

## **Art Curriculum - Year 6**

### **Statement of Intent:**

**The intent identifies what our pupils need from our art curriculum:**


**Our pupils need:**

- high quality and ambitious teaching where we build children's knowledge ,skills and concepts sequentially so learning opportunities reflect the needs of all pupils.
- to see that art should engage, inspire and challenge, that it is a form of positive communication that leads to a sense of belonging and well-being and anyone can do it.
- to develop their self-confidence and to see art as a form of self-expression.
- to learn about how art reflects and shapes our history, contributing to the culture, creativity and wealth of our nation.
- to be able to talk critically and concisely, developing a rigorous understanding of art and design.
- to be able to express themselves creatively, using their skills to experiment, invent and create their own works of art and craft.
- to be exposed to a wide variety of artistic experience and styles ( beyond those they encounter every day at home) on which to form their personal opinions and thoughts.

### **Opportunities and Experiences in Art for pupils at Cirencester Primary School**

- All pupils will have the opportunity to take part in regular and sustained class art lessons which develop visual awareness and artistic understanding
- All pupils will have the opportunity to join art clubs or to visit art galleries or exhibitions.
- All pupils will experience a range of artistic styles and will have the opportunity to express their preferences.
- All pupils will have the opportunity to learn and develop a wide range of artistic skills.
- Children will experience high quality teaching to enable them to respond with discernment and to develop their own preferences.
- All pupils will have the opportunity to create artistic work which is displayed for an audience.

<b>Year 6</b> <b>Term 1</b>	<b>Big Question: What makes the Earth unstable?</b>			
<b>Unit:</b> <b>painting</b>	<p><b>Prior Learning:</b>            In year 1 children used wax resist to create texture. They have explored warm and cool colours and how they can be used to good effect in artwork.            In year 2 they have taken inspiration from nature and explored using primary and secondary sources for drawing.            In year 3 they have explored adding perspective to drawings and have looked at the links between scientific drawings and sketches.</p> <p><b>Objectives</b> (from NC2014)</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <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> <li>about great artists, architects and designers in history.</li> </ul>			
	<b>Question</b>	<b>Lesson Ideas/Resources</b>	<b>WTS</b>	<b>EXS</b>
1	<p>How do different artists represent the same event?</p> <p>Do different artists capture the same feelings about an event? Fear and fire.</p> <p>Art theory: Compare and contrast two different artists. What is the same what is different?</p>	<p>Look at contrasting Artworks of Mount Vesuvius.            Andy Warhol Vesuvius</p> <div data-bbox="819 632 1523 922" data-label="Image"> </div> <p>Jacob More</p> <p>Mount Vesuvius in Eruption.  <a href="https://www.nationalgalleries.org/art-and-artists/5205/mount-vesuvius-eruption">https://www.nationalgalleries.org/art-and-artists/5205/mount-vesuvius-eruption</a></p>		
2	<p>How can I use my scientific knowledge to inform a painting?</p> <p>Drawing: Taking inspiration from scientific diagrams.</p>	<div data-bbox="586 1070 851 1308" data-label="Image"> </div> <p>Draw a cross section of a volcano, plan what colours you could use to represent the different temperatures within (recap year one project on warm and cool colours).</p>		

3.	<p>How can atmosphere be created in painting?</p> <p>Painting: Using melted wax resist.</p> <p>Painting: using ink and watercolour.</p> <p>Art Theory: Revisit colour theory from year one.</p>	 <p>Use melted wax on paper (batik technique that you will be using on fabric in the summer term). Drip the wax along your drawn lines and to add pressure lines. Have fun spreading wax from the eruption point – leave gaps between the wax to add hot coloured paint (look back at the Warhol Vesuvius for inspiration).</p> <p>Once the wax is dry paint using a combination of inks and watercolours. The inks will add strong colour and the watercolours will add subtle tonal differences to the colours.</p> <p>The wax will crack but this effect will add to the overall tension and feeling of pressure in the painting.</p>		
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<b>Year 6 Term 2</b>	<b><u>Big Question: How did England become English?</u></b>			
<b>Unit: sketchbook/clay</b>	<b><u>Prior Learning:</u></b> In year 1 children have used charcoal to create drawings. They have created simple 3D sculptures using card. In year 2 they have used drawing techniques to develop a range of mark making skills. In year 3 they have learnt to add texture to drawings and begun to think about ways to make drawings 3D.			
	<b><u>Objectives</u></b> (from NC2014) <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <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> <li>about great artists, architects and designers in history.</li> </ul>			
	<b>Question</b>	<b>Lesson Ideas/Resources</b>	<b>WTS</b>	<b>EXS</b>

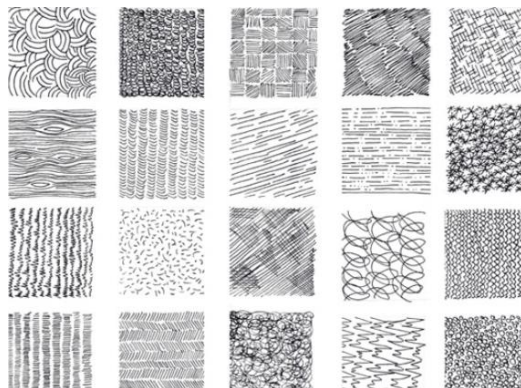
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What is thoughtful mark making?

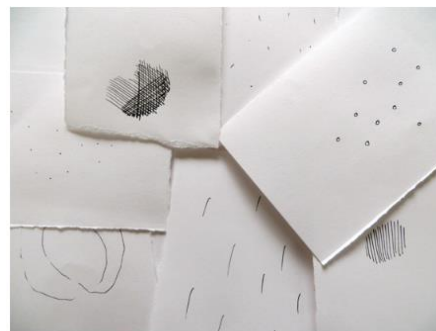
Drawing: Introduce concept of 'Look **Think** Draw' *looking* when drawing, but also *thinking*,

What is diverse mark making?

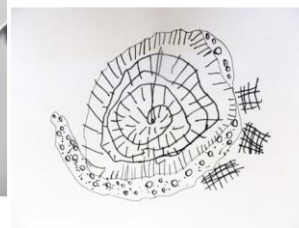
- Invite the children to look carefully at the subject matter (which should be a single object placed near to each child) fossils are great for this exercise.
- Show the children one type of mark making (e.g. dots) with a style of mark making on. Children to begin to draw their object, using only the type of mark.
- Repeat with different types of mark making (dots, dashes, cross hatches, circles) until the children have made a drawing comprising lots of different types of marks.





- Give the last minute as "free choice". Children then have the opportunity to use whichever marks they felt they needed to, to finish their drawing.





Mark making types








Diverse mark making


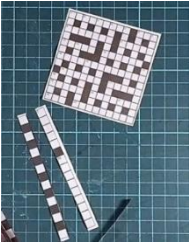


2	<p>Can you capture history in your sketches?</p> <p>Drawing: Drawing architecture to understand how it's made.</p>	<p>Can you show Me What You See?: Drawing Architecture: Anglo Saxon huts: draw to understand the structure whilst gathering historical information in their sketch books.</p>  <p>Make notes on materials, shapes, colours and textures. Experiment with adding areas of watercolour and pencil crayons to give the sketches colour.</p>		
3.	<p>What is a slab pot?</p> <p>3D clay: Learning how to roll smooth, highly polished clay so it will join.</p> <p>3D clay: Using slip to make a join.</p> <p>3D clay: Make clean precise cuts in clay.</p>	<p>Make an Anglo Saxon style hut using ideas. Collected in your sketchbook. The base of the hut will be created using a slab pot technique.</p> <p>So remember to 'bang' out the clay first to make sure it is completely smooth.</p> <p>Use slip (clay and water glue) to join the edges of the clay.</p> <p>Cut clay with a knife to make sure edges are smooth.</p>  <p>The roof of the hut can be made by creating a single slab cone shape with clay <b>or</b> make the roof from card (this will be best if the hut has thin clay walls) then decorate it with twigs.</p>		

				
4.	<p><b><u>EXTENTION</u></b> What else can we build using the slabbing technique?</p> <p>3D clay: using slab pot skills to design and make.</p>	<p>Use the same slabbing technique to create a slab Viking ship.</p> 		

<b><u>Year 6</u></b> <b><u>Term 3</u></b>	<b><u>Big Question: How has tourism affected Italy's great sites?</u></b>			
<b><u>Unit:</u></b> Sketchbook/ mixed media	<b><u>Prior Learning:</u></b>			
	<b><u>Objectives</u></b> (from NC2014) <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <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> <li>about great artists, architects and designers in history.</li> </ul>			
	<b><u>Question</u></b>	<b><u>Lesson Ideas/Resources</u></b>	<b><u>WTS</u></b>	<b><u>EXS</u></b>
1	Where would I find famous art in Venice?	<p>Look again at the portraiture resources from the whole school art day.</p> <p>Venice has several beautiful art galleries. One of the most famous is the Gallerie dell'Accademia (fine arts museum). Have a look at the online collection and make sketches of portraits that catch your eye. Try to find</p>		Success will be measured by the children's engagement with the activity. The children's portraits may not be about



		<p>examples of full-face portraits, side profiles and three quarter portraits.</p>  <p><a href="https://www.gallerieaccademia.it/en">https://www.gallerieaccademia.it/en</a></p>		<p>the “likeness” to the person, but more about expressiveness and energy contained in their images.</p> <p>More able or engaged learners may apply a variety of mark-making and shading techniques in their drawings. They may be more open to experimentation and the use of a variety of materials.</p> <p>Encourage creative play and experimentation by offering your learners different materials to try out. For example, you may want to offer 2-3 types of pens, or prompt the learners to use watered-down acrylic or watercolour.</p>
2	How can I create a pen and ink self-portrait?	<div>   </div> <p>When you are ready to create your own portraits start with the features of the face. Mark out the dominant features, and be confident – try Use the pen to add hatching and cross-hatching to add some texture and shade.</p> <p>If you have used a water-soluble pen, try washing areas of the portrait with water and a paintbrush to further develop the shadows. If you have used a permanent pen (e.g. biro) the same effect can be created by using watered-down ink.</p> <p>Once the portrait is finished cut around the outside.</p> 		

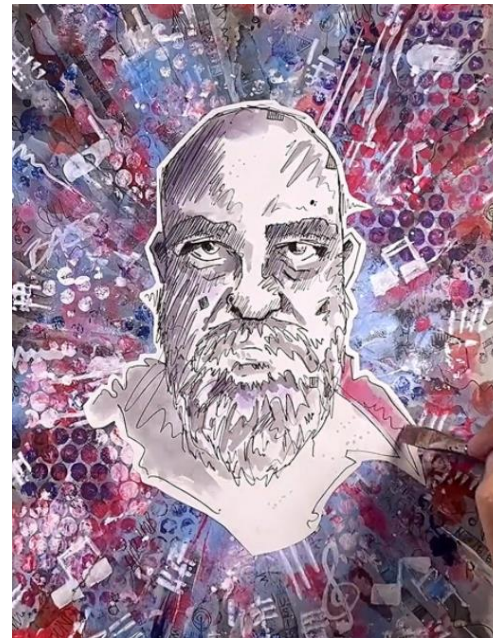
3	How can I create a background for the portrait to sit in?	<p>The background is going to be made using collage so start to collect and lay out a variety of interesting papers. Cut and rip papers to vary soft and hard edges.</p>  <p>Lay the collage materials out in an oval shape. Think about composition – mixing colours and texture to create a pleasing result.</p> 		
4	How can I combine my knowledge of colour, texture and mixed media?	 <p>Next, add watercolour or watered-down inks to your collage. Try flicking drops of ink on and adding texture with a pen to give the background a distressed feeling.</p> <p>Use acrylic paint next to create depth. If your collage uses warm colours use acrylic paints in cool colours and vice versa.</p> <p>Start by sponging paint around the centre area then use bubble wrap or to 'print' paint straight onto the paper (put the paint onto the bubble wrap – then press it onto the paper)</p> 		





Use a paintbrush and white acrylic to add small details of mark making.

Once it is dry – glue your portrait to the middle.



<b>Year 6 Term 4</b>	<b><u>Big Question: What would it be like if we couldn't hear?</u></b>			
<b>Unit: Sketchbook/ painting.</b>	<b><u>Prior Learning:</u></b> In year 1 the children looked at historical cave paintings to inform drawings. They have made simple 3D sculptures. In year 2 they have practiced skills of observational drawing beginning to develop mark making. They have used mixed media to create 3D architectural maquettes. In year 3 the children have explored adding perspective to architectural drawings.			
	<b><u>Objectives</u></b> (from NC2014) <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <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> <li>about great artists, architects and designers in history.</li> </ul>			
	<b>Question</b>	<b>Lesson Ideas/Resources</b>	<b>WTS</b>	<b>EXS</b>
1	How is scientific illustration linked to art?	<p>Early medieval illustrations were hand painted and restricted to one-offs, but around 1455, the invention of the printer meant the printed book could reach a wider audience and illustrations could be reproduced to accompany the text. Before the age of modern technology, illustrated books were the only source of visual information about animals, plants and different places as reported by explorers and scientists of the time. In the seventeenth and eighteenth centuries, Maria Sibylla Merian produced and published watercolour paintings and engravings of plants, animals and insects.</p> <p>Maria Sibylla Merian (1647 – 1717) was a German naturalist, entomologist, botanical artist and scientific illustrator. Her contributions to biology through her meticulous recordings make her a significant part of scientific history.</p> <p><a href="https://www.britishmuseum.org/collection/animals/maria-sibylla-merian-pioneering-artist-flora-and-fauna">https://www.britishmuseum.org/collection/animals/maria-sibylla-merian-pioneering-artist-flora-and-fauna</a></p> <p><a href="https://www.botanicalartandartists.com/about-maria-sibylla-merian.html">https://www.botanicalartandartists.com/about-maria-sibylla-merian.html</a></p>		
2	Who is Maria Sibylla Merian?	<p><a href="https://www.rct.uk/collection/921195/cotton-leaf-physicnut-with-giant-sphinx-moth">https://www.rct.uk/collection/921195/cotton-leaf-physicnut-with-giant-sphinx-moth</a></p>		




Look at Cotton-Leaf Physicnut with Giant Sphinx Moth. What can you learn from looking at the illustration? Explain that in 1702 studying these illustrations would have been the only way to explore a life cycle without the internet or easy access to libraries. This work depicts the whole life cycle of the insect and includes the plant that the moth feeds on.



Ask the children to choose one living creature to illustrate at different stages of its life cycle. Using the internet to collect source images of the organism.

3.	How can I be a scientific illustrator?	Discuss how Maria Sibylla Merian included the insect at several stages of its life. Explain that they now need to sketch their own compositions in a		
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		<p>similar style using their research from the previous lesson. Recap that the composition must enable to learn something about the chosen species, just by looking at the illustration. Use a thin brush with watercolour and a pen to add detail.</p> <p>Once the paintings are finished invite a partner class to view and discuss what can be learned from the scientific illustrations.</p>		
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<b>Year 6</b> <b>Term 5</b>				
<b>Big Question: How has globalisation changed the world?</b>				
<b>Unit:</b> Collage /batik painting on fabric	<b>Prior Learning:</b> In year 1 the children have looked at repeated circular patterns in art and basic colour theory. They have used simple wax resist using crayons. In year 2 children have looked at repeated patterns in the arts and crafts movement In year 3 they have used wax resist on paper to create a painting. They have looked at repeated patterns in Egyptian art. Yr 4 Yr5			
	<b>Objectives</b> (from NC2014) <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <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> <li>about great artists, architects and designers in history.</li> </ul>			
	<b>Question</b>	<b>Lesson Ideas/Resources</b>	<b>WTS</b>	<b>EXS</b>
1	How can we create atmosphere in artwork?  Drawing: Geometric patterns, drawing in detail using accurate lines.	<p>Explore contemporary artists on:</p> <p><a href="https://www.batikguild.org.uk/artists">https://www.batikguild.org.uk/artists</a></p> <p>Make sketches of Middle Eastern patterns and shapes in architecture.</p> 		



	<p>Art theory: use colour swatches in sketchbook to plan an atmospheric colour scheme.</p>	 <p>Art of Iraq – patterns buildings creating atmosphere in paintings. Arabian nights.</p>		
2.	<p>How can I use wax resist on fabric?</p> <p>Painting: batik on fabric (wax resist) The adding inks for colour.</p> <p>Collage: adding embellishments to the fabric batik</p>	<p>Using wax melting pot and Tjanting tools transfer the pattern onto the fabric.</p>  <p>Remember if you want to remove the wax after to make the fabric completely smooth – iron the fabric between several sheets of newspaper – this will melt the wax.</p>		

<b>Year 6 Term 6</b>	<b><u>Big Question: How has globalisation changed the world?</u></b>
<b>Unit: collage</b>	<p><b><u>Prior Learning:</u></b></p> <p>In year one the children have used simple collage techniques to decorate a 3D bird.</p> <p>In year two they have created a paint palate to collage small minibeast and have used collage to replicate a mosaic.</p> <p>In year three they have used photos to create collage.</p>



	<b>Objectives</b> (from NC2014) <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <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> <li>about great artists, architects and designers in history.</li> </ul>			
	Question	Lesson Ideas/Resources	WTS	EXS
1	<p>How can we create a bespoke pallet of paper for collage?</p> <p>Art theory: explore the artist Matisse.</p> <p>Painting: create a bespoke pallet of paper for collage.</p> <p>Painting: altering the texture of paint.</p>	<p>Making art inspired by the collages of Matisse</p> <p><a href="https://www.henrimatisse.org/">https://www.henrimatisse.org/</a>  <a href="https://www.youtube.com/watch?v=GN0okOq8Hyc">https://www.youtube.com/watch?v=GN0okOq8Hyc</a> – beautiful footage of Matisse creating a collage.</p> <p>Make sketches of his collage work. Try to capture the style of Matisse.</p> <p>Explore the collages of Matisse and spend some time colour mixing bright bold colours. As a class chose a range of colours you really like and that complement each other. The chosen colours need to be mixed into batches and white emulsion added to achieve a chalky quality, then paint up big sheets ready for collaging!</p>		
2.	<p>How can we draw with scissors?</p> <p>Drawing: drawing with scissors or cutting free hand.</p> <p>Drawing: develop skills of planning in your head. Seeing the shape before cutting it.</p> <p>Collage: creating a layered collage with bespoke papers.</p>	<p>Use sketches/ pictures as reference points, but cut out the shapes instinctively and directly from the painted papers with scissors (i.e. don't make marks on the paper before cutting out the shapes). Tell children mistakes can be incorporated into the design and make the process exciting. Encourage children to use discarded shapes left behind from their friends cutting. This is how Matisse would have cut his collages. Drawing with his scissors.</p> <p>Understand how this changes the skill of drawing as with this technique you need to think ahead.</p> 