

<b>Art</b> <b>Year 6</b> <b>Autumn 1</b>  <b>Theme: Industrial revolution</b> <b>Strand: 3D modelling</b> <b>Medium: Sculpture</b>		<b>Learning in this topic:</b> <b>Producing Creative Work and Ideas</b> The children will start by exploring the work of <b>Lowry</b> and his industrial landscapes, making informed and critical comments about his <b>composition</b> and <b>inspiration</b> and what we can learn from his artwork and history.  The children will recreate Lowry's compositions using and combining the visual elements ( <b>colour, tone, line, shape, form, texture, pattern</b> ) to record observations. The children will focus on how Lowry has recreated busy scenes through his depiction of crowds of people and used simple <b>silhouettes</b> to capture movement, their mood, and journeys. The children will explore movement through <b>photography</b> and look at how emotions can be shown through body language. The children will explore how silhouettes can be recreated through art. Using pencil and other media the children will experiment in drawing and planning moving figure silhouettes. These will start to form and plan their ideas for their 3D sculptures.		
<b>NC objectives covered:</b>	Pupils should be taught: <ul style="list-style-type: none"> <li>to improve their mastery of art and design techniques, including sculpture with a range of materials [</li> <li>about great artists, architects and designers in history.</li> </ul>	<b>Proficiency in art mediums (drawing, painting, sculpture etc.)</b> The children will move through a journey exploring figures through <b>photography, drawing and then sculpture</b> . They will first use simple <b>photographic techniques</b> for recording and creating work. The children will explore the work of Lowry for inspiration. The children will then combine a variety of drawing and graphic materials, tools and processes, working on a range of scales, e.g. <b>pens, pencils, charcoal, pastels</b> . The children will create a simple composition showing <b>moving figures</b> . The children will then create <b>sculptures</b> which can be <b>manipulated</b> . They will create a framework that a modelling material can be worked onto, e.g. constructing and modelling with wire, foil etc. Through Lowry's industrial landscapes they will explore shape, form and proportion when recreating figures. Through this process the children will choose and combine materials for effect experimenting with different strengths and types of wires.		
<b>Prior Knowledge needed:</b>	<ul style="list-style-type: none"> <li>Experience of modelling 3D forms</li> <li>Experience of using and manipulating a range of materials.</li> <li>An understanding of shape and form.</li> </ul>	<b>Analyse and Evaluate Art using design language</b> The children will explore and analyse Lowry's artwork to look how figures have been incorporated within the composition. They will explore how movement has been achieved and overall effect through <b>shape, contrast, outline, perspective, proportion, use of background and foreground and colour</b> . The children will explore and analyse the work of various modern sculpture artists ( <b>Diane Komoter, Kendra Haste, David Oliveira and Celia Smith</b> ). The children will explore the <b>materials used and how they have been manipulated, the textures achieved, shape, composition, and form</b> . Finally, the children will evaluate their own artwork using these elements and the inspiration they have taken from different artists.		
<b>Curriculum Concepts and Themes:</b>	<ul style="list-style-type: none"> <li>3D modelling</li> <li>Manipulating materials</li> <li>Sculpture</li> </ul>	<b>Curriculum Skills Progression:</b> <ul style="list-style-type: none"> <li>Create sculptures which can be manipulated.</li> <li>Create a framework that a modelling material can be worked onto, e.g. constructing and modelling with wire/clay/foil etc.</li> <li>To explore shape, form and proportion when recreating figures.</li> <li>Choose and combine materials for effect.</li> <li>Use and combine a variety of drawing and graphic materials, tools and processes, working on a range of scales, e.g. <b>pens, pencils, charcoal, pastels, inks, computer packages</b>.</li> <li>Use simple photographic techniques for recording and creating work.</li> <li>Combine a range of effects to support multi-media projects.</li> <li>Create a composition showing moving figures.</li> <li>Make informed and critical comments about own and other peoples' work.</li> </ul>	<b>Direct links to made other subjects:</b>	History – the industrial revolution
<b>Inspirational Start:</b> (hook to capture the imagination) The children are to recreate Lowry artwork in real life by capturing photographs of themselves in different positions. The children are to use Lowry's artwork as inspiration to try different movements.		<b>Mid-way Milestone:</b> Children are to plan their composition and have time to experiment with different media and types of wire considering the strength, effect, structure and ease of use.		<b>Extraordinary End:</b> (a recognised end point to work towards) The children are to create a Lowry inspired figure from wire and foil that can contribute to a whole class lowry display.

<b>Art</b> <b>Year 6</b> <b>Spring 2</b>  <b>Theme: Rivers</b> <b>Strand: Printing</b> <b>Medium: Paint</b>		<b>Learning in this topic:</b> <b>Producing Creative Work and Ideas</b> <ul style="list-style-type: none"> <li>Observe and study both river landscape images and other Batik pieces of art.</li> <li>Drawing and sketching river landscapes.</li> <li>Experiment creating simple patterns and designs onto fabric.</li> <li>Explore the use of paintbrushes.</li> <li>Research, explore and practise Batik designs.</li> </ul>			
<b>NC objectives covered:</b> <ul style="list-style-type: none"> <li>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]</li> </ul>				<b>Proficiency in art mediums (drawing, painting, sculpture etc.)</b> <ul style="list-style-type: none"> <li>Mix colours together to create different dyes.</li> <li>Consider colours outlines for desired impact.</li> <li>Painting and dyeing fabric.</li> <li>Experiment with use of wax to create patterns and designs.</li> <li>Explore heat application to remove the wax.</li> </ul>	
<b>Prior Knowledge needed:</b> <ul style="list-style-type: none"> <li>Understanding of River environments and landscapes</li> <li>Sketching and drawing skills</li> <li>Creating simple patterns and designs</li> <li>Colour mixing</li> <li>How to handle paintbrushes</li> <li>How to use wax</li> </ul>				<b>Analyse and Evaluate Art using design language</b> <ul style="list-style-type: none"> <li>Evaluate final piece considering aspects of the creation that they found easy and difficult, the likeness their creation had to the original landscape image, what they would do differently and how they could improve.</li> <li>Evaluate their own work in comparison to each other and that of other artists.</li> <li>Consider their use of colour, materials and their drawings before adding colour.</li> </ul>	
<b>Curriculum Concepts and Themes:</b> <ul style="list-style-type: none"> <li>Nature</li> <li>River structure</li> <li>Pattern work</li> <li>Evaluation and reflection</li> <li>Becoming proficient in the skill of Batik</li> </ul>	<b>Curriculum Skills Progression:</b> <ul style="list-style-type: none"> <li>Choose and combine different techniques for effect.</li> <li>Use batik and paste resist to recreate shapes and patterns on fabric.</li> <li>Understand the basic safety and care needed when working with some materials and tools.</li> <li>Create layers to a piece of work by working back into it (e.g. using stitch, collage etc) to add texture and detail.</li> <li>Use and combine a variety of painting and graphic materials, tools and processes, working on a range of scales, e.g. brushes, inks, paints, computer packages.</li> </ul>	<b>Direct links to made other subjects:</b> <ul style="list-style-type: none"> <li>Geography- see curriculum review</li> <li>English- Information text on Rivers</li> <li>Math- shape and space of designs</li> </ul>			
<b>Inspirational Start:</b> (hook to capture the imagination) Source to Mouth Video: Children then have an opportunity to recreate the journey either through a picture, diagrams or a model.		<b>Mid-way Milestone:</b>  Creating and designing our own flood defences.		<b>Extraordinary End:</b> (a recognised end point to work towards)  Displaying work for others to see in style of Art gallery.	

<b>Art</b> <b>Year 6</b> <b>Summer 1</b>  <b>Theme: Mountains</b> <b>Strand: Textiles</b> <b>Medium: Batik</b>		<b>Learning in this topic:</b> <b>Producing Creative Work and Ideas</b> <ul style="list-style-type: none"> <li>Observe and study both river landscape images and other Batik pieces of art.</li> <li>Drawing and sketching river landscapes.</li> <li>Experiment creating simple patterns and designs onto fabric.</li> <li>Explore the use of paintbrushes.</li> <li>Research, explore and practise Batik designs.</li> </ul>			
<b>NC objectives covered:</b>	<ul style="list-style-type: none"> <li>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]</li> </ul>	<b>Proficiency in art mediums (drawing, painting, sculpture etc.)</b> <ul style="list-style-type: none"> <li>Mix colours together to create different dyes.</li> <li>Consider colours outlines for desired impact.</li> <li>Painting and dyeing fabric.</li> <li>Experiment with use of wax to create patterns and designs.</li> <li>Explore heat application to remove the wax.</li> </ul>			
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