

Art project Year 6

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Maori patterns	NC Links:
Overview of project stages	
1. Research and homework set home (whole school)	
2. Computer research in class	
3. Designing printing block and patterns	
4. Making printing blocks	
5. Printing	
6. Evaluating work	

Maori Patterns Progression in printing and patterns

Teachers please take pictures thanks



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LESSON 1		Time: 1hour
Key Vocabulary:		Key Resources:
1 st Part of lesson: Introduction (minutes)	<p>Year 6 Art Artwork Maori</p> <p><u>Investigating</u></p> <p>Set children homework. Get children to find out about Maori art and encourage them to do drawing and collect pictures.</p> <p>Introduce to the children they are going to take part in a whole school project. Some of their work might get chosen for a big display in school and other children work may get chosen for a display in Ilford library or across the borough.</p> <p>Explain that the whole school will be doing this art project over the next few weeks.</p> <p>Show children PowerPoint on printing. Explain to the children they will need to find to out about Maori art.</p> <p>Show the children some work.</p>	
2 nd Part of lesson: Main Teaching (minutes)	<p>What can they tell you about the picture? Use some of the questions below.</p> <p><u>Content</u></p> <p><u>Looking at what the work is about. The subject matter of the piece.</u></p> <p>What do you think this work is about? What can you see in the painting / print / textile / sculpture / photograph etc? How are the objects arranged? What do you think they represent? Why do you think this? How many people / animals / flowers / objects / shapes / colours etc. can you see? Is the subject matter realistic, exaggerated, distorted, abstracted? Why is this? Is it modern, old, ancient etc ? Is the artist trying to tell us a story or show his skill or record and event accurately?</p> <p><u>Form</u></p> <p><u>Looking at the formal elements in the work of art.</u></p> <p>How have the parts been arranged or put together? Are they carefully positioned? Or haphazard / regular / balanced / random etc? What shapes can you see in the composition? Are they repeated or echoed elsewhere? How would you describe the colours that the artist has used? What colours are there? Cold / warm / complementary / dark / light / bright / dull? What use of tonal contrast has been made? Are there strong highlight and shadow areas? Does the tone create space or make the objects look solid? What size and scale is the work? What clues are there?</p>	

	<p><u>Process</u> <u>Looking at how the work has been made</u> What materials have been used to make this piece of art? Are there a mixture of materials and media? How do you think the artist built up or developed this work? Can you describe how you think he started? What would be needed? Is there any other evidence about the process used? Drawings / plans / models / sketch books which might tell us about how it was put together? What words would you use to describe the working methods employed? Carved / scratched / shaped / moulded / joined / cast / stitched / painted / smeared / printed etc ?</p> <p><u>Mood</u> <u>Looking at the expressive qualities of the work, how it makes us feel, what it makes us think about.</u></p> <p>Is this an interesting piece of work? Is it happy? Does it make you feel sad, lonely, unsettled, melancholy, like laughing or cheerful etc? What makes us feel this way? Is it the subject matter? How it has been portrayed or what it shows? Is it the colours / textures / tone used which create the mood? Would you like to own the work or not? Why do you feel this way? Does the title of the work affect how you feel towards the piece? Do you think the work is purely for decoration or has it got a meaning? What was the artist trying to say through this work ? What makes you think this?</p> <p><u>Context</u> Looking at the wider view Do you know who created the work? When and where was it made? Are there any evidence or clues which tell us these things? Does this work have elements in common with other art forms of the time? Music, poetry, literature, film, fashion etc. What events were going on at the time? Are there other works which are similar in any way? Do they link to this work? Do you know / can you find examples of other work by this artist?</p> <p>Get the children to research and collect sample of work about the artist.</p>
3rd Part of lesson: Independent Work (minutes)	Using lap tops. Get the children to research and collect sample of work about the artist. Collect pictures and images to in sketch books or create fact sheets for display
Inclusion: (EAL, SEN and G&T)	G&T collect more information Eal/ sen partner support on the laptops.
4th Part of lesson: Plenary (minutes)	Jigsaw pair to show pictures that they have found, and share information
Success Criteria/ Lesson Outcomes	<ul style="list-style-type: none"> • To understand about Maori patterns • To collect images information about Maori designs
Evaluation	

LESSON 2	Time: 1-1/2hour
LI: To create a pattern To create a lino print	
Key Resources: pattern ,lino, lino cutter,	
1st Part of lesson: Introduction (5 minutes)	<p>Designing</p> <p>Explain to the children to that they will be creating their own pattern's today based on Maori patterns.</p> <p>Show the children the printing powerpoint.</p> <p>In sketchbooks, children do different designs. Get the children to think about colours, and the shape. How the pattern might repeat? Maori. Split the paper into 4 to create different designs.</p> <div data-bbox="512 835 1449 1536" data-label="Image"> </div>
2nd Part of lesson: Main Teaching (20 minutes)	<p>In sketchbooks, children do different designs. Get the children to think about colours, and the shape. How the pattern might repeat? Maori. Split the paper into 4 to create different designs</p>
3rd Part of lesson: Independent Work (25 minutes)	<p>Making lino</p> <p>Demonstrate to the children how to make the lino print.</p> <p>Tell the children today they will get the opportunity to make their own lino print. Based on their designs.</p> <p>Children draw directly onto the lino, then cut away.</p>

	Children should work in small supervised groups and use safety guards.
Inclusion: (EA, SEN and G&T)	Children will need support to do this so this could done in small groups with LTA support G&T may make more stencils or use more creative ways of joining the designs
4th Part of lesson: Plenary (minutes)	Children reflect about their art work, thinking what want well. Year six children could write in their sketch books a brief recount of the process so far. What has gone well and what they could improve
Success Criteria/ Lesson Outcomes	<ul style="list-style-type: none"> • I have created a pattern • I have created lino print • I have a Maori design
Evaluation	

LESSON 3		Time: 1hour
To create a Maori pattern To think out layout of pattern To evaluate work/others		
Key Vocabulary:		Key Resources:
1st Part of lesson: Introduction (minutes)	Explain to the children that today the will be making their own prints based on their own designs. Model to the children how to use lino. Talk through reason for choice of colour, position on the paper. Things to consider how does it look? Which colours are they choosing? How does it compare to the artist's work how does it compare to their own design? Does the pattern repeat Demonstrate to the children how to put paint onto the printing block. (painting it on will allow more control)	
2nd Part of lesson: Main Teaching (minutes)	Once they have their ideas how the stencil will look they can experiment with different layouts (see power point). See Examples Give children different layout to try out such as half drop. Use template	
3rd Part of lesson: Independent Work (minutes)	Children print onto fabric their designs. A whole class one could be made as well as individual pictures	
Inclusion: (EAL, SEN and G&T)	By outcome SEN Teacher support G&T	
4th Part of lesson: Plenary (minutes)	Look at children's work in sketch book. think about what went well how they could improve.	

	Evaluation in the classroom create a mini art gallery children to look at work, think about what went well, what could improve and discuss why they like certain pictures.
Success Criteria/ Lesson Outcomes	<ul style="list-style-type: none"> • Used card to create a stencil • Can explain and justify choice of colour • Created a pattern based on own design • Evaluate own and others work
Evaluation	