

Art and Design Medium Term Plan 21-22

Year 6



	Theme	National Curriculum Objectives
Autumn 1	<p style="text-align: center;"><u>World War 2</u> TONY BULLOCK</p> <p>Re-visit colour mixing skills - see must knows. Re-visit pencil techniques of rubbing and cross hatching.</p> <p>Caricature (WW2 inspired) Remind pupils of what a caricature is. Demonstrate sketching one very quickly with biro. Demonstrate how to add a wash and details with watercolour. This class should be confident with watercolours but due to lockdown a revision will be needed Discuss why we can't do it in felt pen then add watercolour present the options for pupils to make own decision. Choose a portrait artist whose style you like and produce a portrait in a medium of your choice of a figure associated with ww2.</p> <p>Lino print (propaganda poster) Look at examples of propaganda posters from WW2 Discuss how these could be condensed down to a simple repeatable image in a lino print Demonstrate safely cutting and using a lino tile</p> <p>Spitfire drawing - stage by stage</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>To create sketch books to record their observations and use them to review and revisit ideas.</p>
Autumn 2	<p style="text-align: center;"><u>BRITISH ARTS WEEK</u> Steven Wiltshire (See year group planning for more info)</p>	<p>To create sketch books to record their observations and use them to review and revisit ideas.</p>

Crime and Punishment

English and Art task- Forensic Artists

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.

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. <https://www.youtube.com/watch?v=9YLFmdeq6xs>

Lois Gibson from Houston USA

<https://loisgibson.com/>

<https://www.bbc.co.uk/programmes/articles/5LScrKZT2zQGJBHMXWdjjDw/lois-gibson-the-forensic-artist-as-crime-solver>

https://www.guinnessworldrecords.com/news/2017/1/lois-gibson-facing-crime-with-world-records-458852?fb_comment_id=1073978769374231_1076303179141790

Sharon McDonagh from Yorkshire England

<https://www.sharonmcdonagh-artist.co.uk/about-the-artist>

Record research in sketch books

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 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>

One point perspective drawing - The Highway Man

Using the poem 'The Highway Man' by Alfred Noyes, analyse the poem - what is the meaning? What is the mood? Do this in sketch books. Record observations.

Then draw a final piece using pencil and charcoal to create a one point perspective.

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]

About great artists, architects and designers in history.



Group Portraits (if time allows)

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.

Extreme Earth

Volcano landscape

Look at the work of Margret Godfrey

- Describe the artwork.
- 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?

Record observations in sketchbooks. Be able to explain why they have chosen specific colours using technical language such as tone, tint, shade or mood.

Children to first experiment drawing a volcano landscape (use photos for inspiration) using acrylic paint. Model and show children different techniques to be used with acrylic paints. <https://theartyteacher.com/acrylic-painting-techniques/> Children to use different amounts of acrylic paint to create textures in the work and be able to revisit a piece of work to add layers.

Children to then create a mixed media landscape in the style of Margret Godfrey. <https://www.colwich.staffs.sch.uk/wp-content/uploads/2017/02/Session-3-resources-instructions-for-artwork.pdf> (see y6 folder)

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 [for example, pencil, charcoal, paint, clay]

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Spring 2	<p style="text-align: center;"><u>Extreme Earth</u></p> <p><u>Still Life (reflective surfaces) link to science - light.</u></p> <p>Look at the work of Escher.</p> <ul style="list-style-type: none"> • Describe the artwork. • 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? <p>Record observations in sketchbooks. Be able to explain why they have chosen specific colours using technical language such as tone, tint, shade or mood.</p> <p>Model and practise drawing eyes. https://www.youtube.com/watch?v=fQo-7P9VkJFaA 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>Final piece - still life drawing of an eye with reflective surface - children to choose what is reflected in the eye.</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>
Summer 1	<p style="text-align: center;">INTERNATIONAL ARTS WEEK</p> <p style="text-align: center;"><u>Banksy</u></p> <p style="text-align: center;">(See year group planning for more info)</p> <p style="text-align: center;"><u>If We Could Talk to the Animals</u></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"> • Describe the artwork. • What do you like/dislike? Why? 	<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</p>

- 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?

Record observations in sketchbooks. Be able to explain why they have chosen specific colours using technical language such as tone, tint, shade or mood.

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.

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

and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

About great artists, architects and designers in history.

Sum	<u>Vikings</u> New topic - TBC	
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