

## Art – Year 6

### Content

| NC objectives – KS2 areas of study  | End point of area of study  | Vocabulary   |   |  |
|---|---|--|---|--|
|   |   | Basic  | Adventurous   | Technical  |
| <ol style="list-style-type: none"> <li>1. To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>2. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</li> <li>3. To be taught about great artists, architects and designers in history.</li> </ol> | <ol style="list-style-type: none"> <li>1. Create sketchbooks to critically explore an artist’s work and make references to <u>aspirations for the future</u>.</li> <li>2. Master the techniques used across painting, drawing and sculpture and <u>reason</u> about their use (line, shape, pattern, colour, texture, form and space).</li> <li>3. Master a range of materials across painting, drawing and sculpture (impasto oil paint, acrylic paint, graded pencils, fine liner pens, watercolour pens, wax crayons, crayons, ink, wire, clay, mod-rock) and <u>explain why</u> these materials have been chose to create artworks.</li> <li>4. Discuss how artists create their work and the different representations they take on. From looking at a collection of work, explore <b>visual culture</b> and the controversies surrounding artists and their work.</li> <li>5. Explore and critically analyse the artwork from great observational artists, designers and architects in history:               <ul style="list-style-type: none"> <li>- Painting – Vincent Van Gogh (post-impressionism) and J. M. W. Turner (romanticism).</li> <li>- Drawing – Henry Moore</li> <li>- Sculpture – Lorenzo Quinn</li> </ul> </li> </ol> | <p style="text-align: center;"><u>Term 1</u><br/>vertical placement,<br/>horizontal placement,<br/>analogous,<br/>monochromatic,<br/>contemporary</p> <p style="text-align: center;"><u>Term 3</u><br/>mixed– media,<br/>figures, form</p> <p style="text-align: center;"><u>Term 5 &amp; 6</u><br/>contemporary,<br/>emotive,<br/>interpretation,<br/>marquette</p> | <p style="text-align: center;"><u>Term 1</u><br/>visual</p> <p style="text-align: center;"><u>Term 3</u><br/>expressions,<br/>sculptural,<br/>atmosphere</p> <p style="text-align: center;"><u>Term 5 &amp; 6</u><br/>enclosed, open,</p> | <p style="text-align: center;"><u>Term 1</u><br/>impasto,<br/>romanticism, post-<br/>impressionism,<br/>tactile</p> <p style="text-align: center;"><u>Term 3</u><br/>sgraffito, marquette,<br/>wax resist</p> <p style="text-align: center;"><u>Term 5 &amp; 6</u><br/>casting, tessellating</p> |

## Knowledge

### Substantive Knowledge

#### Painting – Autumn Term 1 (7 weeks) *Why is art important to humankind?*

**Lesson 1 & 2:** LO: To understand why art is part of history.

**Post-impressionism** **romanticism**

Explore the artist: Vincent Van Gogh (post-impressionism) *reflect on how he saw the world with his mental illness – schizophrenia* and J. M. W. Turner (romanticism) . To know how people have viewed their artwork over time and how the success of the artist grows. To know that the artworks can provide information about history. Create an artist copy of 1 landscape painting from both artists.

*Reflect on how the different artists use light and the beauty within the artwork (beauty)*

**Lesson 3:** LO: To know how art elements are explored by the artist.

**vertical placement** **horizontal placement** **analogous** **monochromatic** **complementary**

Retrieve knowledge from Y3,4,5 about colour, placement and texture. Explore how the artist's use colour, texture and space in their paintings. Create a sketchbook page showing how these elements are used by the artists – mixture of annotations and copying sections of artwork.

**Lesson 4:** LO: To know how media can be altered.

**Impasto** **tactile texture** **visual texture**

Explore the artist's style and study the techniques and media used in sketchbooks. To know how media and tools have allowed texture to be enhanced (impasto) – thickening paint and layering large quantities so that brush strokes are visible and can be felt (tactile texture). Understand the difference between tactile (felt) and visual (seen) texture. In sketchbooks, use paint and brushes, palette knives and sticks to create texture with impasto.

**Lesson 5:** LO: To understand the importance of the artist's work.

#### **Recap all vocab**

Explore the aftermath of their work and how important their work is today. Ask questions about the artist and contemplate what the artist was trying to communicate to the viewer. Contemplate how art can be interpreted by all humankind and how this makes art invaluable. Begin to explore ideas related to a stimulus (local landscapes) and sketch ideas.

**Lesson 6 & 7:** LO: To know how to produce a final response.

#### **Recap all vocab**

Create a canvas painting using impasto techniques, that demonstrates an understanding of colour, texture, line and placement.

### Disciplinary Knowledge

#### Painting **Concept: Visual Culture**

To work as a painter to show how *form, space, texture, colour, line, shape and pattern* can be used to create pieces of art. Using a stimulus, revisit and review ideas through sketchbook work, explore the style of artists and explore the meanings that styles convey. Describe the techniques used and create a rationale for their work that reflects their preferred style. After studying an artist, children can apply and master techniques to create a final piece.

## Drawing - Spring Term 3 (6 weeks) *How can drawings portray feelings?*

**Lesson 1:** LO: To understand why Art is used in history.

**mixed media atmosphere figure form**

Explore the illustrator: Henry Moore. Critically analyse the artist and his work through sketchbooks and explorations. Acknowledge why the artist's work is highly acclaimed and how his life shaped their work. Link to aspirations for the future and jobs linked. To know how his art is used to show how people felt during parts of history – WW2 and tells a story. Create an artist copy using mixed media (wax crayons, watercolour, ink, pen).

[Reflect on how history is documented through artwork.](#)

**Lesson 2:** LO: To know how art elements are explored by the artist.

**wax resist expressions**

Describe how line and texture is used by the artist. Revisit Y1 and Y2 learning of line and analyse how these are used. Revisit Y5 knowledge of placement. Create an artist page, annotations and copying sections of artwork to highlight the elements used.

**Lesson 3:** LO: To know how to work as an artist and replicate their style.

**marquettes sculptural**

Explore an artist's style and study the techniques using wooden marquettes as a frame. Using a stimulus (story focus) child to take photographs of themselves in poses. Use wooden marquettes to help visualise the human form and create several ideas. Document in sketchbooks through photos and annotations.

[Reflect on what they, as artists, are trying to communicate \(Self, Beyond, Beauty\)](#)

**Lesson 4:** LO: To know how to use a range of media.

**sgraffito mixed media**

To know how to work in a range of media to build up evidence of mastering techniques. Using the photos from the previous lesson, create a several sketches of ideas in sketchbooks and explore and analyse different medias. Introduce sgraffito – using layers of wax and scratching of a design. Evidence in sketchbook.

**Lesson 5 & 6:** LO: To know how to produce a final response from a series of sketches and viewpoints.

### **Recap all vocab**

After creating a series of viewpoints and sketches. Create a final piece (pens, wax crayons, ink, watercolour, Sgraffito), think about colour, tone, placement, texture. Large scale working – A3 or A2.

## Drawing **Concept: Visual Culture**

To work as an illustrator to show how ***form, space, texture, colour, line, shape and pattern*** can be used to create pieces of art to tell stories and express the mood of a group of people/ capture the atmosphere. After studying an illustrator, children can apply and master techniques to create a final piece in response to a stimulus (WW1/2).

## Sculpture – Summer Term 5 + 6 (12 weeks) *How can sculpture unite people?*

**Lesson 1 & 2:** LO: To understand how sculpture can be used to express feelings.  
**contemporary emotive**

Explore the sculptor: Lorenzo Quinn. Critically analyse the artist and his work – and the feelings and emotive reasoning behind his artwork. Acknowledge why the artist's work is highly acclaimed and how their life shaped their work. Link to aspirations for the future and jobs linked. Create a mixed-media painting of his work in sketchbooks.

**Lesson 3:** LO: To understand how art elements are explored by the artist  
**marquettes open space enclosed space**

Retrieval from Y3,4,5 – understanding of space, form and media. To know that his artwork is created large scale and so marquettes (smaller initial sculpture) would have been used to study the form of his sculpture. Create a sketchbook page annotating the art elements.

**Lesson 4:** LO: To know how to create a cast.  
**casting**

Introduce casting as a tool for building sculptures. To know that casting involves making a mould which you then pour a liquid into. Once dried, remove the mould and you are left with the sculpture. Children practise the technique in groups and document in sketchbooks through photos and sketches.

**Lesson 5:** LO: To understand how hands can tell a story.  
**interpretation emotive**

Explore and interpret the artwork 'Building Bridges' and how the hands represent different values. Children to create a drawing in their sketchbooks and annotate the meaning behind each hand.

*Reflect on the beauty of artwork, and it's ability to unite people.*

**Lesson 6:** LO: To know how to develop ideas using photography.  
**tessellating**

Explore a stimulus (sign language – hands) and use photography to capture ideas. Explore tessellating. Evidence in sketchbooks through photos and sketches alongside annotations.

*Reflecting on others through sign language, and how different forms of communication can be beautiful.*

**Lesson 7 & 8:** LO: To know how to develop ideas from a stimulus.

**Recap all vocab \***

Continue to explore the stimulus chosen and create a series of artworks (drawings, paintings) whilst explaining the reasoning behind this – link to a story in the world and how shape, space will be used.

**Lesson 9 & 10:** LO: To know how to show automaticity. \*

## Sculpture **Concept: Visual Culture**

To work as a sculptor to show how *form, space, texture, colour, line, shape and pattern* can be used to create meaningful sculptures that tell a story and express feelings to a group. After studying a sculptor, children can master techniques and refine their ideas to create a final piece.

Develop automaticity and fluency within sculpture by practising techniques with the chosen media (casting, sculpting – wire, clay, moulds). Create the final piece linking to the previous work completed.

**Lesson 11 & 12:** LO: To understand the impact of my final response. \*

Evaluate and peer review their artwork. Analysis of the final piece and the portrayal of emotions created.

## Concepts

## Visual Culture

## Elements

| Colour   | Texture   | Line  | Shape  | Form   | Space   | Pattern  |
|--|---|---|--|--|---|--|
| <p>The different hues used to express mood and meanings in artwork. The colour wheel is used to split colours into three different groups: primary, secondary and tertiary. Colours are grouped together in different ways to express mood and meanings. [Warm colours, cool colours, wide palettes, narrow palettes, bright colours, dull colours].</p> | <p>The look and feel of a piece of artwork. The texture can be created through the different media (thick/thin paint) being used or the application of the media. [Paintbrushes/palette knives, acrylic paint, watercolour paints, 3D forms].</p> | <p>The tool used in every piece of artwork. It has a length, width, tone, texture and can divide space, define a form, describe contour or suggest direction. [contour lines, directional lines].</p> | <p>The outline of a line creates enclosed spaces in artwork. [square, triangle, rectangle, circle, oval, etc].</p> | <p>Having three-dimensions which encloses volume and has length, width and height.</p> | <p>The area occupying the artwork and surrounding it. [negative or positive space].</p> | <p>The way colour or line has been used in artwork to create patterns. This may be through the repetition of a single or select palette of colours or lines.</p> |

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## **ASSESSMENT**

### **KNOW MORE, REMEMBER MORE, DO MORE...**

In this unit of learning, progress has been made when a learner knows more. This 'distance travelled' from the starting point is evidenced through them remembering more and doing more: in books, low stakes quizzes, retrieval, use of mind maps, answering the big question and being able to feel more confident about this unit.