



Orton Wistow Primary School – Curriculum Plan



Subject : Art

Year : 6

Term : Autumn



Vocabulary

Define the word and include etymology if useful.

Art Nouveau – Ornamental style of art that flourished between about 1890 and 1910.

Mixed media – An artwork in which more than one medium or material has been employed.

Stippling- the creation of a pattern simulating varying degrees of solidity or shading by using small dots.

Hatching- (hachure in [French](#)) is an artistic technique used to create tonal or shading effects by [drawing](#) (or painting or scribing) closely spaced parallel lines.

Blending- The technique of gently intermingling one or more colours or values to create a gradual transition or to soften lines.



Knowledge

What children will know

Learning	Teaching	Assessment
Remembering	Telling	Testing

Drawing is a branch of art.

'Mixed Media' combines different art forms such as painting and drawing.

How to develop drawing skills to create a final piece.

How to collect information and use it to develop ideas?

Charles Rennie Mackintosh was born in Glasgow in 1868.

Mackintosh was a famous designer who was known for his 'Art Nouveau' style.

Playing cards have been artistically produced throughout history.

Know what is meant by 'own style'.

Know how different media can be combined using 'joining' methods e.g. glue.



Understanding

What children will understand

Learning	Teaching	Assessment
Practising	Coaching	Observing

Understand a range of drawing techniques and how to use these methods.

Understand the different Drawing techniques taught and apply them as needed within their work to develop their style i.e. shading, hatching, stippling, blending.

Understand why Charles Rennie Mackintosh was an important designer during the 19th century.

Use a sketch for planning and, for example, plan a composition or design solution, e.g. try out variations in shape and arrangement.

How to 'Mix Media' and make sensible choices (allow for experimentation) e.g. ink and pencil, watercolour and pen.

Artists have used playing cards within artwork throughout history (look at and compare these).

How have playing cards changed design during history?



Skills

What children will be able to do

Learning	Teaching	Assessment
Reflecting	Facilitating	Evaluating

Develop control of tools and techniques.

Work with a variety of media and make choices to suit their design.

Work with on a project for a sustained period of time.





Use a sketchbook to experiment with media, design and techniques.

Show the progression of an idea through experimentation.

Gain experience in the application of mixed media (adding textiles, different paper types, paints, ink to a drawing).

Gain confidence in applying a range of drawing techniques and skills to a piece of work.

Look at modern Cubist artwork 'Card players' by Theo van Doesburg and historical 'The Tarocchi Players of Casa Borromeo' from the 15th century. Know the history of the playing card design.

									
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Define the word and include etymology if useful.	Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment
	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating
				How to compare artwork throughout history by looking at two different pieces of artwork. What 'Art Nouveau' means?			Compare artwork throughout history by looking at two different pieces of artwork Look at modern Cubist artwork 'Card players' by Theo van Doesburg and historical 'The Tarocchi Players of Casa Borromeo' from the 15 th century. Evaluate their own work and the work of others.		

Useful information

A range of playing card examples

<https://playingarts.com/en/special>

History of the playing card

https://kids.kiddle.co/Playing_card

<https://www.wopc.co.uk/history/>

Playing cards in art

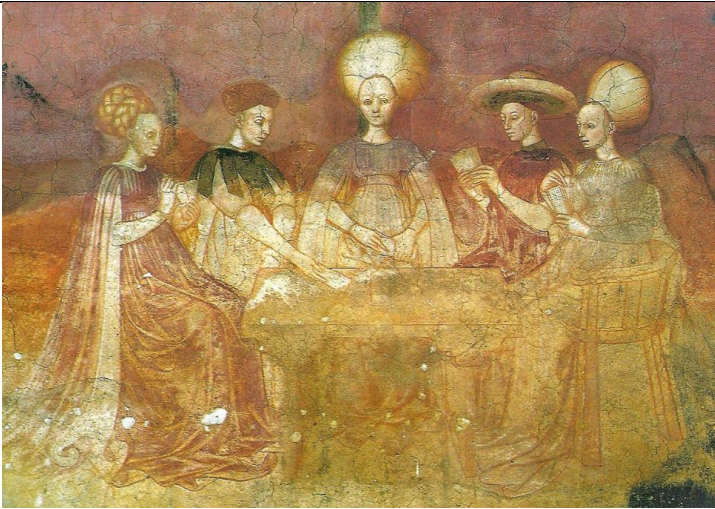
For a large version of 'Card players' by Theo Van Doesburg

<https://artsandculture.google.com/usergallery/2gJC7yRyy2kwlw>

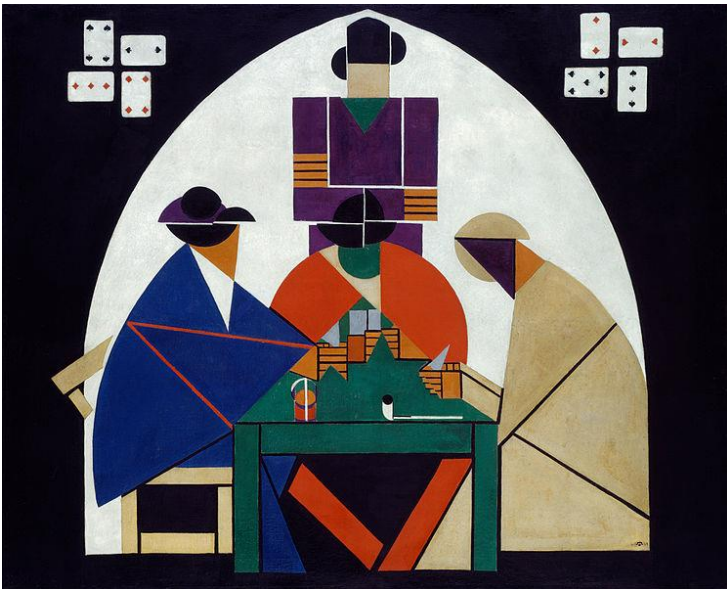
For a large version of 'The Tarocchi Players of Casa Borromeo'

<https://www.wopc.co.uk/history/>





The Tarocchi Players of Casa Borromeo, Milan 15th C.



Card players, Theo van Doesburg, 1916/1917

Illustration and design

Charles Rennie Mackintosh

https://kids.kiddle.co/Charles_Rennie_Mackintosh



<https://www.twinkl.co.uk/search?term=mackintosh>

Step by step guide to drawing in the style of Mackintosh

<https://www.twinkl.co.uk/resource/cfe2-a-104-cfe-second-level-step-by-step-charles-rennie-mackintosh-rose-powerpoint>

Drawing

Video with examples of drawing techniques

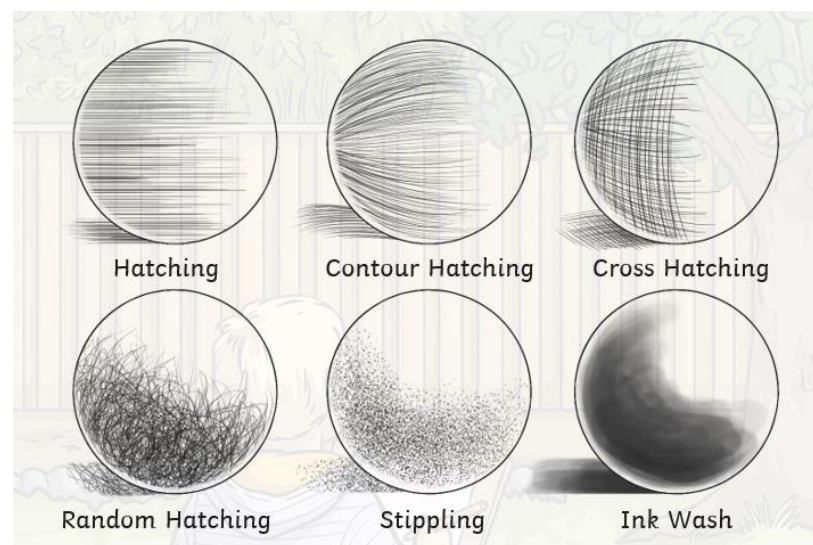
<https://www.youtube.com/watch?v=DaxL4gYwUrU>

Examples of drawing techniques

<https://lthscomputerart.weebly.com/digital-drawing-techniques.html>

Lesson planning drawing techniques

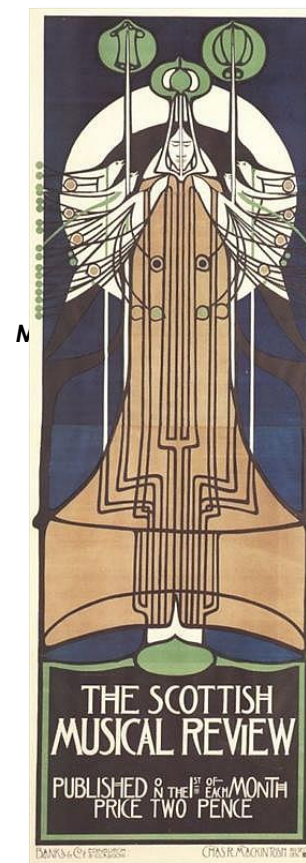
<https://www.twinkl.co.uk/resource/t2-a-021-ks2-art-drawing-techniques-lesson-teaching-pack>



Library Resources





The Art book for children volume two- Page 48

Old Master's who rock! By Maria-Christina Sayn-Wittgenstein Nottbohm (pages 72-75)



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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
<p>Sculpture – an artistic form in which hard or plastic materials are worked into three-dimensional art objects.</p> <p>Molded- Formed by art," from Latin fictilis "made of clay, earthen," from fictio "a fashioning or feigning," noun of action from past participle stem of fingere "to shape, form, devise, feign," originally "to knead, form out of clay,".</p> <p>Cast- An object made by shaping molten metal or similar material in a mould.</p> <p>Assembled- Fit together the separate component parts of (a machine or other object).</p> <p>Microscopic- Meaning "of minute size" is from 1742. Related: Microscopical (1660s as "pertaining to a microscope"); microscopically.</p> <p>Contemporary- The term contemporary art is loosely used to refer to art of the present day and of the relatively recent past, of an innovatory or avant-garde nature.</p>	<p>Sculpture is a 3D branch of visual art.</p> <p>Sculptural material can be carved, modelled, moulded, cast, assembled, or otherwise shaped and combined.</p> <p>Know sculptures can be made from any material including plastic, clay, metal and wood.</p> <p>Know which materials are needed to join.</p> <p>Know a sculpture needs to be designed.</p> <p>Know the French prisoners were held at Norman Cross, Peterborough between 1797-1814.</p> <p>Prisoners created 3D models/ sculptures using bones, straw and wood.</p> <p>Willard Wigan MBE was born in Wednesfield, England in 1957.</p> <p>Wigan is a British sculptor who specialises in microscopic art.</p>	<p>How to create a 3D sculpture?</p> <p>How to combine materials to create a 3D sculpture?</p> <p>Use the appropriate joining adhesive for the talk.</p> <p>Know to assemble a sculpture based on a design.</p> <p>Design a soap sculpture.</p> <p>What did the prisoners at Norman Cross produce?</p> <p>What materials did they use?</p> <p>Why did they use these materials?</p> <p>Who is Willard Wigan?</p> <p>What type of art does he produce?</p>	<p>Develop the skills to create a 3D sculpture.</p> <p>Combine materials to make a sculpture.</p> <p>Understand what materials the POW used and why.</p> <p>Design a 3D sculpture.</p> <p>Make a sculpture using a limited range of materials i.e. soap.</p> <p>Reflect on the work of Willard Wigan.</p> <p>Compare the work of Wigan and the POW.</p> <p>Recognise similarities and differences between artists and artwork.</p> <p>Use sketchbooks to design, experiment and develop ideas.</p> <p>Show the progression of an idea through experimentation.</p>



Compare the **contemporary** work of Wigan to the historical work from the POW.

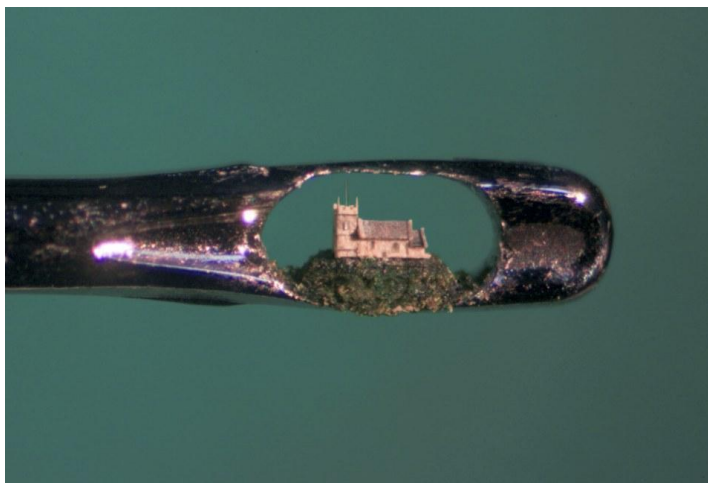
Evaluate own work and the work of peers giving critical and positive feedback.

How to work in a safe environment

Useful information



Norman Cross Model



Willard Wigan St Bartholomew

POW – Norman Cross

<https://peterborougharchaeology.org/norman-cross-prison/>

The collection of Norman Cross items

<http://www.storiesofpeterborough.com/peterboroughmuseum/normancross/>

Willard Wigan

<https://www.willardwiganmbe.com/>

Video about his work 'The smaller it was the bigger it was'

<https://www.youtube.com/watch?v=vQJYOMkjNUl>

Soap Carving

<https://www.youtube.com/watch?v=Y17RweezGi8>

<https://www.tate.org.uk/kids/make/sculpture/soap-carving>

<https://year6mackay2017.wordpress.com/2017/04/03/soap-carving/>

https://www.woodcraft.com/blog_entries/soap-carving-is-good-clean-fun









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Define the word and include etymology if useful.	Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment
	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating
<p>Pop Art – An art movement that emerged in the 1950s and flourished in the 1960s in America and Britain, drawing inspiration from sources in popular and commercial culture.</p> <p>Culture- The ideas, customs, and social behaviour of a particular people or society.</p> <p>Art media- A medium refers to the materials that are used to create a work of art. The plural of medium is media.</p>	<p>Art is an umbrella term.</p> <p>What is Pop Art?</p> <p>Groups of artists have been linked to the Pop Art movement known as 'Pop Artists'.</p> <p>Pop Artists were mainly British and American.</p> <p>Andy Warhol was an American artist born in America in 1958.</p> <p>Peter Blake is a British born in Dartford in 1932.</p> <p>Roy Lichtenstein was an American artist born in New York in 1923.</p> <p>Richard Hamilton was a British artist born in London in 1922.</p> <p>There were common themes linked to Pop Art.</p>			<p>Art can be produced in a range of media such as textile, painting, drawing, sculpture and printing making.</p> <p>Pop Art is an artistic movement that started in the 1950s.</p> <p>Pop art was inspired by 'Popular, commercial culture'.</p> <p>Pop Artists include Andy Warhol, Peter Blake, Roy Lichtenstein and Richard Hamilton.</p> <p>Understand the historical significance of the Pop Art movement.</p> <p>Common Pop Art themes were colour, objects of mass production and advertising.</p> <p>Pop Artist's work can be compared.</p>			<p>Use Pop art to influence a piece of art.</p> <p>Use modern-day culture to influence a piece of art.</p> <p>Compare the work of two Pop artists.</p> <p>Respond to a piece of art.</p> <p>Use a sketchbook to design a piece of art.</p> <p>Develop ideas using a sketchbook.</p> <p>Develop ideas and improve on them through trial and error.</p> <p>Choose a medium to produce a piece of art.</p> <p>Use a range of taught skills to produce a piece of artwork.</p> <p>Identify the skills needed to create a piece of art based on their own design.</p> <p>Evaluate a piece of artwork.</p>		



									
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							Give critical and positive feedback to peers.		

Useful information

Pop Art

<https://www.tate.org.uk/art/art-terms/p/pop-art>

https://www.artfactory.com/art_appreciation/art_movements/pop_art.htm

Andy Warhol

<https://www.tate.org.uk/kids/explore/who-is/who-andy-warhol>

Roy Lichtenstein

<https://www.tate.org.uk/kids/explore/who-is/who-roy-lichtenstein>

Peter Blake

<https://www.tate.org.uk/art/artists/peter-blake-763>

Richard Hamilton

<https://www.tate.org.uk/art/artists/richard-hamilton-1244>

Andy Warhol 'Campbell's Soup Cans' 1962



Roy Lichtenstein's 'Ohhh ... Alright ...' 1964



Peter Blake 'On the Balcony' 1955-7



Richard Hamilton 'This is tomorrow' 1956

