



Orton Wistow Primary School – Curriculum Plan



Subject : Art

Year : 6

Term : Autumn



Vocabulary

Define the word and include etymology if useful.

2D Drawing- A 2D drawing is a flat, two-dimensional image produced with a pen, pencil, or other drawing medium.

3D Object- A 3D object is a solid shape or object that has three dimensions: length, width and height.

Negative space- Negative space is the space surrounding a subject in a work of art.

Grid method- Grid method is a technique that artists use to accurately transfer an image from one surface to another.

Scale- In art, scale refers to the size of one whole object in relation to another whole object.

Scaling Up- Increasing the size of a 2D drawing or 3D object, whilst maintaining the correct proportions.

Collage- Collage describes both the technique and the resulting work of art in which pieces of paper, photographs, fabric and other materials are arranged and stuck down onto a supporting surface.

Structure- An object constructed from several parts.



Knowledge

What children will know

Learning

Remembering

Teaching

Telling

Assessment

Testing

That drawing and making have a close relationship.

That drawing can be used to transform a two dimensional surface, which can be manipulated to make a three dimensional object.

When we transform two dimensional surfaces, we can use line, mark making, value, shape, colour, pattern and composition to help us create our artwork.

That we can use methods such as the grid method and looking at negative space to help us draw.

Know that the Grid Method is a technique that artists use to accurately transfer an image from one surface to another.

Lubaina Himid is an artist who paints on wood to create flat, standing images which viewers can walk amongst.



Understanding

What children will understand

Learning

Practising

Teaching

Coaching

Assessment

Observing

Understand how artists used their drawing skills to make objects.

Understand how to use sketchbooks to record and reflect, and to collect ideas and approaches which they like and that they see other artists use.

Understand how to use line, marking making, tonal values, colour, shape and composition to make their work interesting.

Understand how to transform a drawing into a three-dimensional object.

Understand how to use negative space and the grid method to scale-up an image.

Understand how Lubaina Himid transforms her 2D artwork into standing images.

Understand that we may have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand that all responses are valid.



Skills

What children will be able to do

Learning

Reflecting

Teaching

Facilitating

Assessment

Evaluating

Explore artists who use their drawing skills to make objects and share responses to their work, thinking about their intention and outcome.

Make visual notes to capture, consolidate and reflect upon the artists studied.

Use their sketchbook to record and reflect, collecting the ideas and approaches that they like, which they see other artists use.

Use line, mark making, tonal values, colour, shape and composition to make their work interesting.

Explore using negative and positive space to "see" and draw a simple element/ object.





Transform their drawing into a three dimensional object.

Use the grid method to scale up an image, transferring the image onto card.

Use collage to add tonal marks to the "flat image".

Share their work with others, and talk about their intention and the outcome. They can listen to their response and take their feedback on board.



									
Vocabulary	Knowledge What children will know			Understanding What children will understand			Skills What children will be able to do		
Define the word and include etymology if useful.	Learning Remembering	Teaching Telling	Assessment Testing	Learning Practising	Teaching Coaching	Assessment Observing	Learning Reflecting	Teaching Facilitating	Assessment Evaluating
							Appreciate the work of their classmates. They can listen to their intentions and share their response to their work.		

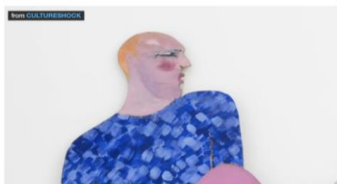
Useful information

Pathway: 2D Drawing to 3D Making (accessart.org.uk)

Week 1: Option 1 Sculpture



Introduce the Work of Lubaina Himid



Week 2 & 3: Draw- Use Negative Space and the Grid Method

Use Negative Space and the Grid Method



2D Drawing to 3D Making

Week 6: Share, Reflect, Discuss



Week 4 & 5: Draw- Explore Mark Making, Tonal Value & Structure



Images taken from Access Art www.accessart.org.uk





Orton Wistow Primary School – Curriculum Plan



Subject : Art

Year : 6

Term : Spring



Vocabulary

Knowledge

Understanding

Skills

What children will know

What children will understand

What children will be able to do

Define the word and include etymology if useful.

Learning Remembering
Teaching Telling
Assessment Testing

Learning Practising
Teaching Coaching
Assessment Observing

Learning Reflecting
Teaching Facilitating
Assessment Evaluating

Identity- A person's sense of self.

Portraiture- The art of making portraits.

Portrait- A representation of a person.

Imagery- Something which is visually descriptive.

Layering- Stacking individual elements on top of one another in a composition.

Composition- The arrangement of objects or components of artwork.

Collage- The arrangement of cut-up pieces of paper, photographs or artwork stuck down on a surface.

Hue- The dominant colour family.

Tint- Adding white to a hue to make it lighter.

Shade- Adding black to a hue to make it darker.

Tone- Tone refers to the quality of colour.

Multi-media- An artwork that uses more than one medium.

That artists embrace the things which make them embrace who they are: their culture, background, experiences- and use these in their work to help them create work which others can relate to.

That people are the sum of lots of different experiences, and that through art we can explore our identity.

That we can use techniques such as working with layers to help create imagery which reflects the complex nature of our identities.

A tertiary colour is made by mixing equal amounts of a primary and secondary colour together. White is added to a hue to make a tint. Black is added to a hue to make a shade. Varying tones and hues can add depth.

Njideka Akunyili Crosby is originally from Nigeria but now lives in America. She is a contemporary painter. She creates layered figurative compositions that express identity.

Mike Barrett is a digital artist who creates layered portraits which express identity.

That as viewers, we can then 'read' imagery made by other people, unpicking imagery, line, shape and colour to help us understand the experience of the artist.

Portraiture is the art of making portraits, which is a representation of a person.

Understand that artists use art to explore their own experience, and that as views, we can use our visual literacy skills to learn more about the artist and ourselves.

Who are Njideka Akunyili Crosby and Mike Barrett and how do they express their identity through their artwork?

How to use their sketchbook effectively to record, generate and refine ideas, test, reflect and record.

Understand the concept of portraiture and how to use observational drawing to explore portraiture.

How to express aspects of their identity through a self-portrait.

How to create a layered mixed-media portrait including elements of drawing, painting and collage.

Know how to mix secondary and tertiary colours to create different hues. How to create tints and shades by adding white/ black to hues and how to create depth by varying tones or hues.

Understand that they can make choices about colour, line shape and composition to create imagery in their portrait to express their identity.

How reflect on their self-portrait and the portraits of others, providing positive yet critical feedback.

Understand that we may all have different responses in terms of our thoughts and the things we make. Understand that all responses are valid.

Look at how artists explore their identity by creating layered and constructed images. Use visual notes to record this in sketchbooks and share their response with their classmates.

Use their curiosity to think about how they might adapt techniques and processes to suit them.

Use their sketchbook to record, generate ideas, test, reflect and record.

Use observational drawing to explore portraiture.

Create a layered mixed-media portrait including elements of drawing, painting and collage.

Create a layered portrait to explore aspects of their identity thinking about line, shape, colour, texture and meaning.

Share their work with their classmates, articulating how they feel about the journey and outcome. Listen to feedback from their classmates and respond.

Appreciate the work of their classmates and reflect upon the differences and similarities of their work (and experience) to their own. Share their response to their classmates' work.



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Useful information

Pathway: [Exploring Identity \(accessart.org.uk\)](https://www.accessart.org.uk)

Week 1: Introduce: Discover Artists & Approaches



Week 2: Sketchbook Work

Portrait Club



Exploring Identity

Week 6: Present & Share



Week 3, 4 & 5: Explore & Create
Making Layered Portraits



Images taken from Access Art www.accessart.org.uk





Orton Wistow Primary School – Curriculum Plan


Subject : Art
Year : 6
Term : Summer

Vocabulary

Define the word and include etymology if useful.

Designer – A person who makes or draws plans for creating something, especially physical objects or structures.

Craftsperson- A person who works at a craft or skilled trade; artisan.

Form-An element of art that refers to 3D objects.

Manipulate- Change the shape of a material (e.g. twisting, tearing, folding, bending).

Fasten- To join materials together.

Function- The purpose of an object.

Structure- The arrangement of many parts that have been put together.

Sculpture- A sculpture is an art form made in three dimensions.

Texture- How something feels.


Knowledge
What children will know

Learning

Remembering

Teaching

Telling

Assessment

Testing

The artists who create furniture are often called craftspeople or designers.

Yinka Ilori is a contemporary artist and designer. Pattern, colour and storytelling are components which feature heavily in his work. He uses his crafts as a way to communicate Nigerian parables and verbal traditions.

That furniture is more than just practical- designers and craftspeople produce furniture which reflects the era or culture it is made in, or the personality of the maker.

Chairs have evolved over time. There are certain requirements for a chair to be a chair (4 legs and a back?).

We can think about the form, structure, material and texture, as well as the way the chair is constructed, to help us make our chair unique.

Materials can be manipulated, fastened, and connected to make a sculpture.

Sketchbooks can be used to make visual notes and respond to the work of an artist. They should be used to explore, develop and record ideas. Sketchbooks should be used to record ongoing reflections.

When we reflect on our work and the work of others, we can think about what we are good at and what we might do differently next time.


Understanding

What children will understand

Learning

Practising

Teaching

Coaching

Assessment

Observing

How do artists and craftspeople design chairs?

Who is Yinka Ilori? What inspired his work? What are the main features of his work?

How can I use my sketchbook effectively?

How can I explore the structure and integrity of a chair through drawing?

How can I use creative thinking to enable an exploration of material and intention?

Which materials would help to build a structure?

How can I manipulate, fasten and connect materials together to create a mini sculpture or form?

How can I use sculptural and making techniques to construct a chair that expresses my personality?

How can I effectively reflect on my outcomes?

Understand that we may all have different responses in terms of our thoughts and the things we make. Understand that we may share similarities. Understand all responses are valid.


Skills

What children will be able to do

Learning

Reflecting

Teaching

Facilitating

Assessment

Evaluating

Explore the work of Yinka Ilori, focusing on what inspired his work and how he shows personality in his work. Make visual notes and reflect on his work in sketchbooks.

Explore the visual elements of chairs, including talking about materials, form and structure through observational drawing in sketchbooks.

Experiment with using a wide variety of materials to manipulate, connect and construct 3D mini sculptures in response to making prompts.

Use the Design Through Making technique to make a model of a chair which expresses an aspect of my personality. Make intuitive choices when thinking about what materials to use, which shapes to make, and how to connect materials together.

Use my sketchbook to explore, develop and record ideas, and make ongoing reflections.

Present and share my work, and talk about it with my peers and listen to their responses to my work. Respond to the work made by my peers and share my thoughts about their work.

Take photographs of my work, thinking about focus, light and composition.



Useful information

Pathway: Take A Seat

Week 1: Introduce a
craftsperson/ designer

Exploring Chair Design



Yinka Ilori

Week 7: Present and Celebrate
Share, Reflect,
Discuss



Week 2: Sketchbook Work

Using Drawing to Build
Understanding



Take a Seat

Week 4, 5 & 6: Take a Seat



Challenge children to
become furniture
designers with the "[Take a
Seat](#)" resource, and invite
children to create a chair
which expresses their
personality.

Week 3: Be Inventive

Making Prompt
Cards



Encourage children to
make intuitive choices
when thinking about
which materials to use,
which shapes to make,
and how they might
connect materials
together.

Images taken from Access Art www.accessart.org.uk

