

# St Anne's C of E Primary School Curriculum Plan

Subject: Art and design

Year: 6

Term: Autumn



Unit: Photo opportunity- Craft and design



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p><b>photography</b>-the process of producing an image using a device that captures light</p> <p><b>arrangement</b>-the composition of visual elements.</p> <p><b>cityscape</b>- a view or image of a city</p> <p><b>composition</b>- the way that people or things are arranged in a painting or photograph.</p> <p><b>Dada</b>- a new style of art developed in the early 20th century that was often considered nonsensical</p> <p><b>digital</b>-art made using electronic devices and computers editing</p>	<p><b>Colour</b>- Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</p> <p><b>Shape</b>- How an understanding of shape and space can support creating effective composition.</p> <p><b>Line</b>- How line is used beyond drawing and can be applied to other art forms.</p> <p><b>Pattern</b>- Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.</p>	<p>Different materials can be used to produce photorealistic artwork.</p> <p>That macro photography is showing a subject as larger than it is in real life.</p> <p>How to create a photomontage.</p> <p>How to create artwork for a design brief.</p> <p>How to use a camera or tablet for photography.</p> <p>How to identify the parts of a camera.</p>	<p><b>Generating ideas:</b> Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p> <p><b>Using sketchbooks:</b> Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p> <p><b>Making skills</b> How different materials can be used to produce photorealistic artwork.</p> <p>That macro photography is showing a subject as larger than it is in real life.</p>

<p><b>emulate</b>-to reproduce in the style of someone else</p> <p>focus, frame, grid, image, layout</p> <p><b>macro</b>-very close-up photography, usually of very small subjects that are hard to see without using a magnifying tool</p> <p><b>monochrome</b>- the use of one colour</p> <p><b>monochromatic</b>-using only black, white, and grey, or using only one colour.</p> <p><b>photomontage</b>-A collage of photographs that are arranged or</p> <p><b>photorealism</b>-a painting or drawing style which closely resembles a photograph</p> <p><b>photorealistic</b>-looks like a photograph or real person, place, thing</p> <p>portrait</p> <p>pose, prop, recreate, modified</p> <p>proportion</p> <p>replacement-</p> <p><b>saturation</b>-the intensity or strength of a colour</p>	<p>What a cityscape photomontage advertising poster is, by studying the artists-Hannah Hoch, Chris Plowman and Graham Holland.</p> <p>What Macro photography is and how to create abstract photographic art.</p> <p>Design decisions need to be composed and edited for an interesting photographic composition.</p> <p>What photorealistic art is.</p> <p>Artists can use symbols in their artwork to convey meaning.</p> <p>Artists take risks to try out ideas; this can lead to new techniques being developed.</p> <p>Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract.</p> <p>Art can represent abstract concepts, like memories and experiences.</p> <p>Sometimes people make art to express their views and opinions, which can be political or topical.</p> <p>Art can be a digital art form, like photography. People use art as a means to reflect on their unique characteristics.</p>	<p>How to take a macro photo, choosing an interesting composition.</p> <p>How to manipulate a photograph using photo editing tools.</p> <p>How to use drama and props to recreate imagery.</p> <p>How to take a portrait photograph.</p> <p>How to use a grid method to copy a photograph into a drawing.</p> <p>Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time.</p> <p>Art can change through new and emerging technologies that challenge people to discuss and appreciate art in a new way. People can have varying ideas about the value of art.</p>	<p>Create a photomontage.</p> <p>Create artwork for a design brief.</p> <p>Use a camera or tablet for photography.</p> <p>Identify the parts of a camera.</p> <p>Take a macro photo, choosing an interesting composition.</p> <p>Manipulate a photograph using photo editing tools.</p> <p>Use drama and props to recreate imagery.</p> <p>Take a portrait photograph.</p> <p>Use a grid method to copy a photograph into a drawing.</p> <p><b>Knowledge of artists</b> Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces.</p>
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# St Anne's C of E Primary School Curriculum Plan

Subject: Art and Design

Year: 6

Term: Spring



Unit: Drawing-Make my voice heard



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<ul style="list-style-type: none"> <li>• <b>Maya-</b> Refers to the people and culture of the Maya civilisation in South America from 2000–1524 BC.</li> <li>•</li> <li>• <b>Imagery-</b> a collection of images. Mark making</li> <li>•</li> <li>• <b>Expressive-</b>showing a particular feeling.</li> </ul>	<p><b>Colour:</b> A 'monochromatic' artwork uses tints and shades of just one colour.</p> <p>Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</p> <p><b>Form:</b> The surface textures created by different materials can help</p>	<p>How using light and dark can create form and impact- in Maya-inspired word art.</p> <p>How to use symbolism as a way to create imagery.</p> <p>How to combine imagery into unique compositions.</p> <p>How to achieve the tonal technique called chiaroscuro using charcoal.</p>	<p><b>Generating ideas</b></p> <p>Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p> <p><b>Sketchbook</b></p> <p>Using a systematic and independent approach, research,</p>

<ul style="list-style-type: none"> <li>•</li> <li>• <b>Character traits</b>-A part of someone's personality that can produce a particular type of behaviour, e.g. sense of humour, honesty, creativity.</li> <li>•</li> <li>•</li> </ul> <p><b>Interpretation</b>- how the meaning of the image is understood.</p> <ul style="list-style-type: none"> <li>• Aesthetic, Representative, Tone</li> <li>•</li> <li>• <b>Chiaroscuro</b>-The use of areas of light and darkness in art.</li> <li>• Technique</li> <li>•</li> <li>• <b>Graffiti</b>-Spray-painted words and images that appear on property without permission.</li> <li>•</li> <li>• <b>Guerilla</b>-Similar to graffiti because it is often produced without permission. It usually appears unannounced in unusual</li> </ul>	<p>suggest form in two-dimensional art work.</p> <p><b>Shape:</b> How an understanding of shape and space can support creating effective composition.</p> <p><b>Line:</b> How line is used beyond drawing and can be applied to other art forms.</p> <p><b>Tone:</b> That chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.</p> <p>Some patterns, colours and symbols of Maya art.</p> <p>Gestural and expressive ways to make marks.</p> <p>About street art.</p> <p><b>Artists- Dan Fenelon, Mayans</b></p> <p>Artists can use symbols in their artwork to convey meaning.</p>	<p>How to make handmade tools to draw with.</p> <p>Artists find inspiration in other artists' work, adapting and interpreting ideas and techniques to create something new.</p> <p>Art can be a form of protest.</p> <p>Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time.</p> <p>Art sometimes creates difficult feelings when we look at it.</p> <p>Art doesn't have to be a literal representation of something, it can sometimes be imagined and abstract.</p> <p>Sometimes people make art to express their views and opinions, which can be political or topical.</p> <p>People use art as a means to reflect on their unique characteristics.</p> <p>People can have varying ideas about the value of art.</p>	<p>test and develop ideas and plans using sketchbooks.</p> <p><b>Making skills</b> Gestural and expressive ways to make marks.</p> <p>Effects different materials make.</p> <p>The effects created when drawing into different surfaces.</p> <p>Use symbolism as a way to create imagery.</p> <p>Combine imagery into unique compositions.</p> <p>Achieve the tonal technique called chiaroscuro.</p> <p>Make handmade tools to draw with.</p> <p>Use charcoal to create chiaroscuro effects.</p> <p><b>Knowledge of the artist</b></p> <p>Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p>
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<p>places and can have a controversial message.</p> <ul style="list-style-type: none"> <li>•</li> <li>• <b>Mural-</b> a painting made directly on a wall or permanent structure</li> <li>•</li> <li>• <b>Street art-</b>Artwork that is created in a public space, typically without official permission.</li> <li>•</li> <li>• <b>Commissioned-</b> When someone is asked to create a piece of art.</li> <li>•</li> <li>• Tone, Tonal, Composition, Impact, Audience, Symbol, Symbolic,</li> </ul> <p><b>Fresco-</b>A large painting made on plaster.</p> <p><b>Modern art-</b>Art, particularly created between the late 19th and late 20th centuries, that shows difference in style and values to traditional art.</p>	<p>Sometimes artists add extra meaning to what they create by working in places where they don't have permission to work.</p> <p>Artists use techniques like chiaroscuro to create dramatic light and shade when drawing or painting.</p> <p>Artists can combine materials; for example, digital imagery, with paint or print.</p>	<p>Art can be analysed and interpreted in lots of ways and can be different for everyone.</p> <p>Everyone has a unique way of experiencing art.</p>	<p><b>Evaluating and analysing</b></p> <p>Give reasoned evaluations of their own and others' work which takes account of context and intention.</p> <p>Discuss how art is sometimes used to communicate social, political, or environmental views.</p> <p>Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way.</p> <p>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>
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# St Anne's C of E Primary School Curriculum Plan

Subject: Art and design

Year: 6

Term: Summer



Unit: Making memories- Sculpture and 3D



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>assemblage, composition, embedded, manipulate</p> <p>attribute, expression</p> <p>collection</p> <p><b>contrast-</b> when something is very different from something it is being compared to.</p>	<p><b>Colour-</b> Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</p> <p><b>Form-</b> The surface textures created by different materials can help suggest form in two-dimensional art work.</p> <p><b>Shape-</b> How an understanding of shape and space can support creating effective composition.</p>	<p>How to translate a 2D image into a 3D form.</p> <p>How to manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping).</p> <p>How to manipulate cardboard to create different textures.</p> <p>How to make a cardboard relief sculpture.</p> <p>How to make visual notes to generate ideas for a final piece.</p>	<p><b>Generating ideas</b></p> <p>Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p> <p><b>Using sketchbooks</b></p> <p>Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p>

<p><b>identity-</b> to have a sense of who we are.</p> <p><b>juxtaposition-</b>is the idea of placing two things together so we can see the contrast between them.</p> <p><b>literal-</b>when something is represented exactly as it is.</p> <p>originality</p> <p>relief</p> <p>representation</p> <p><b>self-</b> have an understanding of what makes you, you;Like personality traits.</p> <p><b>symbolic-</b>when something is represented by abstract images.</p> <p>tradition</p>	<p><b>Line-</b> How line is used beyond drawing and can be applied to other art forms.</p> <p><b>Pattern-</b> Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting or in repeated shapes within a composition.</p> <p>Art can be a part of our identity; exploring how art can be used to express memories and self.</p> <p>Memories can be developed into sculptural art.</p> <p>The artists Louise Nevelson and Joseph Cornell.</p> <p>Artists can use materials to respond to a feeling or idea in an abstract way.</p> <p>Artists take risks to try out ideas; this can lead to new techniques being developed.</p>	<p>How to translate ideas into sculptural.</p> <p>Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract.</p> <p>Sometimes people make art to create reactions. People use art as a means to reflect on their unique characteristics.</p>	<p><b>Making skills</b></p> <p>Translate a 2D image into a 3D form.</p> <p>Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping).</p> <p>Manipulate cardboard to create different textures.</p> <p>Make a cardboard relief sculpture.</p> <p>Make visual notes to generate ideas for a final piece.</p> <p>Translate ideas into sculptural forms.</p> <p><b>Knowledge of artists</b></p> <p>Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p>
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	<p>Artists can make work by collecting and combining ready-made objects to create 'assemblage'.</p> <p>Art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their views and opinions, which can be political or topical.</p>		<p>Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces.</p> <p>Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.</p> <p><b>Evaluating and analysing</b></p> <p>Give reasoned evaluations of their own and others' work which takes account of context and intention.</p> <p>Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way.</p> <p>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>
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