

Art & Design Scheme Curriculum Coverage: Year 6

Expected Vocabulary. NC Objectives. Intended activities.

The curriculum is designed to build up on the Key Stage One objectives and further develop their techniques. The following National Curriculum Objectives have been broken down into smaller objectives to develop knowledge and skills.

National Curriculum

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 (pencil charcoal paint clay)

Develop an awareness about great artists, architects and designers in history.

Topic Art themes/activities are linked to topic where possible	National Curriculum Objective	Knowledge/Activity	Vocab
Autumn How do you investigate a crime scene?	<ul style="list-style-type: none"> To see how artists explore their identity by creating layered and constructed images. To can share response to their work with classmates. To adapt techniques and processes To use sketchbooks to generate ideas, test, reflect and record. To work digitally or physically to create a layered portrait to explore identity, thinking about line, shape, colour, texture and meaning. To articulate feelings about the journey and outcome. To listen to feedback from my classmates and respond. To appreciate the work of classmates and reflect upon the differences and 	<p>Exploring Identity This can be used to explore a historical person's identity</p> <p>1: Discover Artists & Approaches - <u>Njideka Akunyili Crosby</u> / <u>Yinka Shonibare</u> / <u>Thandiwe Muriu</u></p> <p>2: Sketchbook work (Portrait Club)</p> <p>3, 4 & 5: Explore & Create Making Layered Portraits</p> <p>6: Share, Reflect, Discuss</p>	<p>Identity, Layer, Constructed,</p> <p>Portraiture</p> <p>Layering</p> <p>Digital Art, Physical ,</p>

	<p>similarities of their work (and experience) to mine.</p> <ul style="list-style-type: none"> To share my response to their work. To take photographs of my artwork, thinking about lighting, focus and composition. 		
How do you investigate a crime scene?	<ul style="list-style-type: none"> To investigate how a variety of artists and craftspeople use their interest in cutouts to generate imagery. To share responses to an artist's work with classmates. To adapt techniques and processes to suit me. To use a sketchbook to record, generate ideas, test ideas and reflect. To make a shadow puppet thinking about how the qualities of the materials I use affect the final outcome. To manipulate materials using tools so that the puppets have character and expression. To make puppets move in simple ways by articulating them. To work with peers to create a collaborative experience. To share work, as a team, and share and listen to feedback. 	<p>Cut Outs & Shadow Puppets</p> <p>1: Discover Artists & Approaches - Lotte Reiniger</p> <p>2, 3, 4 & 5: Explore & Create - Making Shadow Puppets</p> <p>6: Share, Reflect, Discuss</p>	<p>Paper cutting, Cut Outs,</p> <p>Shadow puppets</p> <p>Performance</p> <p>Narrative</p> <p>Character</p>

	<ul style="list-style-type: none"> To give feedback to the work of other teams, and appreciate the differences and similarities of their work to ours. To photograph or film our puppets and performance. 		
<p>Spring</p> <p>Why do we remember the battle of Britain?</p>	<ul style="list-style-type: none"> To explore the work of installation artists who use colour, light and form to create immersive environments. To imagine what it might be like to be in those environments To respond to a creative challenge or stimulus, research the area, and make a creative response. To create a 3d model or 2d artwork which shares a vision with others. To use a sketchbook to focus exploration of colour, taking time to record thoughts, test ideas and reflect. To take photos of artwork, thinking about focus, lighting and composition. To present ideas and vision to others, articulate thoughts and 	<p>Pupils will make an elastic band sketchbook using white paper and cardboard.</p> <p>They will identify and explore colour within the sketchbooks.</p> <p>Pupils will explore the work of the artists Olafur Eliasson, Yinka Ilori, Morag Myerscough, Liz West who use colour in their work. They will become familiar with how artists might respond in different ways to colour.</p> <p>Pupils will create visual responses to artists' work in their sketchbooks using paper, paint, ink, pastel to respond v in their sketchbooks.</p> <p>Pupils are encouraged to guide their own exploration, making choices about how they want to use colour in their artwork.</p> <p>Option 1: Mini Light Boxes. Pupils will create models of sculptural installations exploring light, colour and form.</p> <p>Option 2: Sculptural Challenge: Colourful Walls. Pupils will create a design proposal for a colourful architectural installation exploring colour and form.</p>	<p>Visual notes</p> <p>Colour</p> <p>Installation Art, Immersive, Participate, Context, Environment, Viewer,</p> <p>Light, Colour, Form, Structure, Sound, Senses, Sculptural installation</p>

	<p>listen to the response of classmates, taking on board their feedback.</p> <ul style="list-style-type: none"> To listen to the creative ideas of others, and share feedback about their work. 	<p>Option 3: Sculptural Challenge: Colour, Light and Form. Pupils will create an idea for an installation which uses light, colour and form (and even maybe sound) to create an immersive experience for others.</p>	
<p>Spring 2</p> <p>Why do we remember the Battle of Britain?</p>	Fallow	Fallow	Fallow
<p>Summer</p> <p>Do all rivers lead to the sea?</p>	<ul style="list-style-type: none"> To explore artists who use their drawing skills to make objects, and share responses to their work, thinking about their intention and outcome. To use sketchbooks to record and reflect, collecting ideas and approaches To use line, mark making, tonal values, colour, shape and composition to make work pieces interesting. To use negative space and the grid method to help see and draw. To explore typography and design lettering which is fit for purpose. To transform a drawing into a three dimensional object. 	<p>2D Drawing to 3D Making</p> <p>Sculpture</p> <p>1: Flat Yet Sculptural Sculpture Project = artist Lubaina Himid</p> <p>2 & 3: Draw - Use Negative Space and the Grid Method</p> <p>4 & 5: Draw - Explore Mark Making, Tonal Value & Structure</p> <p>6: Share, Reflect, Discuss</p>	<p>2D Drawing</p> <p>3D Object</p> <p>Packaging</p> <p>Negative space</p> <p>Grid method</p> <p>Scaling up</p> <p>Net, Typography, Graphic Design</p> <p>Collage</p> <p>Structure</p> <p>Balance</p>

	<ul style="list-style-type: none"> • To share work with others, and talk about intention and outcome. • To listen to responses and take feedback on board. • To appreciate the work of classmates. listen to their intentions and share responses to their work. • To photograph three dimensional work, thinking about presentation, lighting, focus and composition. 		
Do all rivers lead to the sea?	<ul style="list-style-type: none"> • To investigate how artists use their skills to make art which speaks about things which matter, often on behalf of whole communities. • To explore how I can find out what I care about, and find ways I might share my ideas. • To understand classmates may have different things they care about, or share things we care about, but they are all valid. • To create visuals and text which communicate a message. • To use line, shape and colour • To use typography to make messages stand out. • To combine different techniques such as print, collage and drawing. 	<p>Print & Activism</p> <p>1: Introduction -The Relationship Between Print & Activism</p> <p>Introduce an Artist Activist -Luba Lukova / Faith Ringgold / Kate DeCicc</p> <p>2: focus either on WW2 posters or transition posters</p> <p>3: Make a Poster – artist Shepard Fairey or a zine (sketchbook)</p> <p>4/5: develop poster / zine</p> <p>6: reflect and discuss</p>	<p>Activism</p> <p>Voice</p> <p>Message</p> <p>Community</p> <p>Poster</p> <p>Zine</p> <p>Screen printing</p>

	<ul style="list-style-type: none">To reflect and articulate about my own artwork and artwork made by my classmates.		
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