Cycle B Project 1	A Study of Surrealism: Painting and Drawing	
	Year 5	**Year 6**
Focus **Artist/Designer/Craftsperson**	Salvador Dali Paul Klee	Salvador Dali Paul Klee
Enquiry Questions **(Learning Aims)**	1. What is Surrealism and how can we recognise a Surrealist artwork? 2. How did Paul Klee use colour and form to create a distinctive visual language? 3. How can collage be used to create surprising and unusual Surrealist compositions? 4. How did Salvador Dalí use painting, symbolism and composition to communicate ideas and emotions? 5. How can we combine ideas from different Surrealist artists to plan our own composition? 6. How can we use painting and collage techniques to create and evaluate our own piece of Surrealist art?	1. How did Surrealist artists challenge ideas about reality and representation? 2. How can artists manipulate colour, form and composition to influence the way we interpret an artwork? 3. How can we manipulate and combine found images to create new meanings through collage? 4. How did Salvador Dalí use symbolism and visual language to communicate complex ideas and emotions? 5. How can experimentation, reflection and refinement help us develop an individual Surrealist composition? 6. How can we manipulate visual language and mixed-media techniques to communicate our own artistic intention?

End Points (Learning Outcomes)	**1.** Pupils can identify and describe key characteristics of Surrealism, using appropriate vocabulary such as *Surrealism, subconscious, distorted* and *enigmatic*, and can identify these characteristics in the work of different Surrealist artists. **2.** Pupils can describe key features of Paul Klee's visual language and experiment with colour and stylised forms, explaining how contrasting dark and bright colours can create emphasis and atmosphere. **3.** Pupils can select, cut, position, overlap and combine contrasting images to create an intentionally unusual collage inspired by Max Ernst, making considered decisions about composition. **4.** Pupils can identify how Salvador Dalí used dreamlike compositions, symbolic imagery, rich colour and detailed painting techniques, and apply selected aspects of his visual language in their own practical studies. **5.** Pupils can use their sketchbook to develop a planned Surrealist composition, combining painting and collage and annotating their ideas to explain choices of imagery, composition, colour, techniques and symbolism. **6.** Pupils can produce a finished Surrealist artwork	**1.** Pupils can analyse and compare Surrealist artworks, explaining how artists distorted reality and combined unexpected imagery to challenge the viewer, using appropriate subject-specific vocabulary to support their interpretation. **2.** Pupils can analyse how colour, form, emphasis and composition influence the viewer and purposefully experiment with these elements to produce different visual effects, explaining and justifying their decisions. **3.** Pupils can independently experiment with selection, juxtaposition, scale, layering and placement of imagery, refining their collage compositions to communicate a chosen idea or meaning. **4.** Pupils can analyse how Dalí used imagery, symbolism, composition, colour and controlled painting techniques to communicate meaning, and independently experiment with these devices to communicate their own ideas rather than simply imitating his work. **5.** Pupils can independently use their sketchbook to generate alternatives, test combinations of painting and collage, investigate symbolism and composition, review their experiments and refine their intentions before planning a final piece. **6.** Pupils can create an individual mixed-media Surrealist artwork, deliberately selecting, combining and controlling

	that combines learned techniques with increasing control and evaluate it using appropriate artistic vocabulary, identifying successful decisions and possible improvements.	visual elements and techniques to communicate an intended meaning, then critically evaluate and justify the effectiveness of their artistic decisions.
Vocabulary	surreal, surrealism, symbol, symbolism, horizon, crescent, unconscious, abyss, distorted, stylised, emphasis	surreal, surrealism, symbol, symbolism, horizon, crescent, unconscious, abyss, distorted, stylised, emphasis
National Curriculum References	• to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history.	• to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history.