrome photography	album appealing colour composition digital editing emulate focus frame replacement saturation software	composition edit famous frame painting photograph pose prop recreate software	grid large scale observation photorealism photorealistic portrait proportion scale selfie self-portrait	
<b>End of Unit Outcomes:</b>	<ul style="list-style-type: none"> <li>• Explain how a new image can be created using a combination of other images.</li> <li>• Understand what photomontage is and recognise how artists use photography.</li> <li>• Select relevant images and cut them with confidence and a level of control.</li> <li>• Demonstrate a competent knowledge of effective composition, discussing their ideas.</li> <li>• Use recording devices and available software with confidence.</li> <li>• Demonstrate a confident understanding of Edward Weston's style through their artistic choices.</li> <li>• Discuss the features of a design, e.g. explaining what is effective about a composition.</li> <li>• Select a suitable range of props, considering the design brief and their initial ideas.</li> <li>• Use the viewfinder to set up an effective composition, thinking about the scale and positioning of objects.</li> <li>• Use editing software to change their image, reflecting an artist's style.</li> </ul>					

	<ul style="list-style-type: none"><li>• Choose a suitable painting and suggest appropriate ways to recreate it photographically with props.</li><li>• Set up a composition and think about a space that will provide good lighting levels.</li><li>• Take a portrait that is focused and appropriately framed.</li><li>• Draw an accurately measured grid, with some support, understanding how it can support them with their drawing.</li><li>• Use the grid to translate a photograph to a drawn image that is mostly correctly proportioned.</li><li>• Create a final painting or drawing with tonal differences that create a photo-realistic effect.</li></ul>
<b>Resources</b>	