



Year 6 Overview - Art

Term	Chetwynd Powers - Task	Knowledge, Skills and Understanding - Focus	Possible resources	Useful Websites / Ideas
Autumn 1	WWI AND WWII (Painting) Explore WWI e.g. Paul Nash	- Explain why chosen specific techniques have been used know how to use feedback to make amendments and improvements to art. - Explain the style of art used and how it has been influenced by a famous artist - 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. - Choose appropriate paint, paper and implements to adapt and extend their work. - Show an awareness of how paintings are created (composition). - Carry out preliminary studies, test media and materials and mix appropriate colours.	- Sketch books - Internet and books for research - Photos of work from artists - A variety of paint and brushes/pallets	https://www.iwm.org.uk/learning/resources/british-art-of-the-first-world-war - check which photos are suitable https://www.tate.org.uk/kids/explore/who-is/who-paul-nash - Paul Nash
Autumn 2	WWI AND WWII (Sketching and Drawing) Make observational sketches of shoes from Auschwitz	- Do their sketches communicate emotions and a sense of self with accuracy and imagination? - Explain why different tools have been used to create their drawings. - Explain why chosen specific techniques have been used, know how to use feedback to make amendments and improvements to art. - Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books. - Know which media to use to create maximum impact. - Use a full range of pencils, charcoal or pastels when creating a piece of observational art.	- Sketching pencils - Graphite - Charcoal pencils - Oil pastels - Chalk - Cartridge Paper - WWII Artefacts.	- Observational art - shoe drawings, any WWII artefacts that they could draw? Final piece: - Use different media's and colours to represent different feelings and emotions between Shmuel and Bruno. Charcoal for the darkness, sadness, worry and fear. Pastels and colour for a brighter, hopeful contrast - to show the other side of the fence.
Spring 1	Hola Mexico (Appreciation of Artists) Artists of the 20 th century. Choose and artist to find out about, explore their lives, work and techniques to inspire their own art. Frida Kahlo	- Explain the style of art used and how it has been influenced by a famous artist. - 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. - Use the research of famous artists to inspire and inform their own work and apply skills of given artist to their own work e.g. sketching/painting/working with charcoal, paint, pastels etc.	- Research through books and internet - A variety of different materials e.g. paint, charcoal, pastels - Sketchbooks - Quality paper for final design	- Offer children a handful of 20th century artists. https://www.google.com/search?safe=strict&rlz=1C1GCEA_enGB859GB859&ei=zdP8XemkK9LGgQac2rGoAg&q=20th+century+artists&og=20th+century+artists&gs_l=psy-ab.3..0l6j0i22i30l4.23196.29972..30138...6.1..0.98.1661.26.....0...1..gws-wiz.....0i71j0i273j0i131j0i67j0i131i67j0i10.KdZh-Cg3J_M&ved=0ahUKewipv_a2scTmAhVSY8AKHRxtDCUQ4dUDCA&uact=5 - Let children research 20th century artists. - Children create a collage/portfolio/mood board of their chosen artist



				https://www.google.com/search?q=what+is+a+mood+board&rlz=1C1GCEA_enGB859GB859&oq=what+is+a+mood+board&aqs=chrome..69i57.3678j0j4&sourceid=chrome&ie=UTF-8 (mood board) - Create a piece of their own art inspired by their chosen artist.
Spring 2	Hola Mexico (Developing ideas through ICT) Use a range of e resources to create art. Create multi faith patterns.	- Use software packages to create pieces of digital art to design. - Know how to use a range of e-resources to create art.	- Suitable software - computers/Ipads - Research - internet, books	https://www.pinterest.co.uk/josegurola/multi-faith/ - Purple Mash https://www.bbc.co.uk/bitesize/clips/z98hfrd video to watch that shows you how to use some free software to code and create a repeated pattern. https://www.myoats.com/designlist.aspx/tab2-30 creating images by using symmetry and repeating patterns (Aimee will show you how this works)
Summer 1	Local History (3D Sculpture and art technique) Design and make a sculpture out of clay of something that depicts the children's memory of Chetwynd.	- Do their sketches communicate emotions and a sense of self with accuracy and imagination? - Create a model that is open to interpretation by the audience. - Include both visual and tactile elements in their work. - Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books. - Make a record about the styles and qualities in their work. - Include technical aspects in their work, e.g. architectural design. - Develop skills in using clay including slabs, coils, slips, etc. - Create sculpture and constructions with increasing independence.	- Sketchbooks - Internet - Clay - Clay tools - Variety of junk modelling materials, e.g. cardboard, bottles, bottle lids, paper, tissue paper, pipe cleaners.	- Discuss with children their most memorable moments from their time at Chetwynd. How can they link this to a piece of art? - Create a sculpture of the petal shelter, themselves in their uniform, something that symbolizes Chetwynd to them. - Children can create a junk model of something as a mock up design of their sculpture. https://www.bbc.co.uk/teach/class-clips-video/art-and-design-making-sculptures-dry-materials-clay/zd28qp3 Basic video for simple clay sculpting skills.
Summer 2	Local History (Printing) Create a small book mark printed onto cloth that the children can take with them to secondary school.	- Overprint using different colours. - Look very carefully at the methods they use and make decisions about the effectiveness of their printing methods. - Compare the methods to those of others and keep notes in their sketchbooks. - Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books.	- Screen print frame - Material - Squeegee - Ink - Sketching pencils - Cardboard to reinforce and strengthen bookmarks.	- Create a design and stencil that is personal to themselves. - Practise different designs and discuss/annotate purposes and reflections in sketchbooks. - Practise with different colours (using pastels or crayons) before using ink to decide on their preferred colour. - Although printed onto cloth - how else can the children make this more appealing to the eye and artistic? Perhaps reinforce it with another material? https://www.youtube.com/watch?v=HY4IqtAG40I https://www.youtube.com/watch?v=HyM4erwpelk - Children create a T-shirt that they would wear and print their design onto it.