



Medium Term Planning

Year 6

Autumn Term Year 6

Art and Design Skills

<i>Prior Learning</i>					
<i>End Point</i>	◊ Developing design, drawing, craft, painting and art appreciation skills; designing a hat, creating zentangle patterns and prints, painting in an impressionist style and exploring the work of Edward Hopper.				
<i>Vocabulary</i>	Abstract, herringbone, milliner, mindfulness, pattern, polyprint tile, prototype, realism, symbolism, zentangle pattern				
Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<p><i>Knowledge of artists, designers and movements</i></p> <p><i>Generating ideas</i></p> <p><i>Formal Elements and Making Skills</i></p>	<p><i>Chronology</i></p> <p><i>Significance</i></p> <p><i>Written and oral creative expression</i></p>	<p style="text-align: center;">1</p>	<p>OO: Analysing and evaluating artwork, specially: 'saying what you see', techniques used, form and shape, colour and light and its title</p> <p>LO: To analyse and evaluate artwork</p> <p>Edward Hopper: Aimed to empower children to discuss and explore works of art, children analyse, among others, Edward Hopper's 'Nighthawks' answering questions on some of the fundamental elements of art, including: scene, technique, form and shape, colour and light.</p>	<p>Study colours used by Impressionist painters</p> <p>Analyse and study artists' use of form</p> <p>Study and apply the techniques of other artists</p> <p>Represent feelings and emotions through patterns. Create sophisticated artwork using their knowledge of pattern.</p> <p>Fluently sketch key shapes of objects when drawing. Create abstract compositions using knowledge of other artists' work.</p> <p>Increase awareness of using tone to describe light and shade, contrast, highlight and shadow. Manipulate tone for halo and chiaroscuro techniques</p>	<ul style="list-style-type: none"> ● Presentation: Nighthawks, 1942, by Edward Hopper Edward Hopper was American painter and printmaker who was active in the mid-20th century. He was born in 1882 and died in 1957. His style is realism and the subjects of his paintings, drawings and prints depict his personal vision of American life. Edward was influenced by the American Ashcan art movement, his teachers William Merritt Chase and Robert... (see Attention grabber) ● Link: 'Google Arts and Culture – 'L'Escamoteur' by Bosch' ● Link: 'Google Arts and Culture – 'A Starry Night' by Van Gogh'

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	<p><i>Similarity and difference</i></p> <p><i>Written and oral creative expression</i></p>	3	<p>OO: Using repeated patterns, designing a matrix by drawing different zentangle patterns</p> <p>LO: To apply an understanding of line and repeated pattern.</p> <p>Zentangle Patterns part 1: In the first of two lessons, children create small squares of 'zentangle' patterns; an abstract drawing created using repetitive patterns</p>	<p>Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life.</p>	<ul style="list-style-type: none"> • Create an A4 sheet filled with squares approximately 5cm x 5cm, or a range of sizes • HB or B pencils • Black fineliners size .5 • Optional: objects which show pattern (material/fabric, pine cones, leaves, chicken wire mesh) • Sketchbooks • Some relaxing ambient music • Link: 'Dedic Heaven, 24 easy doodle patterns' on VideoLink • Link: 'zentangle.com – Zentangle method' • Link: 'Zentangle hand'

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	<p><i>Similarity and difference</i></p> <p><i>Written and oral creative expression</i></p>	5	<p>OO: Designing and making a prototype as part of a group, reviewing, evaluating and modifying ideas as the design develops and sharing ideas verbally and through quick sketches</p> <p>LO: To design and make a prototype as part of a group</p> <p>Making a hat: Working in groups children design and make a prototype hat for a specific purpose, sharing ideas, making sketches and finally constructing their design</p>	<p>Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms.</p> <p>Express and articulate a personal message through sculpture. Analyse and study artists' use of form. Fluently sketch key shapes of objects when drawing.</p> <p>Create abstract compositions using knowledge of other artists' work.</p> <p>Make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbooks</p>	<ul style="list-style-type: none"> ● White paper, needs to be more than 100gsm, A3 or A2 ● White card (if available), A2 ● Sticky tape ● Masking tape ● Scissors ● Paper clips ● Art straws ● Sketchbooks ● Link: 'Bizarre & brilliant hats from Royal Ascot Ladies' Day'

Spring Term Year 6

Make my voice heard

<i>Prior Learning</i>	◊				
<i>End Point</i>	◊ Exploring art with a message, looking at the works of Pablo Picasso and Käthe Kollwitz and through the mediums of graffiti, drawing, painting and sculpture, creating artworks with a message				
<i>Vocabulary</i>	Abstract, chiaroscuro, composition, figurative, graffiti art, parallel lines, serif, symbolism, tag				
Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<p><i>Knowledge of artists, designers and movements</i></p> <p><i>Generating ideas</i></p> <p><i>Formal Elements and Making Skills</i></p> <p><i>Evaluation</i></p>	<p><i>Similarity and difference</i></p> <p><i>Significance</i></p> <p><i>Written and oral creative expression</i></p>	<p style="text-align: center;">1</p>	<p>OO: Creating graffiti art using block letters, serifs, two contrasting colours and a 3D shadow</p> <p>LO: To create graffiti art</p> <p>Graffiti artists' tag: Children express their personality, transforming their names into graffiti tags, using block lettering, serifs contrasting colours and shadow</p>	<p>Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life</p> <p>Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms.</p> <p>Develop greater skill and control. Study and apply the techniques of other artists</p> <p>Represent feelings and emotions through patterns. Create sophisticated artwork using their knowledge of pattern.</p> <p>Fluently sketch key shapes of objects when drawing. Create abstract compositions using knowledge of other artists' work.</p> <p>Express ideas about art through messages, graphics, text and images.</p>	<ul style="list-style-type: none"> ● Pencils ● Sketchbook ● Colouring pencils/pastels ● Link: 'Google Arts and Culture – Examples of London street art' ● Link: 'fatcap – Examples of 'wildstyle' graffiti'

Spring Term Year 6

Make my voice heard

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<p><i>Knowledge of artists, designers and movements</i></p> <p><i>Generating ideas</i></p> <p><i>Formal Elements and Making Skills</i></p>	<p><i>Chronology</i></p> <p><i>Similarity and difference</i></p> <p><i>Significance</i></p> <p><i>Written and oral creative expression</i></p>	<p style="text-align: center;">2</p>	<p>OO: Drawing emotions through a series of lines to create a simple portrait for a face, using charcoal to add shadows</p> <p>LO: To draw emotions</p> <p>Kathe Kollwitz: After viewing the emotive works of Käthe Kollwitz, children draw their own portraits using a series of lines and experiment with 'halo' and 'chiaroscuro' techniques.</p>	<p>Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life.</p> <p>Increase awareness of using tone to describe light and shade, contrast, highlight and shadow. Manipulate tone for halo and chiaroscuro techniques.</p>	<ul style="list-style-type: none"> ● Presentation: Face lines drawing (see Main event) ● Chalk pastels/charcoal ● A3 paper – one piece per pupil ● Link: 'National Gallery of Art – 'Helft Russland' by Käthe Kollwitz (1921)' ● Link: 'Google Arts & Culture – Käthe Kollwitz' ● Link: 'WikiArt – Käthe Kollwitz'
<p><i>Evaluation</i></p>	<p><i>Chronology</i></p> <p><i>Similarity and difference</i></p> <p><i>Significance</i></p> <p><i>Written and oral creative expression</i></p>	<p style="text-align: center;">3</p>	<p>OO: Planning and creating a drawn composition in the style of Picasso's 'Guernica' by: using symbols to convey a message and considering where the tones of black, grey and white are used to create effect.</p> <p>LO: To create an impactful piece of art</p> <p>Guernica 1, Pablo Picasso: Having learned about the symbolism used in Picasso's 'Guernica', children plan their own composition based upon this famous piece, using symbols reflective of the First World War and plotting contrasting areas of black and white.</p>	<p>Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life</p> <p>Deepen knowledge and understanding of using line when drawing portraits. Develop greater skill and control. Study and apply the techniques of other artists</p> <p>Represent feelings and emotions through patterns. Create sophisticated artwork using their knowledge of pattern.</p> <p>Use the language of art with greater sophistication when discussing own and others art.</p>	<ul style="list-style-type: none"> ● Presentation: Guernica – Pablo Picasso is of the most well-known artists of the twentieth century who died in 1973. He was a Spanish painter, sculptor, printmaker, ceramicist, and theatre designer who spent most of his adult life in France. He worked in many different styles, called his 'periods' such as 'the blue period', 'the rose period' and more. Picasso co-founded the Cubist movement,... 1 (see Attention grabber) ● Pencils ● Sketchbooks

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	<p><i>Chronology</i></p> <p><i>Similarity and difference</i></p> <p><i>Significance</i></p> <p><i>Written and oral creative expression</i></p>	5	<p>OO: Creating a sculpture of a head from clay using sculpting tools</p> <p>LO: To create a sculpture</p> <p>Clay sculpture: Children turn their Käthe Kollwitz inspired drawings from Lesson 2 into sculptures fit for the Fourth Plinth in Trafalgar Square, being aware of the message their sculpture portrays through its expression and looking at sculptors such as Mark Wallinger</p>	<p>Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms.</p> <p>Express and articulate a personal message through sculpture. Analyse and study artists' use of form.</p> <p>Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning.</p> <p>Give reasoned evaluations of their own and others work which takes account of context and intention.</p>	<ul style="list-style-type: none"> ● Presentation: 'Ecce Homo' by Mark Wallinger ● Children's face drawings from 'Make my voice heard, Lesson 2: Käthe Kollwitz'. ● Clay ● Clay modelling tools ● A small saucer or cup of water

Summer Term Year 6

Photography					
<i>Prior Learning</i>	◊				
<i>End Point</i>	◊ Through developing their photography skills, children cover useful artistic concepts in a new context, looking at: composition, colour, light, abstract images and underlying messages. Familiarising themselves with new photography artists, children gain a new perspective on the way they look at the people and objects around them, capturing and presenting images in different ways.				
<i>Vocabulary</i>	Composition, crop, digital, expression, lens, macro, photography, self portrait, technique, truism				
Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teach-	Skills	Resources
<p><i>Knowledge of artists, designers and movements</i></p> <p><i>Generating ideas</i></p> <p><i>Formal Elements and Making Skills</i></p> <p><i>Evaluation</i></p>	<p><i>Chronology</i></p> <p><i>Similarity and difference</i></p> <p><i>Significance</i></p> <p><i>Written and oral creative expression</i></p>	<p style="text-align: center;">1</p>	<p>OO: Creating a photomontage image by selecting images and creating a composition from them</p> <p>LO: To create a photo montage using secondary source photographs</p> <p>Photomontage: Pupils are shown the work of different photomontage artists to see the effects that can be created before then crafting their own</p>	<p>Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms.</p> <p>Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. Express ideas about art through messages, graphics, text and images.</p>	<ul style="list-style-type: none"> ● Old magazines or newspapers with images of people in them ● Link: 'The Art Story – Hannah Höch artworks' ● Link: 'Wikipedia – Photomontage' ● Link: 'Galerie Berinson – 'Der Vater' by Hannah Höch' ● Link: 'Artsy – 'Da Dandy' by Hannah Höch' ● Link: 'Tate – 'The Art Critic' by Raoul Hausmann' ● Link: 'Pixabay – Photos made digitally' ● Link: 'Peter Kennard' ● Link: 'Jerry Uelsmann' ● Install or access stop motion animation software e.g. 'Stop Motion Studio'

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