



Art Unit Planner Year: 6 Title: Propaganda Screen Printing

<b>Unit Overview</b>	In this unit, children will use their knowledge of propaganda to design and create their own propaganda poster design, using technology to aid this. They will then transfer this design to a t-shirt, using screen printing.	
<b>Prior Learning/ Links</b>	Y1- William Morris wallpaper printing. Y2/3 – Art – Background and Foreground Y6 – History – Battle of Britain and Invaders through time	
<b>Unit Title: Battle of Britain</b>	<b>Substantive Knowledge</b>	<b>Disciplinary Knowledge</b>
<p><b>Key Questions:</b></p> <p><b>What is the message each poster is conveying?</b></p> <p><b>Who are they aimed at?</b></p> <p><b>What is the purpose?</b></p> <p><b>What techniques has the artist employed to convey a message?</b></p> <p><b>What colours are used and why?</b></p> <p><b>What make the poster successful in conveying its message?</b></p> <p><b>How can we print consistently and clearly?</b></p>	<ul style="list-style-type: none"> <li>• Children know that propaganda is art that is used to communicate and influence the attitude of a community towards a cause or position. It can convey messages or manipulate human emotions.</li> <li>• Children can talk about 2 examples of propaganda art.</li> <li>• Children can talk about Zec and Rocwell, who both created propaganda art throughout the 30s and 40s.</li> <li>• Children know that propaganda posters were used throughout the war to influence and spread messages.</li> <li>• Children can explain different types of propaganda art and the purposes behind these.</li> <li>• Children can experiment with a variety printing techniques and evaluate the effectiveness of these – including being able to describe how to use a screen print.</li> <li>• Children know how to build layers in screen printing.</li> <li>• Plan and create a propaganda poster on the computer.</li> <li>• Children can use a variety of tools and techniques to create a layered design on a t-shirt.</li> <li>• Children evaluate their individual final piece using substantive and disciplinary language.</li> </ul>	<p><b>Art History:</b></p> <ul style="list-style-type: none"> <li>• Name of Artist/DOB+D</li> <li>• Era/ time period of Art (use specific names e.g. renaissance)</li> <li>• Medium</li> <li>• Materials they used</li> <li>• Methods they used</li> <li>• How has the method changed over time?</li> <li>• Inspiration</li> <li>• Which artist’s inspired them?</li> </ul> <p><b>Developing Ideas:</b></p> <ul style="list-style-type: none"> <li>• Keep notes on how the piece will be developed – annotating work in the sketch book.</li> <li>• Show that work has been adapted where necessary.</li> </ul> <p><b>Drawing:</b></p> <ul style="list-style-type: none"> <li>• To explain why selected techniques have been chosen for effect.</li> <li>• Use drawing techniques to work from a variety of sources including observation, photographs and digital images.</li> <li>• To use simple perspective in work, using a single focal point.</li> </ul> <p><b>Painting:</b></p> <ul style="list-style-type: none"> <li>• Plan purposeful work – controlling the types of marks made.</li> <li>• Mix colours, shades and tones with confidence.</li> <li>• Use mixed media to create pieces which experiment with atmosphere and light.</li> <li>• Use materials with different consistency to create effects.</li> </ul> <p><b>3-D:</b></p> <ul style="list-style-type: none"> <li>• Use language appropriate to the skill and technique.</li> </ul>



		<ul style="list-style-type: none"> <li>• Manipulate materials in different ways.</li> <li>• Experience different ways of finishing pieces.</li> </ul> <p><b>Print making:</b></p> <ul style="list-style-type: none"> <li>• Use tools in a safe way to create overlays.</li> <li>• Experiment with overlaying using different colours and different media.</li> <li>• Describe techniques and processes.</li> <li>• Develop own style when producing work.</li> </ul> <p><b>Texture, pattern, colour, line and tone:</b></p> <ul style="list-style-type: none"> <li>• Include tones and texture, tints and shades in work.</li> <li>• Develop the ability to make changes in shade and tone subtly, and understand how to develop this effect.</li> <li>• Consider the use of colour and tone to create mood and atmosphere.</li> </ul> <p><b>Responding to Art:</b></p> <ul style="list-style-type: none"> <li>• Recognise the art of key artists, and begin to place them in key art movements.</li> <li>• Discuss and review their own and others work, expressing thoughts and feelings.</li> <li>• Compare the styles and approaches of different artists.</li> </ul>
<p><b>Vocabulary</b></p>	<p><b>Trips/ Visits/Useful Websites/ Resources</b></p>	<p><b>Key Misconceptions:</b></p>
<p><b>Substantive:</b> propaganda, screen, emulsion, squeegee, stencil, acetate, template</p> <p><b>Disciplinary:</b> design, layer, medium, natural, background, foreground</p>	<p><a href="https://www.youtube.com/watch?v=ulHOSzbNT8Q">https://www.youtube.com/watch?v=ulHOSzbNT8Q</a></p>	