

Art – Year 6 – Spring 1: Revolution - MTP

Key Vocabulary: Focal point, warm colours, cross-hatching, hatching, circulism, shading, smudging					
National Curriculum	Week	NC - Coverage	Procedural (I know how) and Disciplinary Knowledge (I know why/how)	Substantive Knowledge (I know that)	Activity Outline
<p>The national curriculum for Art and Design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> Produce creative work, exploring their ideas and recording their experiences Become proficient in drawing, painting, sculpture and other art, craft and design techniques Evaluate and analyse creative works using the language of art, craft and design Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. <p>Key stage 2 Subject Content Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p>	Project 1 1	<p>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p>	<p>I know how to use sketchbooks to collect and record visual information from different sources as well as planning and collecting source materials.</p> <p>I know how and why David Wilkie began his Art career.</p>	<p>I know that David Wilkie was a painter that created historical scenes and portraits, including formal royal ones.</p> <p>I know that a focal point is that area of a picture that attracts the eye.</p>	<p>Research: The First council of Queen Victoria – painting – by David Wilkie - British painter.</p> <p>Children to explore and experiment with drawing single focal points of the painting in their sketchbooks.</p>
	Project 1 2	<p>Become proficient in drawing. To improve their mastery of art and design techniques, including drawing.</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials.</p>	<p>I know how to manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</p> <p>I know how to use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching.</p> <p>I know how to include a variety of drawing techniques to benefit my piece.</p>	<p>I know how to create texture using my pencil.</p>	<p>*Painting to be split into relevant class size pieces (e.g. 30 pieces). Children to each be given one piece of the painting to focus on. Children to have one single focal point of the drawing. They will focus on this one point of the drawing and explore the details in the one focal point. Children can focus on their tone, texture, line and shape while using certain skills: cross-hatching, hatching, circulism, shading or smudging.</p>
	Project 1 3	<p>Become proficient in painting. To improve their mastery of art and design techniques, including painting.</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials.</p>	<p>I know how to carry out preliminary studies, test media and materials and mix appropriate colours.</p> <p>I know how to create warm colours using my mixing knowledge.</p>	<p>I know that colours and brushstrokes can create feelings (to be considerate when choosing colours).</p>	<p>Children will use paint to complete their single focal point piece. Once complete the class will put all of their pieces together and create one large piece of class art work. This will form the complete: The First council of Queen Victoria.</p>
	Project 1 complete.				

Key Vocabulary: Mono-printing, textile, printing block, overlaying, designer, decorative arts.					
<ul style="list-style-type: none"> 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. 	<p>Project 2 4</p>	<p>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p> <p>About great artists, architects and designers in History.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p>	<p>I know how to use features of researched artists in my work and explore the impact of the artist's work on society at the time.</p> <p>I know how to incorporate the work of a well-known artist into my own piece.</p>	<p>I know that William Morris, Lucienne Day and Banke Lawson are all textile designers.</p>	<p>Research: William Morris - British textile designer.</p> <p>Research: Lucienne Day - British textile designers</p> <p>Research: Banke Lawson – KuKu - Nigerian Textile designer.</p> <p>Compare the three textile designers. How do their designs differ?</p> <p>Does this show a development from the past to the present?</p> <p>*History</p> <p>*Culture</p> <p>Children to design their own William Morris style print in their sketchbooks.</p>
	<p>Project 2 5</p>	<p>Become proficient in painting.</p> <p>To improve their mastery of art and design techniques, including painting.</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials.</p> <p>Produce creative work.</p>	<p>I know how to create and arrange accurate patterns.</p> <p>I know how to create printing blocks by using an initial sketchbook idea.</p>	<p>I know that mono printing is mainly used for fine art prints and textiles work.</p> <p>I know that monoprints work well for simple designs with just one or two colours</p>	<p>Children to create their print using a Mono-print technique.</p> <p>Children will need to choose their ink colour carefully as they can only create their mono print once.</p>
	<p>Project 2 6</p>	<p>Become proficient in painting.</p> <p>To improve their mastery of art and design techniques, including painting.</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials.</p> <p>Produce creative work.</p> <p>Evaluate and analyse creative works using the language of art, craft and design.</p>	<p>I know how to use overlapping/overlaying techniques to create an effective piece.</p>	<p>I know that block/relief printing, uses a block stamp to reproduce the same image over and over again.</p>	<p>Children to create their print using a block/relief technique. Children can experiment with overlapping and using 2 or 3 colours to print.</p> <p>Once both prints are completed children to compare the techniques. Did they range in difficulty?</p> <p>Were they successful?</p> <p>Did their print follow their design?</p>
	Project 2 completed				

Art – Year 6 – Spring 2: Darwin’s Delights- MTP

Key Vocabulary: Impressionism, composition, brush strokes, observation, shape, colour.					
National Curriculum	Week	NC - Coverage	Procedural (I know how) and Disciplinary Knowledge (I know why/how)	Substantive Knowledge (I know that)	Activity Outline
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	Project 1 2	<p>Produce creative work.</p> <p>Become proficient in drawing and painting.</p> <p>To improve their mastery of art and design techniques, including drawing and painting.</p>	<p>I know how to use different techniques for different purposes.</p> <p>I know how to depict movement and perspective in drawings.</p> <p>I know how to use impressionism within my own art piece.</p>	<p>I know that impressionist painters, such as Claude Monet, Mary Cassatt and Joaquin Sorolla painted from observation, focusing on shape and colour over detail.</p>	<p>Children to use the outdoor area as a landscape for their ‘impressionism’ piece.</p> <p>Children may go outside to draw and paint their piece/I-Pads could be used to capture a scene which they will use as reference to paint within the classroom.</p>
	Project 1 3	<p>Evaluate and analyse creative works using the language of art, craft and design.</p> <p>Pupils should be taught to develop their techniques.</p>	<p>I know how to reflect on artists work using precise vocabulary.</p>	<p>I know that, as artists, we can use different methods, techniques and styles to achieve a common end goal.</p>	<p>Children to evaluate theirs and their peer’s paintings.</p> <p>*How could they be developed further? *What worked well?</p> <p>*Are there any similarities or differences between the pieces of work?</p>
Project 1 complete.					

<ul style="list-style-type: none"> 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. 	Key Vocabulary: Fauvism, impressionism, 'Les fauves', revolutionary, original, bold, vibrant, textured brushwork.				
	Project 2 4	<p>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p> <p>Exploring their ideas and recording their experiences.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>About great artists, architects and designers in History.</p>	<p>I know how to use different techniques, colours and textures effectively and appropriately when designing pieces of work.</p> <p>I know how to use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material.</p>	<p>I know that fauvism was developed by a group of early 20th-century modern artists whose works emphasized painterly qualities and strong colour over the representational or realistic values retained by Impressionism.</p> <p>I know that Henri Matisse was a French modern artist, known for both his use of colour and his fluid and original style of painting.</p>	<p>Research: Fauvism (use of intense colours) and compare to the style of Impressionism (previous project). Children to research Fauvism and famous Fauvism Artists/Artworks. Children may research: Henri Matisse: French Artist André Derain: French artist, painter, and sculptor. Can they identify any particular paintings that focuses on the outdoors? Children to start compiling and designing ideas of their own Fauvism works.</p>
	Project 2 5	<p>Exploring their ideas and recording their experiences.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques.</p>	<p>I know how to incorporate complementary colours within my piece.</p> <p>I know how to create texture when using paint and other materials.</p>	<p>I know that my fauvism piece needs to incorporate bold and vibrant colours.</p>	<p>Children to design their own Fauvism piece of the 'outdoors' – incorporating plant life, taking inspiration from Artists.</p> <p>Children will complete the piece using collage and paint. Children should annotate their sketchbooks to allocate all media and materials that they will incorporate.</p>
	Project 2 6	<p>To improve their mastery of art and design techniques.</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p>	<p>I know why I should be expressive and analytical to adapt, extend and justify my work.</p> <p>I know when to adapt my work where necessary.</p>	<p>I know that working in the style of fauvism involves using bold colours, textured and fierce brushwork and an unnatural approach to its subject matter.</p>	<p>Children will create their collage/painting piece using the technique of Fauvism. Children will follow the design from their sketchbook, however, may extend their works or adapt.</p>
Project 2 completed					