

# Art and Design Whole School Medium Term Map

Year 6



	Theme	National Curriculum Objectives
Autumn	<u>World War 2</u> N/A	Write in green
Autumn 2	<p><u>The Art in Crime and Punishment</u></p> <p>Skills- model and practise drawing eyes. <a href="https://www.youtube.com/watch?v=fQo7P9VkJFaA">https://www.youtube.com/watch?v=fQo7P9VkJFaA</a> Look at different types of eyes. Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around, reflecting, making links. Use different drawing materials. Let children experiment with dense charcoal.</p> <p><u>English and Art task- Forensic Artists</u></p> <p>Ask children how they think that criminals are identified? What resources do the police use to find out about crimes that have taken place and what criminals look like? CCTV, witness statements etc.</p> <p>Look at the example of descriptive writing for a crime that took place. Discuss the text. Explain the role of forensic artists to the children. Possibly give them time to research the different roles that forensic artists can do. <a href="https://www.youtube.com/watch?v=9YlFmdcq6xs">https://www.youtube.com/watch?v=9YlFmdcq6xs</a></p> <p>Lois Gibson from Houston USA <a href="https://loisgibson.com/">https://loisgibson.com/</a> <a href="https://www.bbc.co.uk/programmes/articles/5lScrKZT2zQGJBHMXWdjjDw/lois-gibson-the-forensic-artist-as-crime-solver">https://www.bbc.co.uk/programmes/articles/5lScrKZT2zQGJBHMXWdjjDw/lois-gibson-the-forensic-artist-as-crime-solver</a> <a href="https://www.guinnessworldrecords.com/news/2017/1/lois-gibson-facing-crime-with-world-records-458852?fb_comment_id=1073978769374231_1076303179141790">https://www.guinnessworldrecords.com/news/2017/1/lois-gibson-facing-crime-with-world-records-458852?fb_comment_id=1073978769374231_1076303179141790</a></p> <p>Sharon McDonagh from Yorkshire England <a href="https://www.sharonmcdonagh-artist.co.uk/about-the-artist">https://www.sharonmcdonagh-artist.co.uk/about-the-artist</a></p> <p>Model for the children how to describe a person's face using the ' identification of criminals document'. Children are given a photograph of a person to describe in writing. Children then swap</p>	<p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>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]</p> <p>About great artists, architects and designers in history.</p>

their descriptions for another child to be the forensic artist. Remind children of previous work done e.g. how to represent textures for the hair. Children use dense charcoal to create portraits.  
<https://www.artsy.net/article/artsy-editorial-started-drawing-charcoal>

### English task- Crime or Culture?

Debate and balanced argument writing opportunity. Research street artists e.g. Banksy.

<https://www.bbc.co.uk/news/av/uk-44634152/graffiti-is-it-culture-or-vandalism>

<http://globalstreetart.com/>

<https://www.theguardian.com/artanddesign/2019/jan/16/help-ive-been-banksied-how-we-coped-with-banksy-street-art-fame>

<https://www.theguardian.com/uk/2003/oct/18/arts.artsnews1>

### Still Life

Selecting objects to represent meaning with the title 'Crime or Culture?' Children set up objects e.g. handcuffs, spray paint cans etc. Link back to skills they've already covered e.g. drawing overlapping objects year 3, drawing cylinders year 4 etc. Show reflective surfaces in still life.

### Reading Comprehension Task- Courtroom sketches.

[https://www.youtube.com/watch?v=WBetE\\_IRje8](https://www.youtube.com/watch?v=WBetE_IRje8)

#### **Christine Cornell**

Reading comprehension based on 'A day in the life of a court artist' Julia Quenzler.

### Group Portraits

Pastel drawings of courtroom style drawings maybe from photographs of the debates that took place around street art. Be able to show different forms in sitting and reclining positions include creases in clothing.

### Art Task- Gibbet

Revisit pencil markings from previous year groups. Children experiment freely with the pencil markings with a range of drawing materials to draw something either from memory or their imagination in sketch books.

Introduce the rhythmic and dimensional pencil markings for year 6. Children practise their mark making in sketch books.

	<p>Show children an image of the Gibbet without identifying it for them. Ask them what it is? Why is it important? Where is it? (link to geography and history of the Gibbet) Watch <a href="https://www.youtube.com/watch?v=-deHbQZdQs8">https://www.youtube.com/watch?v=-deHbQZdQs8</a></p> <p>In partners, look at the different historical illustrations of the Gibbet. How many mark making styles can they identify? Annotate images in their sketch book.</p> <p>Which 3D shapes make up the Gibbet? Can they remember how to draw cuboids using one point perspective done in year 5? <a href="https://www.youtube.com/watch?v=zrYDFnaKc7s">https://www.youtube.com/watch?v=zrYDFnaKc7s</a> (video for teacher use)</p> <p>Model the skill for them. Children practise. Model using 2 point perspective for the children who are ready to move on. Alternatively, show both to the children and see which they think is easier after practising. <a href="https://www.youtube.com/watch?v=KE3ZkWtX8UU">https://www.youtube.com/watch?v=KE3ZkWtX8UU</a> (video of 2 point perspective for teacher use- model to children)</p> <p>Visit the Gibbet- take photos and make sketches- encourage children to use either one or two point perspectives with vanishing points and the horizon.</p> <p>Children add images to their sketch books and annotate them.</p> <p>Introduce the use of drawing ink. Can children create a piece of art based on the Gibbet using drawing ink? Encourage them to explain how the work of others has influenced their choices for their own art work.</p> <p>Local trip to the Gibbet. Sketch the Gibbet and take photos to use in their sketch books.</p>	
Spring 1	<p style="text-align: center;"><u>Natural Disasters</u></p> <p>N/A</p>	Write in green
Spring	<p style="text-align: center;"><u>On the Move</u></p> <p>N/A</p>	Write in green
Summer 1	<p style="text-align: center;"><u>If We Could Talk to the Animals</u></p> <p>Wall to paint? Street Art? Group of gifted and talented to work with Tony Bullock? <a href="https://mymodernmet.com/dzia-street-art-animal-murals-street-art/">https://mymodernmet.com/dzia-street-art-animal-murals-street-art/</a></p> <p>Look at and discuss art work with animal content see some examples in the animal art document.</p> <ul style="list-style-type: none"> <li>Describe the artwork.</li> </ul>	<p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and</p>

- What do you like/dislike? Why?
- Which other senses might you bring to this artwork? How does it make you feel?
- What is the artist saying to us in this artwork?
- How might it inspire you to make your own artwork?
- Who or what else might you look at to help feed your creativity?

Children to create artwork inspired by Halifax Zoo using acrylic paint to create textures in the work and be able to revisit a piece of work to add layers.

Use the link below to find primary sources from when the Zoo was opened.

<http://www.halifaxpeople.com/Halifax-Zoo.html>

Children develop their ideas in their sketch books. Teach the skill of using acrylic paint

<https://www.mybluprint.com/article/how-to-use-acrylic-paint-materials-methods-and-more>

### Printing

Children to explore different animal prints and research animal print in fashion design. Collect ideas in their sketch books.

Teach the method of screen printing (pushing ink through a mesh screen with areas masked off where the ink cannot pass through therefore creating a print) and allow the children to create their own paper stencils to block off areas of the screen to create animal prints. They could create wrapping paper, covers for jotters etc.

Look at art created by animals <https://www.houstonzoo.org/make-memories/animal-art/>

Discuss the artwork and the ethics. How would they categorise the artwork? Discuss how they think that the animal created the marks.

Create artwork using ideas inspired by the animal art.

### Sculpture

Research different types of animal eyes. Develop their sketch book ideas. Create 3D animal eyes using techniques previously taught in either clay or papier mache.

Felted animals?

Trip to the Zoo. Sketch animals seen in their sketch books. Take photographs to add to their

design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

About great artists, architects and designers in history.

	sketch books.	
Summer 2	<u>If We Could Talk to the Animals</u> Description of unit or N/A if no coverage this half term Trip? If linked?	Write in green