

Year group: 6	Subject Area: Art	Unit: 1 - Drawing	Subject Leaders: A Barnett
Focus Artists: Koren Shadmi /Pez			
Prior linked knowledge	National curriculum objectives	Future linked knowledge	
<p>Know how to show how people feel in drawings (Y1)</p> <p>Know how to create moods in art work using colour (Y1)</p> <p>Choose and use three different grades of pencil when drawing (Y2)</p> <p>Know how to use pencil, pastel and charcoal to create art (Y2)</p> <p>Know how to show facial expressions in art (Y3)</p> <p>Know how to use different grades of pencil to shade and show tones and texture (Y3)</p> <p>Know how to use marks and lines to show texture in art (Y4)</p> <p>Know how to show facial expressions and body language in sketches and paintings (Y4)</p> <p>Know how to use line, tone, shape and colour to represent figures and forms in movement and know how to show reflections (Y4)</p> <p>Know how different artists developed their specific techniques (Y4)</p> <p>Know how to use shading to create mood and feeling (Y5)</p> <p>Know how to organise line, tone, shape and colour to represent figures and forms of movement (Y5)</p> <p>Know how to express emotion in art (Y5)</p>	<p>To create sketchbooks 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</p> <p>Know about great artists, architects and designers in history</p>		
Notes	Cross-curricular links	Possible hooks/enrichment activities	
See each lesson	<i>To be populated by teachers, as they begin to use the curriculum – subject leader to then update half-</i>		
Objectives from Long Term Planning			
<ul style="list-style-type: none"> • Create sketches which communicate emotions and a sense of self with accuracy and imagination • Use a full range of pencils, charcoal or pastels when creating a piece of observational art 			

Lesson Sequence				
Introduce	Experiment			Create
Lesson 1: Introduce the art work of the artists chosen. Focusing on 'The Silent Polluters' by Koren Shadmi and 'Always' by Pez, analyse the concepts and themes shown in the art and discuss how abstract they are. Analyse both artworks and compare the two.	Lesson 2: Know and understand how to sketch observational art taking inspiration from both Pez and Koren Shadmi.	Lesson 3: Discuss the issues that the world faces that could be portrayed through art. Design and sketch a drawing inside a plastic bottle representing a world issue.	Lesson 4: Focusing on the 'Silent Polluters', Sketch the bottom half of face from a taken photograph.	Lesson 5: Finishing a final piece, add sketches which communicate emotion above the bottom half of the face. Know, understand and discuss the emotion within their own art and the issue they have shown.
Notes: Specific art from the two artists have been chosen – children will not research or look into their backgrounds.	Notes: Pez – sketch plastic bottles Koren Shadmi – scrunched up piece of paper	Notes:	Notes:	Notes:
Key Vocabulary				
Key skills throughout unit				
<ul style="list-style-type: none"> • Understand what a specific artist is trying to achieve in any given situation • Understand why art can be very abstract and what message the artist is trying to convey 				

Year group: 6	Subject Area: Art	Unit: 2 – Painting/Printing	Subject Leaders: A Barnett
Focus Artists: M.C Esher			
Prior linked knowledge	National curriculum objectives	Future linked knowledge	
Know how to create a repeating pattern using sponges, vegetables and fruit (Y1) Know how to mix paint to create all the secondary colours (Y2) Know how to create brown with paint (Y2) Know how to create tints with paint by adding white and know how to create tones by adding black (Y2)	To create sketchbooks to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques: including painting and printing Know about great artists, architects and designers in history	To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas (KS3)	

<p>Know how to create a printed piece of art by pressing, rolling, rubbing and stamping (Y2) Know where each of the primary and secondary colours sit on the colour wheel (Y3) Create all the colours they need (Y4) Use shading to create mood and feeling (Y4) Use a wide range of techniques (Y4) Know how to print onto different materials using at least four different colours (Y4) Create a range of moods in their paintings using media and painting techniques (Y5) Print using a number of colours onto different materials (Y5) Know how to create an accurate print design following given criteria (Y5)</p>			
Notes	Cross-curricular links	Possible hooks/enrichment activities	
See each lesson	<i>To be populated by teachers, as they begin to use the curriculum – subject leader to then update half-termly.</i>		
<ul style="list-style-type: none"> • Use a wide range of techniques (anamorphis) • Explain why they have chosen specific painting techniques • Know how to overprint using different colours • Know which media to use to create maximum impact 			
Lesson Sequence			
Introduce	Experiment		Create
<p>Lesson 1: Introduce M.C Esher and a number of his art pieces. Know and understand the terms ‘anamorphis’ and ‘tessellations’ within art and what effect they have. Use different shapes to practice different types of tessellations.</p>	<p>Lesson 2: Design a tessellation art piece and using Styrofoam pieces, create a relief print using a range of overprinted colours. Know and discuss why certain designs may not work when on Styrofoam.</p>	<p>Lesson 3: Experiment with anamorphis and follow a grid, drawing anamorphic designs. Use mirrored foil cylinders to show designs.</p>	<p>Lesson 4: Draw an anamorphic 3D hole. Use a range of painting techniques and evaluate the different effects.</p>
<p>Notes:</p>	<p>Notes: Children could design tessellation before moving onto Styrofoam piece.</p>	<p>Notes: Square grid used on both anamorphic design and blank paper – children to use squares to help draw the</p>	<p>Notes: Children could draw multiple small anamorphic holes and using different painting techniques to show colour – which shows the</p>

		sketch carefully.	best effect?
Key Vocabulary			
Anamorphis Tessellation Shapes Illusion	Relief Overprint Colour Tessellation Styrofoam	Sketch Foil Cylinder Anamorphis Illusion	Anamorphic Three Dimensional Colour Techniques Evaluate
Key skills throughout unit			
Explain the reasons why a design may need to be changed when creating a final piece			

Year group: 6	Subject Area: Art	Unit: 3 - Sculpture	Subject Leaders: A Barnett
Focus Artists: Alan Wolfson			
Prior linked knowledge	National curriculum objectives		Future linked knowledge
Know how to cut, roll and coil a range of materials including malleable materials (Y1) Know how to make and join simple clay products (Y2) Create sculptures which are life size (Y3) Know how to sculpt clay and other mouldable materials (Y4) Know how to sculpt clay and other mouldable materials (Y5)	To create sketchbooks to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques: Know about great artists, architects and designers in history		To increase their proficiency in the handling of different materials (KS3)
Notes	Cross-curricular links		Possible hooks/enrichment activities
See each lesson	<i>To be populated by teachers, as they begin to use the curriculum – subject leader to then update half-termly.</i>		
Objectives – from our Long Term Planning (Quest 1)			
Create models which are a range of different scales			

Lesson Sequence			
Introduce	Experiment	Design	Create
<p>Lesson 1: Introduce the work of Alan Wolfson and research the background behind his work. Know and understand the setting of Manhattan and what the buildings and subways look like there.</p>	<p>Lesson 2: Create own sketches of Alan Wolfson sculptures using his work for inspiration. Look at own metro and train stations locally and compare the two. Create a mood board of different buildings created by Alan Wolfson</p>	<p>Lesson 3: Using SketchUp software/apps, choose a sculpture designed by Alan Wolfson and design own set of Manhattan buildings based on his work. Use mood board from previous lesson.</p>	<p>Lesson 4: Using cardboard, paper and card, children to create their buildings design in the style of Alan Wolfson.</p>
<p>Notes: Can the children recognise through photographs which is the real Manhattan street and which is the model?</p>	<p>Notes:</p>	<p>Notes: SketchUp Software to be added to computers or iPads.</p>	<p>Notes: If available or appropriate, plastic sheets can be used and ordered.</p>
Key Vocabulary			
Manhattan Suburbs Subways Research Sculpture Miniature	Mood board Ideas Sketch	Design Plan 3D – Three Dimensional App Software	Create Mould Cut Model Edit Evaluate
Key skills throughout unit			
Understand what a specific artist is trying to achieve in any given situation			