



St Mary's Catholic Junior School

Year 6

Art and Design Long Term Planner



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Skills		Make my voice heard		Still life	

Making Skills: Procedural knowledge	Generating Ideas Conceptual knowledge	Knowledge Factual knowledge	Evaluation Metacognitive knowledge
<p>Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life.</p> <p>Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work.</p> <p>Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms.</p> <p>Mix and apply colours to represent still life objects from observation. Express feelings and emotions</p>	<p>Increase awareness of using tone to describe light and shade, contrast, highlight and shadow. Manipulate tone for halo and chiaroscuro techniques.</p> <p>Make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbooks.</p> <p>Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms</p>	<p>Study the work of the artists:</p> <ul style="list-style-type: none"> • Claude Monet • William Morris • Edward Hopper • Kathe Kollwitz • Pablo Picasso • Mark Wallinger • Paul Cezanne, Jaromir Funke, Ben Nicholson 	<p>Use the language of art with greater sophistication when discussing own and others art.</p> <p>Give reasoned evaluations of their own and others work which takes account of context and intention.</p>

<p>through colour. Study colours used by Impressionist painters.</p> <p>Express and articulate a personal message through sculpture. Analyse and study artists' use of form.</p> <p>Deepen knowledge and understanding of using line when drawing portraits. Develop greater skill and control. Study and apply the techniques of other artists.</p> <p>Represent feelings and emotions through patterns. Create sophisticated artwork using their knowledge of pattern.</p> <p>Fluently sketch key shapes of objects when drawing. Create abstract compositions using knowledge of other artists' work.</p> <p>Understand how artists manipulate materials to create texture.</p>	<p>to create meaning. Express ideas about art through messages, graphics, text and images.</p>		
--	--	--	--

CURRICULUM ENTITLEMENT

	Key Skills and Knowledge	Vocabulary	Assessment Criteria – ‘Can I...? statements’
Skills	<p>Painting: impressionism Investigating great impressionists paintings</p> <p>Making skills: Developing mastery of painting techniques Formal elements: Developing understanding of colour through practical painting exercises Generating ideas: Learning how artists represent ideas through painting Knowledge of artists: Understanding techniques of impressionist painters</p> <p>Drawing: zentangle patterns Using drawing for relaxation</p> <p>Making skills: Improving drawing skills through intuitive pattern making Formal elements: Developing skills in using line, pattern and colour Generating ideas: Helping pupils to achieve mindfulness through art Knowledge of artists: Applying intuitive pattern making to own work Evaluating: Peer and small group evaluations to improve outcomes</p> <p>Craft: zentangle printing Creating repeating patterns using their zentangle designs</p>	<p>Impressionism, zentangle, prototype, appreciation.</p>	<ul style="list-style-type: none"> • Can I research and adopt the style of a famous group of painters? • Can I use repeated patterns to create artwork? • Can I create a repeated pattern through printing? • Can I design and make a prototype as part of a group? • Can I analyse and evaluate artwork?

	<p>Making skills: Using polyprint tiles to create elaborate zentangle patterns Formal elements: Developing skill, knowledge and understanding of patterns Generating ideas: Expressing own ideas and feelings through pattern Knowledge of artists: Investigating the structure of William Morris patterns Evaluating: Using self and peer review to critically analyse their outcomes</p> <p>Design: making a hat</p> <p>Making skills: Creating 3D sculptural forms using basic art materials Formal elements: Creating 3D forms from 2D materials Generating ideas: Creating imaginative forms Evaluating: Correcting and improving outcomes</p> <p>Learning about...the work of Edward Hopper</p> <p>Formal elements: Discussing line, form, colour and patterns in Hopper's work Evaluating: Discussing great artists in history Knowledge of artists: Critically deconstructing and analysing a piece of art</p> <p>SMSC: Articulating thoughts and feelings orally</p>		
--	---	--	--

<p>Make my voice heard</p>	<p>Making skills: Creating 3D forms in clay and developing drawing and painting skills</p> <p>Formal elements: Developing understanding of line, tone and 3D form</p> <p>Generating ideas: Designing ideas for the fourth plinth in Trafalgar Square</p> <p>Knowledge of artists: Learning about Kathe Kolwitz's portraits, Picasso's compositions, Wallinger's sculptures and Graffiti</p> <p>Evaluating: Correcting and improving outcomes</p> <p>SMSC: Understanding the role of art in wider society.</p>	<p>Graffiti, contrasting, commissioned, Guernica, sculpture.</p>	<ul style="list-style-type: none"> • Can I create graffiti art? • Can I draw emotions? • Can I create an impactful piece of art? • Can I produce a finished piece of art? • Can I create a sculpture?
<p>Still life</p>	<p>Making skills:</p> <p>Developing techniques, including control and use of materials, including negative drawings</p> <p>Formal elements:</p> <p>Learning about line and tone through drawing</p> <p>Generating ideas:</p> <p>Producing personal interpretations of cherished objects</p>	<p>Colour, line, tone, form, shape, pattern, texture.</p>	<ul style="list-style-type: none"> • Can I sketch ideas for a still life study? • Can I draw a still life study in charcoal? • Can I draw using a negative medium? • Can I paint a still life study in colour? • Can I create a box to showcase my work?

	<p>Knowledge of artists:</p> <p>Investigating the work of Cezanne, Fumke and Nicholson</p> <p>Evaluating:</p> <p>Critically reviewing results and outcomes in light of evaluation</p> <p>SMSC: Representing memories and experiences of their time at school</p>		
--	--	--	--