



Lowerhouse Junior School

Art Overview Sheet








Year 5 – 3D Carnival Masks






Rationale: In this unit of work, the children will study a variety of carnival masks linked to their work on South America and Brazil. They will use a pre-formed base to build a mask from papier-mâché before embellishing it with colours and materials of their choice.

Key Learning:



Substantive Knowledge:

-  Question and make thoughtful observations about starting points and select ideas to use in their work.
-  Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
-  Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
-  Adapt their work according to their views and describe how they might develop it further.
-  Annotate work in a journal.

Disciplinary Knowledge:

-  Work from a variety of sources including observation, photographs and digital images.
-  Work in a sustained and independent way to create a detailed drawing.
-  Use a sketchbook to collect and develop ideas.

Disciplinary Knowledge:

-  Shape, form, model and construct from imagination and observation.
-  Produce intricate patterns and textures in a malleable media.

Building on Prior Knowledge

Key Stage 1:

Year 3: Clay – Greek Pottery

Preparing for Future Learning

KS3: to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas ♣ to use a range of techniques and media, including painting ♣ to increase their proficiency in the handling of different materials ♣ to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work ♣ about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

Overview:

Lesson 1 **Immerse in art or artist** show pupils a video from the Rio de Janeiro carnival and a selection of images of the masks. Pupils complete a page in their sketchbooks with annotated images

Lesson 2: **Identify and exemplify skills and techniques** pupils identify different parts of the masks and how the details have been created. They begin to design their own masks.

Lesson 3: **Teach the skills** Pupils will begin building up layers of papier-mâché on a pre-formed mask to use as a base for their own mask.

Lesson 4: **Practice the skills** Pupils will practise creating intricate designs using string in their sketchbooks. They will paint the base of their mask ready for next week.

Key Vocabulary

Papier-mâché: A crafting technique using paper and glue to create shapes.

Mould: A shape or form used to build or sculpt something.

Layer: A single thickness or coating of material.

Texture: How something feels or looks on the surface.

Decoration: Items or designs added to make something more attractive.

Embellish: To decorate with extra detail or sparkle.

Lesson 5: **Apply the skills to final piece** pupils add detail to their final mask.

Lesson 6: **Evaluate the project** compare ideas, methods and approaches in their own work, say what they think and feel about it with greater insight.

Assessment/Key Skills

Most Children will:

- Develop techniques, including control and use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft and design.
- Create sketch... and use them to review and revisit ideas
- Improve mastery of art and design techniques, including... sculpture with a range of materials [for example... clay]
- Learn about great... architects... in history
- Transform 2D designs into 3D models.
- Experiment with and combine materials and processes to design and make 3D form.
- Shape using a variety of mouldable materials.
- Interpret an object in a 3D form.
- Produce work that sometimes can be both visual and tactile.