



Dear Parents and Guardians,

Welcome to Art & Design's May Curriculum Guide

## Grade 6

### "Paper Mache Fauve Shoe"

#### Objectives:

- To explore the history, features and artists of the Fauvism art movement.
- To be able to recognize the style and art works of Henri Matisse.
- To create a shoe sculpture using paper-mache techniques.
- To become familiar with basic additive and subtractive methods while adding imaginative features to their shoe.
- To finish and present a high quality sculpture for the Art exhibition.

Topics	Activities	Key Words	Media
- Conceptual Designing  -Sculpture Armature  -Form  -Paper Mache	<ul style="list-style-type: none"> <li>• <i>Learning about conceptual designing and how to link a concept to a shoe design.</i></li> <li>• Designing a shoe based on fish studies done during Term 2.</li> <li>• Creating an armature for a giant shoe sculpture and apply paper-mache techniques.</li> <li>• Apply the Fauvism colour concept (non-traditional use of colour) onto the shoe sculpture.</li> </ul>	Fauvism Concept Armature Sculpture Additive Subtractive texture emotion non-traditional complementary warm & cool colours Emphasis Unity Pattern	<ul style="list-style-type: none"> <li>• graphite</li> <li>• watercolour</li> <li>• paper-mache</li> <li>• Tempera paint</li> </ul>
Artist	<ul style="list-style-type: none"> <li>• Henri Matisse</li> <li>• Milli J</li> </ul>		

#### Motivational Links:

A video tutorial on how to create a show using cardboard:

[https://www.youtube.com/watch?v= EglbWmtpoA](https://www.youtube.com/watch?v=EglbWmtpoA)

A fun Game about Henri Matisse and his works:

[https://www.google.ae/url?sa=i&rct=j&q=&esc=s&source=web&cd=10&cad=rja&uact=8&ved=0ahUKEwihx4L8p-fSAhVDXRQKHYYwCG8QFgg-MAk&url=https%3A%2F%2Fartbma.org%2Fflash%2FF\\_conekids.swf&usg=AFQjCNFpnWJX9VwCSm27WaxNGKuVXWnQnQ&bvm=bv.150120842.d24](https://www.google.ae/url?sa=i&rct=j&q=&esc=s&source=web&cd=10&cad=rja&uact=8&ved=0ahUKEwihx4L8p-fSAhVDXRQKHYYwCG8QFgg-MAk&url=https%3A%2F%2Fartbma.org%2Fflash%2FF_conekids.swf&usg=AFQjCNFpnWJX9VwCSm27WaxNGKuVXWnQnQ&bvm=bv.150120842.d24)

# Grade7

## “3D Masks (Sculpture/Relief)”

### Objectives:

- Students will develop an appreciation for other cultures and to explore their individual roles in their culture through expressive masks and they will understand the significant role of art in culture.
- Students will understand that humans create images as a way of explaining, knowing and understanding the work in which they live including beliefs and values such as those embedded in mask designs of various cultures.
- Students will understand the multiple uses of mask forms and how they use symbolism, fantasy, and distortion.
- Students will use air drying clay and paper relief to create a 3D masks.

Topics	Activities	Key words	Media
-Tribal Art -Expressive Masks -Clay sculpture -Relief sculpture	<ul style="list-style-type: none"><li>• Introduction to clay sculpture techniques.</li><li>• Students will render their mask design using air drying clay, applying the assemblage techniques.</li><li>• Introduction to the relief sculptures types and techniques.</li><li>• Students will create an animal mask using the bas relief techniques.</li></ul>	Clay Sculpture Tribal Symbolism Symmetrical Asymmetrical Pattern Rhythm Form Armature Slab Slab Earthy colours	Tempra paint graphite Air Drying clay cardboard
Artist	Tribal Art		

### Motivational Links:

Review on Tribal Masks:

<https://www.youtube.com/watch?v=XyPLff3nQ1s>

How to make a cardboard mask:

[https://www.youtube.com/watch?v=\\_yl5qm-UFks](https://www.youtube.com/watch?v=_yl5qm-UFks)

# Grade 8

## “Gaudi’s Towers”

### Objectives:

- To explore and develop ideas through relevant visual primary and secondary research, developing their designs from a combination of digital photos and images they taken and found from primary and secondary resources.
- To be able to identify the works of Spanish architect Gaudi.

- To investigate and make a 3D sculpture through various stages of development relating to their ideas and the research generated.

Topics	Activities	Key words	Mediums
-Using Secondary resources. -Modernism / Art Nouveau -Molding and Sculpting.	<ul style="list-style-type: none"> <li>• Students will use secondary resources and artist influence to create their own Gaudi-like towers designs.</li> <li>• Introduction to modernism and the works of Spanish architect Gaudi.</li> <li>• Clay sculpture techniques: Adding, roughing and maneuvering clay</li> <li>• Students will develop a clay sculpture based on their natural form studies and the works of Gaudi.</li> </ul>	Modernism  Primary and secondary resources  Natural forms  Botanical forms  Carving  roughing  adding  maneuvering	Watercolours  Colour Pencils  Gouache paint  Air drying clay
Artists	Antoni Gaudi - Alphonse Mucha Modernism - Art Nouveau		

**Motivational Links:**

Works of Antoni Gaudi:

<http://whc.unesco.org/en/list/320>

<https://www.youtube.com/watch?v=Ek64mLpJfLE>

<https://www.youtube.com/watch?v=SVJUvoZBWEw>

## **Grade 9**

### **"Delicate"**

#### **Objectives:**

This unit is designed to develop students' understanding of the controlled test. Students will be issued with a question paper and they will make use of prior learning, knowledge and understanding to develop preparation work relating to their different themes.

The theme this month is "Delicate"

Topics	Activities	Key words	Mediums
- delicate	<u>"Primary Resources":</u> To produce a minimum of 10 first hand observation drawings Based on students' photography sessions linking to the theme "Layers" Explore and use new different medias and mark making techniques.	Chiaroscuro, tone, fragmentation, overlapping, texture, features, modelling, colour, modulation, flesh tones, negative, shapes, composition, form, expression, shape, line, likeness, subjective, objective, drapery, detail, under,	Pencil
-Abstraction			Pastel
-Non-Objective abstraction	<u>"Secondary Resources and Artist influence":</u> To Produce your own studies of the artist's' work recreating some of their techniques and subject matter. To experiment with their primary and secondary		Paint
-Artist influence.			Charcoal
-Put yourself in the artist shoes.			Ballpoint pen
-Collage and			Ink
			Conte crayons

mixed media.	studies in new different ways such as Abstraction, collage and mixed media. Produce a final piece that is related to your research and development. Evaluate your work. Talk about the success and difficulties in your use of materials and processes, composition, colour, content, etc.	painting, gesture.	
Artists	Anni Albers Howard Hodgkin Piet Mondrian Jackson Pollock Sonia Delaunay and Georg Baselitz Plus All the artists mentioned in the exam paper.		

**Motivational Links:**

Research of the mentioned artists to study their works and techniques.

<http://www.bbc.co.uk/education/subjects/z6f3cdm>

<https://www.youtube.com/watch?v=qgFAdcscrxE>

**Contact us:**

Please feel free to contact your child's art teacher should you have any queries or require a list of required materials.

[amanda.s@albasmaschool.ae](mailto:amanda.s@albasmaschool.ae)

[maie@albasmaschool.ae](mailto:maie@albasmaschool.ae)

Thank you for your continued support in ensuring your children have the correct materials

The Art Team