

Thackley Primary School

Year: 6	Term: Autumn 2	Timescale: 5 weeks
Subject	Art and Design	
Unit	Make my voice heard	
Objectives Linked to NC	<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 	
Art and Design Area of Making	Drawing	
Key Learning	<ul style="list-style-type: none"> • Collect a good range of imagery, adding annotated notes and sketches. • Make relevant comparisons between different styles of art. • Use tools effectively to explore a range of effects. • Respond to the meaning of a spirit animal through drawing. Generate symbols that reflect their likes and dislikes with little support. • Create a tile that is full of pattern, symbols and colours that represents themselves. • Discuss ideas to create light and dark through drawing techniques. • Explain the term chiaroscuro. • Apply chiaroscuro to create light and form through a tonal drawing. Understand the impact of using techniques for effect. • Participate in a discussion that examines the similarities and differences between different styles of art. • Form their own opinions about what art is, justifying their ideas. Identify a cause and decide what message they want to convey. • Understand artist's choices to convey a message. Review sketchbook and creative work to develop a drawn image. • Review and revisit ideas to develop their work 	
Prior Learning	<ul style="list-style-type: none"> • Understand and explain what retro futurism is. • Participate in discussions and offer ideas. Evaluate images using simple responses, sometimes using formal elements to extend ideas. • Provide plausible suggestions for how a piece was created. Comfortably use different stimuli to draw from. • Use past knowledge and experience to explore a range of drawing processes. • Select and place textures to create a collagraph plate, applying an understanding of the material, which may be supported by testing. • Create a selection of drawings and visual notes that demonstrate their ideas using sketchbooks. • Generate a clear composition idea for a final piece that shows how it will be drawn. • Apply confident skills to make an effective collagraph print. • Independently select tools and drawing techniques, with some guidance. • Demonstrate growing independence, discussing ways to improve work. 	
Future Learning	<ul style="list-style-type: none"> • 	

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Key Vocabulary	Maya(n), character traits, symbolic, aesthetic, chiaroscuro, graffiti, mural, commissioned, composition
Prior Vocabulary	Retro-futurism, imagery propaganda, printing plate, colliagraph
Future Vocabulary	
Activities	<ul style="list-style-type: none">• To explore expressive drawing techniques• To consider how symbolism in art can convey meaning• To apply understanding of the drawing technique chiaroscuro• To evaluate the context and intention of street art• To apply an understanding of impact and effect to create a powerful image
Artist Focus	Dan Fenelon, Diego Rivera and Leonardo Da Vinci
Links to Other Subjects	<ul style="list-style-type: none">•

Thackley Primary School

Year: 6	Term: Spring 2	Timescale: 7 weeks
Subject	Art and Design	
Unit	Artist Study	
Objectives Linked to NC	<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 	
Art and Design Area of Making	Painting	
Key Learning	<ul style="list-style-type: none"> • Understand a narrative and use descriptive language to tell a story. • Suggest ideas for the meaning behind a picture. • Identify different features within a painting and use the formal elements to describe it. • Be creative and imaginative in finding their own meaning in a painting. • Use their own art or personal experiences to justify their ideas. • Read a picture well and see beyond the first glance, analysing and evaluating it successfully. • Reflect on personal experiences to convey through their own piece of abstract art. • Contribute to discussions to either the class, group or talk partner. • Understand and choose a meaningful message to convey through imagery, creating some different composition ideas. • Select an appropriate artist. • Collect a range of information that is presented in an interesting and pleasing way in sketchbooks. • Generate an idea for a final piece, demonstrating some inspiration from their chosen artist. • Produce a final piece of work, selecting appropriate tools and materials to create an intended effect. • Experiment and revisit ideas, drawing on creative experiences. • Work in a sustained way to complete a piece, making evaluations at each stage. 	
Prior Learning	<ul style="list-style-type: none"> • Recognise the processes involved in creating prehistoric art. • Explain approximately how many years ago prehistoric art was produced. Use simple shapes to build initial sketches. • Create a large scale copy of a small sketch. • Use charcoal to recreate the style of cave artists. • Demonstrate good understanding of colour mixing with natural pigments. • Discuss the differences between prehistoric and modern paint. • Make choices about equipment or paint to recreate features of prehistoric art, experimenting with colours and textures. • Successfully make positive and negative handprints in a range of colours. • Apply their knowledge of colour mixing to make natural colours. 	
Future Learning		

Thackley Primary School

Key Vocabulary	Medium, translate, interpret, inference, respond, abstract, compose, thought provoking
Prior Vocabulary	continuous line drawing, carbon paper, transfer, atmosphere
Future Vocabulary	
Activities	<ul style="list-style-type: none">• To analyse a famous painting• To understand how to find meaning in painting• To apply drama techniques to explore the meaning of a painting• To apply interpretation skills to analyse and respond to abstract paintings• To understand how art can tell stories or portray messages• To understand how art can tell stories or portray messages• To develop starting points for creative outcomes• To demonstrate an understanding of painting techniques to make personal choices
Artist Focus	Frank Bowling, Richard Brackenburg, David Hockney, Fiona Rae, Paula Rego, John Singer Sargent and Lubaina Himid
Links to Other Subjects	<ul style="list-style-type: none">• English – spoken language

Thackley Primary School

Year: 6	Term: Summer 2	Timescale: 5 weeks
Subject	Art and Design	
Unit	Making memories	
Objectives Linked to NC	<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 	
Art and Design Area of Making	Sculpture	
Key Learning	<ul style="list-style-type: none"> • Discuss the work of artists that appreciate different artistic styles. • Create a sculpture to express themselves in a literal or symbolic way. • Reflect verbally or in writing about creative decisions. • Suggest ways to represent memories through imagery, shapes and colours. • Draw a composition of shapes developed from initial ideas to form a plan for a sculpture. • Competently use scissors to cut shapes accurately. • Talk about artists' work and explain what they might use in their own work. • Produce a clear sketchbook idea for a sculpture, including written notes and drawings to show their methods and materials needed. • Successfully translate plans to a 3D sculpture. Work mostly independently, experimenting and trying new things. • Identify and make improvements to their work. • Produce a completed sculpture demonstrating experimentation, originality and technical competence. • Competently reflect on successes and personal development. 	
Prior Learning	<ul style="list-style-type: none"> • Try drawing in an unfamiliar way and take risks in their work. • Use familiar shapes to create simple 3D drawings and describe the shapes they use. • Draw a simple design with consideration for how its shape could be cut from soap. • Transfer a drawn idea successfully to a soap carving. • Make informed choices about their use of tools. • Successfully bend wire to follow a simple template, adding details for stability and aesthetics. • Create a shadow sculpture using block lettering in the style of Sokari Douglas Camp. • Show they are considering alternative ways to display their sculpture when photographing it. • Explore different ways to join materials to create a 3D outcome, making considered choices about the placement of materials. 	
Future Learning	<ul style="list-style-type: none"> • 	
Key Vocabulary	Expression, identify, attribute, manipulation, juxtaposition,	
Prior Vocabulary	Visualisation, model, hollow, figurative, typography, positive space, negative space	

Future Vocabulary	
Activities	<ul style="list-style-type: none">• To analyse how art can explore the concept of self• To explore sculpture techniques• To use creative experience to develop ideas and plan a sculpture• To apply an understanding of materials and techniques to work in 3D• To problem solve, evaluate and refine artwork to achieve a chosen outcome
Artist Focus	Louise Nevelson and Joseph Cornell
Links to Other Subjects	<ul style="list-style-type: none">•