

Year 5 / 6: Summer Term Art and Design: The Art of Discovery

Art linked to History: Leisure and Travel; Science: Plants and Animals

National Curriculum Content:




Exploring and developing ideas: Use key vocabulary to demonstrate knowledge and understanding of texture, shape and pattern.

Drawing: Use a variety of tools and select the most appropriate. Use a sketchbook to develop ideas.

Painting: Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.

Work on preliminary studies to test media and materials.

3D Form: Plan a sculpture through drawing and other preparatory work.

Resources	Materials	Experiences	Revisit and Review
<ul style="list-style-type: none"> • Colour wheels • Examples of Maria Sibylla Merian artworks • Images of natural history discoveries and maps • https://vimeo.com/378523664 • The incredible story of the woman who crossed the world for bugs - Maria Sibylla Merian - YouTube 	<ul style="list-style-type: none"> • Sketch books • Paper • Pencils • Paint • Oil pastels • Collage • Wax crayons 	<ul style="list-style-type: none"> • Responding to artworks: talking, copying, giving personal opinion; making colour families, making models, exploring media. • Exploring sketching, painting and colour mixing as methods of creating and enhancing printed forms. • Visit to Great North Museum • The Biodiversity of Beetles Live Talk with NHM Scientist - YouTube • Maria Sybilla Merian. Metamorphosis. Rare original pictures. - YouTube 	<ul style="list-style-type: none"> • Nature inspired art • Colour family palette • Painting and collage
 <p>'Spectacled Caiman and False Coral Snake', c.1700 Maria Sibylla Merian</p>	 <p>'Insects in Surinam' 1705, Maria Sibylla Merian</p>	 <p>'The Lost Words' 2017 Jackie Morris</p>	<p>Focus artists: Maria Sibylla Merian Jackie Morris</p>

Artwork Information Links:

[Maria Sibylla Merian - Wikipedia](#)

[Maria Sibylla Merian: How One Midlife Artist's Daring Expedition Changed How We View Insects – Later Bloomer](#)

Art Vocabulary:

Picture, painting, printing, portrait, face, image, likeness, sketch, colour, tone, blend, light, dark, oil paint, ink, paper, canvas, background, foreground, midground, mood, atmosphere, compare, different, alike, pattern, realism, abstract, create, compose, form, relief, sculpture, scale, organic.

Expected Outcomes/ Skills and Knowledge




- Observe source material closely to create accurate, detailed scale drawings and prints.
- Use developing knowledge of expressive drawing and compositional skills to create transfer prints.
- Use sketches, shape and colour to design a mixed media piece; combining elements and motifs from their sketchbook.
- Explore colour and shape and print to produce a large scale print inspired by the work of Maria Sibylla Merian incorporating elements from their sketchbook and works studied in this unit



Session 1

Observe: To observe the shapes and colours of beetles to make accurate,

Introduce: Discuss the unit of work we will be completing this half term. 'The Art of Discovery' – what does this mean? Discuss how discoveries were documented through art before the age of



	<p>detailed drawings.</p> <p>Photographs and pictures of a variety of beetles.</p> <p>https://vimeo.com/378523664</p> <p>The incredible story of the woman who crossed the world for bugs - Maria Sibylla Merian - YouTube</p>	<p>photography. What do we think this art work would need to include? Detail, size, colour, shape, 3D, sketches, drawings.</p> <p>Make memory links: Revisit learning from Henri Rousseau unit. HR painted animals. Recall the term ‘impressionist’. Did Henri document animals he saw in nature? No! He did not ever visit a jungle – he did not discover these animals!</p> <p>Analyse examples: Look at examples of work by Maria Sibylla Merian c1700. Put into perspective the timeframe she worked within. The 18th Century – what else was happening in the world at this time? Discuss the discovery of new lands and new species. Compare with work of Jackie Morris from 2017. What is the same? What is different?</p> <p>Create: Look closely at pictures and photographs of Beetles – and real examples if possible. Recall sketching techniques and use of sketching pencils. What do we already know about sketching pencils? How can we recreate the colours? Use of pencil crayons. Children create detailed drawings of Beetles – using observation skills to make detailed and accurate drawings. Demonstrate how to draw 3D forms using pencils, shade, line and tone.</p> <p>Vocabulary: Shade, tone, line, detail, 3D forms</p>
<p>Session 2</p> 	<p>Experience: To experience sgraffito techniques to create large scale works inspired by beetles.</p>	<p>Skill building and practicing techniques: Recall and recap learning from last weeks’ session. Recall vocabulary and ask children to discuss examples of their work.</p> <p>Discuss today’s Learning Intention.</p> <p>Introduce the Sgraffito technique by demonstrating. Ask the children what they notice. Discuss the contrast of colours. Discuss ways in which to create texture, shape and pattern.</p> <p>Allow children to experiment with the technique before moving on to create large scale works inspired by beetles.</p> <p>Regular stop and review – children to share progress and developing skills. Discuss choice of colour for effect.</p> <p>Vocabulary: Sgraffito, colour, contrast, technique</p>
<p>Session 3</p> 	<p>Imagine: To imagine and explore creating pointillist inspired observational drawings of beetles, including shading.</p> <p>Share a range of photographs and images.</p>	<p>Plan own piece: Recall and recap learning from last weeks’ session. Recall vocabulary and ask children to discuss examples of their work.</p> <p>Discuss today’s Learning Intention.</p> <p>Introduce the technique of pointillism. Discuss the use of detail, shading, texture and 3D visuals. Use of pens and pencils – allow choice.</p> <p>Children to imagine and explore with pointillism before creating a pointillist inspired observational drawing of a beetle.</p> <p>Regular stop and review – children to share progress and developing skills. Discuss choice of technique and shading for effect.</p> <p>Vocabulary: Pointillism, observation, shading</p>
<p>Session 4</p> 	<p>Create: To create carefully designed imaginary beetles; combining line, shape, colour and texture.</p>	<p>Work on piece: Recall and recap learning from last weeks’ session. Recall vocabulary and ask children to discuss examples of their work.</p> <p>Discuss today’s Learning Intention.</p> <p>Discuss how today children will create a carefully designed imaginary</p>

		<p>beetle; combining line, shape, colour and texture.</p> <p>Discuss ideas for imaginary beetles – children to begin sketching and experimenting with ideas. Discuss how detailed can be added and how this can be achieved.</p> <p>Pointillism for detail, texture and shade.</p> <p>Vocabulary: Composition, technique, inspiration</p>
<p>Session 5</p> 	<p>Refine: To refine beetle compositions to create collograph and transfer prints using a range of colours and media.</p>	<p>Adapt/ complete piece: Recall and recap learning from last weeks' session. Recall vocabulary and ask children to discuss examples of their work.</p> <p>Discuss today's Learning Intention.</p> <p>Introduce the technique of collography – with reference to the work of the artists studied so far during this unit.</p> <p>Children to refine and complete compositions started during previous session before moving on to collagraph printing. Allow time and resources for experimenting with the technique, refining skills and creating a finished piece.</p> <p>More time to be given during the week for individuals – if necessary.</p> <p>Vocabulary: collograph, print, transfer, technique</p>
<p>Session 6</p> 	<p>Reflect: To reflect on designs and skills to complete and evaluate my final piece.</p>	<p>During this session, children will be given time to reflect upon the skills developed during this unit of learning.</p> <p>Artist statement: Photograph: Gallery of finished pieces:</p> <p>To reflect on designs and skills to complete and evaluate my final piece. Applying the skills learnt during the experimental phase, demonstrating an artist inspired technique.</p> <p>Children refer to their primary photography and the works of the artist while working on their final piece.</p> <p>Evaluate own and peers composition. Suggest improvements that can be made to peers' composition. Make improvements to their composition using partners' suggestions.</p> <p>Vocabulary: Encourage use of all vocabulary learned during this unit. Are children confident to use this independently?</p>