





Year 6- Hans Liska- Drawing/Painting

Inspiration		Partnership with parents	
<p>Key Questions</p> <ul style="list-style-type: none"> -Who is Hans Liska? -What medium would be most appropriate? -What techniques do you think HL has used and why? -How can we use a sketchbook like HL? -How can we paint like HL? -How can we convey mood and atmosphere in paint? 	<p>Concepts</p> <p>Formal Elements</p> <ul style="list-style-type: none"> - Line, shape, tone, colour <p>War artists and photo journalism</p> <p>Skills</p> <ul style="list-style-type: none"> - Imaginative ideas are generally developed well from a range of starting points - Sketch books show a good range of imaginatively presented ideas - The qualities of frequently used materials are put to good use to enhance ideas - Unexpected results are often seen as an opportunity to develop an artwork in a new direction - Visual language is used well to comment on and give opinions of artworks - Light sketching forms the basis of paintings that show a good combination of line and colour - Colour palettes are created using a good understanding of colour mixing - Experimentation with the qualities of paints is used to create visual interest - A good understanding of how to achieve various effects is used to create mood - A good combination of brush choice and the qualities of paints is used to create interesting textures - A growing range of work demonstrates a personal style - A good awareness of a range of artists is described and explained - There is a growing understanding of art movements, cultural, religious and social contexts - Many good examples of original works that are clearly influenced by styles or movements are developing 	<p><i>Also covered in:</i></p> <ul style="list-style-type: none"> - Drawing: Y1, Y2, Y3 - Painting: Y1, Y2, Y3, Y5, 	<p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> -use a sketchbook to explore and develop their ideas -create a piece of war art, drawing on their knowledge of WW2 and conveying atmosphere -understand role of war artists and the power of photo journalism - talk about the work of Hans Liska and make links with their own work
<p>Knowledge</p> <p>Artist- Hans Liska was born on 19 November 1907 in Vienna, Austria. After graduating from business school and working as an accountant, he went to the <i>University of Applied Arts</i> in Vienna as a pupil of Berthold Löffler – A friend of Oskar Kokoschka.</p> <ul style="list-style-type: none"> - He came to the decision to become a graphic artist after an American charity gave him drawing supplies. Directly from the <i>School of Applied Arts</i>, due to his exceptional abilities, he was invited to St. Gallen, Switzerland, to become the studio head of a big advertising agency. At the same time he took English lessons at James Joyce. - Once he had saved enough money, he continued his studies at the School of Applied Arts in Munich under Emil Pretoiuis and Walter Deutsch. -Eventually he got his big break through – The beginning of his illustrious career: The world famous <i>Berliner Illustrierte</i> published one of Liska’s drawings in the New Year’s edition 1932/1933 (A few months later, the editor-in-chief at the time founded the Magazine <i>Life</i>). Liska’s childhood dream to become a press illustrator had finally come true. He was contracted by the publishing house <i>Ullstein Verlag</i> contracted him and this enabled him to further his studies at the School of Applied Arts in Berlin. -Hans Liska obtained worldwide recognition for his pencil sketches, published by Ullstein Verlag for many years. His sketch book on the Second World War remains to be a coveted collector’s item. Always drawing, he experienced first-hand important historical events including World War II, the Olympic Games, the royal funeral in London and Windsor and car races in the USA. With a pen and a pencil, he was able to capture what the camera angles couldn’t contain. - Hans Liska possessed a limitless curiosity, constantly trying to capture the essence of reality, people and things. With his incomparable talent for individuality and critical scepticism coupled with headstrong character that was defined by esprit and irony, he was an exceptional artist who always remained true to himself, never wavering. <p>Art- replicate</p> <ul style="list-style-type: none"> -refer back to the importance of a sketch book and annotation this project focuses heavily on building a sketch book. -share a range of HL’s sketches and discuss. HL used line to capture reality and show movement. -explore using graded pencils to replicate a range of HL’s sketches also recap hatching, crosshatching etc <p>Art- sketch primary source/photographs</p> <ul style="list-style-type: none"> -Working as press illustrators (like HL) visit the Heugh Battery Museum and sketch from straight in to sketch books and annotate. -use a variety of techniques to show shadow, sunlight, reflections etc. <p>Final piece-</p> <ul style="list-style-type: none"> -to choose an original sketch to blow up (photo copy to A3) and paint using watercolours. -final piece to depict movement, shadow and light. 	<p>Artipedia</p> <p>Hans Liska 19th November 1907- 26th December 1903 Graphic drawer/illustrator Austrian</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;">    </div> <div style="text-align: center; margin-top: 20px;">  </div>		
<p>Topic Specific Vocabulary</p> <p>Illustrator, replicate, sketch, water colour, annotation, reality, movement, hatching, cross hatching</p>	<p>NC Subject content</p> <ul style="list-style-type: none"> - To create sketchbooks to record observations and use them to review and revisit ideas - Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials - About great artists and designers in history 		
Subject Specific/Academic Vocabulary			
This vocabulary should be explicitly taught in context. Other tier 2 words should also be explored as they are encountered.			
Year 3	Year 4	Year 5	Year 6
Area, response, source	Concept, period, process,	Cultural, specific, theory	Complex, interpretation, significance,
We are artists/Being an artist/I am an artist			
Audience: parents invited after school (other possibilities invite expert etc.)			
Pop-up gallery –			

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