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| Prior Learning  |  |
| Pupils have previously explored some aspects of digital art   |  |
| Key vocabulary for this unit  |  |
| Illusion<br>Depth<br>Distance<br>perspective<br>Horizontal lines<br>Linear lines<br>Linear perspective<br>Vanishing point | Foreshortening<br>Techniques<br>trompe l'oeil'<br>photorealism<br>blivets<br>impossible triangles<br>never-ending staircases<br>optical art  |
| Learning Sequence   |  |
| To explore how artists create perspective in their work.  | <ul style="list-style-type: none"> <li>Children will think about how artists create the illusion of depth and distance in their artwork. They will explore the concept of a vanishing point, horizon lines and construction lines to find out how linear perspective works and have a go at using these tools for themselves in their own artwork.</li> </ul>  |
| To be able to use perspective to create realistic interiors.  | <ul style="list-style-type: none"> <li>Children will look at the 17th century Dutch painters who started to apply the rules of perspective to create realistic interiors. They will then look at how they can use vanishing points to create realistic interiors for themselves. They will apply these techniques in their own artwork, building on their understanding of how to create perspective.</li> </ul> |

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| To explore how artists use foreshortening to give perspective.       | <ul style="list-style-type: none"> <li>Children will identify what foreshortening is and look at some examples of how it is used in artwork, particularly in comic books. They will learn some of the techniques artists use to create this illusion before using these techniques in their own artwork.</li> </ul>   |
| To explore how artists use trompe l'oeil to create illusions.        | <ul style="list-style-type: none"> <li>Children will understand what the term 'trompe l'oeil' means and how artists can apply this in their artwork. They will look at some examples of artists who have used trompe l'oeil, as well as examples of photorealism. They can then practise their own drawing and shading skills to create realistic artwork.</li> </ul>                                     |
| To explore how artists create illusions by playing with perspective. | <ul style="list-style-type: none"> <li>Children will look at some examples of artwork in which the artist has played with perspective to trick the viewer. They will look at blivets, impossible triangles and never-ending staircases, and think about how they could incorporate these into their own artwork. They can also study examples of these from other artists, such as M.C. Escher</li> </ul> |
| To explore and create optical art.                                   | <ul style="list-style-type: none"> <li>Children will learn what optical art is and how artists use line and colour to create illusions. They will look at a variety of ways in which op art can be created before using what they have learnt to create their own optical artwork.</li> </ul>   |

### Assessment milestones

By the end of this unit pupils should be able to :

#### **Working Artistically:**

- Create a piece of art work which includes a horizontal line and a vanishing point
- Create a piece of art work that uses perspective to give the illusion of depth and space
- Draw their own superhero using foreshortening to create perspective.
- Use blending and shading skills to replicate an example of trompe l'oil
- To create a piece of optical art

#### **Artistic Knowledge:**

- To understand terminology used in this unit
- Have a developing understanding of how artists use illusions to create effects