
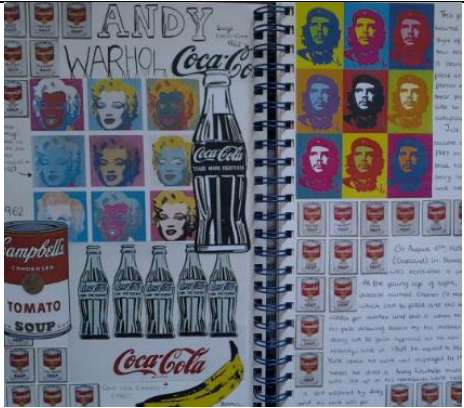





**Art Unit of Work - Year B**  
**Year 6 Autumn**


Unit - digital Printing	Prior learning (Retrieval)	Future learning	Common Misconceptions
Printing – digital portrait Printing   Final Piece: Repeated portrait print	<ul style="list-style-type: none"> <li>• Create repeated patterns using print tools</li> <li>• How to Mono print</li> <li>• Colour theory</li> <li>• Master printing techniques of using layers of colour and repeating patterns.</li> <li>• How to Polystyrene print</li> <li>• How to use vinyl print</li> </ul>	Digital Art <ul style="list-style-type: none"> <li>• Take digital photos thinking about angle, light, position and distance</li> <li>• Create an artist presentation on a theme or artist</li> <li>• Look at and talk about artists using digital media</li> </ul>	<ul style="list-style-type: none"> <li>• Model how to record different size drawings in sketchbook</li> <li>• Model how to annotate effectively, children do not need to write in straight lines</li> <li>• Polystyrene printing using a thick acrylic paint, not too watery</li> <li>• Emphasis on simplicity in print design</li> <li>• Children with low fine motor skills may need support creating the polystyrene tile               <ul style="list-style-type: none"> <li>- Encourage to poke holes in tile</li> </ul> </li> </ul>
<b>National Curriculum Subject Content:</b>	<ul style="list-style-type: none"> <li>• To create a sketch book to record their observations and use them to review and revisit ideas</li> <li>• To become proficient in drawing, painting, sculpture and other art, craft and design techniques (printing)</li> <li>• To learn about great artist, architects and designers in history</li> </ul>		
<b>Artistic Knowledge:</b>	<ul style="list-style-type: none"> <li>• I can overprint to create different patterns</li> <li>• I can use a range of e-resources to create art</li> <li>• I can explain the style of art used and how it has been influenced by a famous artist</li> <li>• I can understand what a specific artist is trying to achieve in any given situation</li> <li>• I can understand why art can be very abstract and what message the artist is trying to convey</li> </ul>		
Knowledge Sequence:			Key Vocabulary
<b>Intended Knowledge Substantive</b>	<p><b>Lesson 1- Portrait Drawing</b>            LC: I can create a portrait drawing</p> <ul style="list-style-type: none"> <li>- Children record different size drawings on a double page of their sketch book</li> <li>- Fine liners, sketching pencils, graphite pencils, graphite</li> <li>- Children to annotate drawings using a range of vocabulary</li> <li>- Subject: self or peer</li> </ul> <p><b>Lesson 2 – Colour Theory</b>            LC: I can create a polystyrene print</p> <ul style="list-style-type: none"> <li>- Revisit colour theory</li> <li>- Children make choices on colour combinations to create a polystyrene prints based on previous lessons observational drawings</li> <li>- Discuss how the drawing needs to be simplified to be an effective print</li> </ul> <p><b>Lesson 3 – Artist</b>            LC: I can identify facts and critic the work of Andy Warhol</p> <ul style="list-style-type: none"> <li>- Children create a double page in sketch book exploring artists life and work</li> <li>- Children to critique one or two pieces of work through annotation</li> <li>- Discuss cultural and historical significance</li> </ul> <p><b>Lesson 4 – Photography</b>            LC: I can use photography to inform my artwork</p> <ul style="list-style-type: none"> <li>- Children explore self-portraiture through photography</li> </ul> <p><b>Lesson 5 – Digital printing</b>            LC: I can explore digital printing</p> <ul style="list-style-type: none"> <li>- Children to explore creating digital art</li> <li>- informed from polystyrene printing process and portrait drawings</li> <li>- children may choose to take portrait photographs to edit</li> <li>- Teacher to model design process with clear success criteria</li> </ul> <p><b>Lesson 6 – Final piece &amp; Evaluation</b>            LC: I can apply skills learnt and make artistic choices</p> <ul style="list-style-type: none"> <li>- Reflect over printing process carried out over unit</li> <li>- Children to create a final piece using a variety of colour combinations</li> <li>- Opportunity for children to critique peers work</li> </ul>		<p><b>Drawing:</b>            observation, accurately, confidently, use, discuss, wet media, dry media, line, form, shape, tonal qualities, light dark, shadows, highlight, mid-tone, graduated, varied, tone, highlight, shadow, mid-tone, varied, graduated, pattern, broken, chequered, ornate, well balanced, tessellated, geometric, intricate, concentric, texture, visual qualities, tactile qualities, jagged, pitted, matt, line, parallel, swift, undulating, shape, angular, bulbous, asymmetrical, forked, geometric, irregular, tapering, sweeping, curvaceous, elongated, imagination, memory, design, illustrate, develop accuracy, expression, human figure, manikin, share, review, reflect, evaluate</p> <p><b>Printing:</b>            scale, proportion, colour wheel, identify select, realistic, limited, natural, man-made, colour palette, translucent, opaque, neutral, sombre, choose, combine, create, tones, tints, shades, graduated, highlight, shadow, mid-tone, varied, enhance mood, share, review, reflect, evaluate, variety of surfaces, canvas, painting tools, acrylic, acrylic board, canvas, palette knife, themes, poetry, music, influence, skilful, informed, choices.</p> <p><b>Critique/Evaluate:</b>            The materials I have used are...            I have used these materials because...            I was inspired by...            The areas I want to develop are...            I have used these colours because...            I have enjoyed creating this piece because...            I like how...            I dislike the...</p>
	<b>Disciplinary</b>	<b>Practical</b> <i>Developing technical proficiency</i>	<b>Theoretical</b>

	How art is judged, valued and evaluated		The cultural and contextual content that pupils learn about artists and artwork
Domains of Knowledge	<p><b>Disciplinary questions:</b></p> <ul style="list-style-type: none"> <li>- How is art made?</li> <li>- What is art?</li> <li>- How is art judged?</li> <li>- What is the purpose of art?</li> <li>- How does design affect the lives of users?</li> <li>- How does design affect human environments?</li> </ul> <p><u>Planning points to consider:</u></p> <ul style="list-style-type: none"> <li>-What artists have done across cultures and throughout history</li> <li>-How commentators and critics judge and evaluate art</li> <li>-the stories humans tell through art including their perspectives on social, political and moral issue</li> <li>-How print can be used in technology such as in film, sound and photography</li> <li>-Different ways of working in print</li> </ul> <p>Wider discussion point to consider: ‘all art is equal in value’</p>	<p>Practical knowledge allows pupils to make choices based on what they know about the limits and possibilities of materials and media.</p> <p><u>Drawing</u></p> <ul style="list-style-type: none"> <li>-Show confidence using drawing mediums including ink and pen.</li> <li>-Choose and combine different drawing materials as appropriate to task and purpose.</li> <li>-Accurately able to express ideas in drawing.</li> <li>-Able to talk about their own style of preferred style of drawing and make comparisons with that of others learners.</li> </ul> <p><u>Printing</u></p> <ul style="list-style-type: none"> <li>-Builds up drawings and images of whole or parts of items using various techniques</li> <li>-Recreates a scene remembered, observed or imagined through college printing</li> <li>-Explore printing techniques used by various artists</li> </ul>	<p>This enables pupils to make connections between art’s past, present and future.</p> <p>Opportunity for children to make artistic decisions and draw upon personal experiences</p> <p>Discuss themes and meaning behind artists work and their context</p> <p>e.g. Andy Warhol and Pop art movement linking to advertisement</p>
Assessment Outcomes	<ul style="list-style-type: none"> <li>• I can overprinting to create different patterns</li> <li>• I can use a range of e-resources to create art</li> </ul>		
Significant people/places	<p>William Morris – printing process/artistic critique</p> <p>Mark Rothko – colour theory</p>		
Resources	<p>Line Drawing - <a href="https://www.youtube.com/watch?v=A4Vqj8k1S0">https://www.youtube.com/watch?v=A4Vqj8k1S0</a></p> <p>Mono printing - <a href="https://www.youtube.com/watch?v=ql2_7tecOzk">https://www.youtube.com/watch?v=ql2_7tecOzk</a></p> <p>Polystyrene printing - <a href="https://www.youtube.com/watch?v=jEFhzylTgR4">https://www.youtube.com/watch?v=jEFhzylTgR4</a></p> <p>Vinyl printing - <a href="https://www.youtube.com/watch?v=oJk7zbH5fRc">https://www.youtube.com/watch?v=oJk7zbH5fRc</a></p>		
Sketchbook/process examples	 <p>Andy Warhol artist research</p>	 <p>Portrait printing</p>	 <p>Digital print design</p>
Final piece examples	 <p>Final piece inspired by Andy Warhol</p>		





# Art Unit of Work - Year B


## Sculpture

Year 6 Spring




Unit – Sculpture – Wire sculpture	Prior learning (Retrieval)	Future learning	Common Misconceptions
<p>Final Piece: Figurative Wire sculpture inspired by Alberto Giacometti</p> 	<ul style="list-style-type: none"> <li>Describe the different qualities involved in modelling, sculpture and construction.</li> <li>Use recycled, natural and manmade materials to create sculpture.</li> <li>Plan a sculpture through drawing and other preparatory work.</li> <li>Manipulate wire to create 3D forms</li> </ul>	<ul style="list-style-type: none"> <li>Manipulate wire to create larger 3D forms</li> <li>Layer materials to create a 3D form</li> </ul>	<ul style="list-style-type: none"> <li>Model how to record different size drawings in sketchbook</li> <li>Model how to annotate effectively, children do not need to write in straight lines</li> <li>3D models need to have a clear base to free stand</li> <li>Model making a wire figure from a continuous piece of wire as opposed to joining smaller pieces of wire</li> </ul>
<b>National Curriculum Subject Content:</b>	<ul style="list-style-type: none"> <li>To create a sketch book to record their observations and use them to review and revisit ideas</li> <li>To become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>To learn about great artist, architects and designers in history</li> </ul>		
<b>Artistic Knowledge:</b>	<ul style="list-style-type: none"> <li>I can make a 3D object</li> <li>Know how to identify the techniques used by different artists</li> <li>Know how to compare the work of different artists</li> <li>Recognise when art is from different cultures</li> <li>Recognise when art is from different historical periods</li> </ul>		
Knowledge Sequence:			Key Vocabulary
<b>Intended Knowledge Substantive</b>	<p><b>Lesson 1- Still Life Drawing</b>            LC: I can draw from still life using a range of drawing materials</p> <ul style="list-style-type: none"> <li>Children record different size drawings on a double page of their sketch book</li> <li>Fine liners, sketching pencils, graphite pencils, graphite</li> <li>Children to annotate drawings using a range of vocabulary</li> <li>Subject: abstract shapes, objects</li> </ul> <p><b>Lesson 2 – 2D to 3D</b>            LC: I can join 2D shapes to make 3D structures            Success Criteria:            -I can define ‘sculpture’.            -I can try different ways to join card shapes.            -I can build a 3D structure that stands up on its own.            Resources:            Cereal boxes (one each)            Scissors (one pair each).            Ruler            Pencil            shape templates</p> <p><b>Lesson 3 – Artist</b>            LC: I can identify facts and critic the work of</p> <ul style="list-style-type: none"> <li>Children create a double page in sketch book exploring artists life and work</li> <li>Children to critique one or two pieces of work through annotation</li> <li>Discuss cultural and historical significance</li> </ul> <p><b>Lesson 4 – Wire skills</b>            LC: I can explore using wire and other materials</p> <ul style="list-style-type: none"> <li>Children to create tile design by being informed from mono printing process</li> <li>Teacher to model design process with clear success criteria</li> </ul> <p><b>Lesson 5 – Design final piece inspired by Alberto Giacometti</b>            LC: I can design a final piece</p> <ul style="list-style-type: none"> <li>Teacher to model design process with clear success criteria</li> <li>Using wire and mod roc to create a figurative sculpture</li> </ul> <p><b>Lesson 6 – Final piece &amp; Evaluation</b>            LC: I can apply skills learnt and make artistic choices</p> <ul style="list-style-type: none"> <li>Reflect over printing process carried out over unit</li> <li>Children to create a final piece using a variety of skills</li> <li>Opportunity for children to critique peers work</li> </ul>		<p><b>Drawing:</b>            observation, accurately, line, size, thickness, delicate, flowing, continuous, solid, tone, subtle, contrasting, dramatic, broken, viewpoints, angle, birds eye view, surface texture, fine, uneven, raised, coarse, glossy, uneven, rough, fine, effects, investigate, sketchbook,</p> <p><b>Sculpture:</b>            create, effective, exciting, choice, textures, combine, freestanding work, relief, safe, organised, secure, adapt, collect, record, visual information, sources, annotate, visual qualities, tactile qualities, jagged, pitted, matt, real-life, abstract, proportion, sculpt, 3D, materials, clay, modelling, string, tape, boxes, tubes, plastic bottles, share, review, reflect, evaluate.</p> <p><b>Critique/Evaluate:</b>            The materials I have used are...            I have used these materials because...            I was inspired by...            The areas I want to develop are...            I have used these colours because...            I have enjoyed creating this piece because...            I like how...            I dislike the...</p>
	<b>Disciplinary</b> <i>How art is judged, valued and evaluated</i>	<b>Practical</b> <i>Developing technical proficiency</i>	<b>Theoretical</b> <i>The cultural and contextual content that pupils learn about artists and artwork</i>
<b>Domains of Knowledge</b>	<p><b>Disciplinary questions:</b></p> <ul style="list-style-type: none"> <li>How is art made?</li> <li>What is art?</li> </ul>	Practical knowledge allows pupils to make choices based on what they	This enables pupils to make connections between art’s past, present and future.



	<ul style="list-style-type: none"><li>- How is art judged?</li><li>- What is the purpose of art?</li><li>- How does design affect the lives of users?</li><li>- How does design affect human environments?</li></ul> <p><u>Planning points to consider:</u></p> <ul style="list-style-type: none"><li>-What artists have done across cultures and throughout history</li><li>-How commentators and critics judge and evaluate art</li><li>-the stories humans tell through art including their perspectives on social, political and moral issue</li><li>-How print can be used in technology such as in film, sound and photography</li><li>-Different ways of working in print</li></ul> <p>Wider discussion point to consider: 'Who decides what art is?'</p>	<p>know about the limits and possibilities of materials and media.</p> <p><u>Drawing</u></p> <ul style="list-style-type: none"><li>-Create a sketch collection to record observations and use them to review and visit ideas, to include ideas using line, tone, texture and shading.</li><li>-Draw accurately from observations, imagination and memory.</li><li>-Draw using lines of different sizes and thicknesses.</li><li>-Colour neatly following the lines.</li><li>-Experiment with grip to assist drawing styles.</li></ul> <p><u>Sculpture</u></p> <ul style="list-style-type: none"><li>-Describe the different qualities involved in modelling, sculpture and construction.</li><li>-Use recycled, natural and manmade materials to create sculpture.</li><li>-Plan a sculpture through drawing and other preparatory work.</li><li>-Manipulate wire to create 3D forms</li><li>-layer materials to create a 3D forms</li></ul>	<p>Opportunity for children to make artistic decisions and draw upon personal experiences</p> <p>Discuss themes and meaning behind artists work and their context</p> <p>e.g. Andy Warhol and Pop art movement linking to advertisements</p>
Assessment Outcomes	<ul style="list-style-type: none"><li>• I can create real life and abstract objects with clay and mouldable materials – amended O’Track</li></ul>		
Significant people/places	Antony Gormley Alberto Giacometti		
Resources	Making Wire Sculpture - <a href="https://rachelmclary.com/2016/05/31/wire-sculptures-inspired-by-giacometti/">https://rachelmclary.com/2016/05/31/wire-sculptures-inspired-by-giacometti/</a>		
Sketchbook/process examples	 <p>Cover the wire with plaster bandage</p>		<p>How the human form moves and joins</p> 
Final piece examples			

Art Unit of Work - Year B Year 6 Summer			
Unit – Textiles	Prior learning (Retrieval)	Future learning	Common Misconceptions
Final Piece: Batik art work inspired by nature  	<ul style="list-style-type: none"> <li>Interpret stories, music, poems and use environment and townscapes as stimuli.</li> <li>Select and use materials to achieve a specific outcome.</li> <li>Embellish work, using a variety of techniques, including drawing, painting and printing on top of textural work.</li> <li>Consider methods of making fabric.</li> <li>Look at other work of artists using textiles.</li> </ul>	<ul style="list-style-type: none"> <li>Develops experience in embellishing, pooling together experiences in texture to complete a piece applique, drawing, sticking, cutting, paint, weaving, layering.</li> <li>Applies knowledge of different techniques to express feelings.</li> <li>Use found and constructed materials.</li> <li>Work collaboratively on a larger scale.</li> </ul>	<ul style="list-style-type: none"> <li>Gloves and protection during the dying process</li> <li>Revisit health and safety at the end of each lesson</li> </ul>
National Curriculum Subject Content:	<ul style="list-style-type: none"> <li>To create a sketch book to record their observations and use them to review and revisit ideas</li> <li>To become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>To learn about great artist, architects and designers in history</li> </ul>		
Artistic Knowledge:	<ul style="list-style-type: none"> <li>Know how to identify the techniques used by different artists</li> <li>Know how to compare the work of different artists</li> <li>Recognise when art is from different cultures</li> <li>Recognise when art is from different historical periods</li> </ul>		
Knowledge Sequence:			Key Vocabulary
Intended Knowledge Substantive	<p><b>Lesson 1- Drawing</b>            LC: I can create drawings from nature using a range of drawing materials</p> <ul style="list-style-type: none"> <li>Children record different size drawings on a double page of their sketch book</li> <li>Fine liners, sketching pencils, graphite pencils, graphite</li> <li>Children to annotate drawings using a range of vocabulary</li> <li>Subject: fish, shells seaweed</li> </ul> <p><b>Lesson 2 – Sewing</b>            LC: I can use a variety of sewing techniques to join</p> <ul style="list-style-type: none"> <li>Explore techniques</li> </ul> <p><b>Lesson 3 – Artist</b>            LC: I can identify facts and critic the work of Chuah Seow Keng</p> <ul style="list-style-type: none"> <li>Children create a double page in sketch book exploring artists life and work</li> <li>Children to critique one or two pieces of work through annotation</li> <li>Discuss cultural and historical significance</li> </ul> <p><b>Lesson 4 – Batik Skill</b>            LC: I can use Batik to create different affects</p> <p><b>Lesson 5 – Design</b>            LC: I can design a final piece</p> <ul style="list-style-type: none"> <li>Children to create design by being informed from sewing process and batik</li> <li>Teacher to model design process with clear success criteria</li> <li>Class discuss a collaborative final piece sharing ideas</li> </ul> <p><b>Lesson 6 – Final piece &amp; Evaluation</b>            LC: I can apply skills learnt and make artistic choices</p> <ul style="list-style-type: none"> <li>Reflect over batik process carried out over unit</li> <li>Children to create a final piece using a variety of colour combinations</li> <li>Opportunity for children to critique peers work</li> <li>Children evaluate and add additional joins to final piece</li> </ul> <p>e.g. weaving ribbon, gluing fabric</p>		<p><b>Drawing:</b>            observation, accurately, confident, use, discuss, wet media, dry media, shape, tonal qualities, light dark, highlight, mid-tone, graduated, highlight, shadow, mid-tone, pattern, broken, chequered, balanced, tessellated, geometric, concentric, texture, visual qualities, tactile qualities, matt, line, parallel, swift, unobtrusive, angular, bulbous, asymmetrical, geometric, irregular, tapering, curvaceous, elongated, imagination, design, illustrate, develop, accuracy, expression, human, share, review, reflect, evaluate</p> <p><b>Textiles:</b>            skilful, dye, tie dye, dip dye, batik making, thread grades, range of textures, effects, colour, purpose, properties, change, effect, traditional dye, resist paste, mono-print, embellish, fastenings, beads, buttons, lace, intricate, cross-stitch, join, stitch, eye, running stitch, secure, a weaving, close knit, create over</p> <p><b>Critique/Evaluate:</b>            The materials I have used are...            I have used these materials because...            I was inspired by...            The areas I want to develop are...            I have used these colours because...            I have enjoyed creating this piece...            I like how...            I dislike the...</p>
	Disciplinary <i>How art is judged, valued and evaluated</i>	Practical <i>Developing technical proficiency</i>	Theoretical <i>The cultural and contextual knowledge we learn about artists</i>
Domains of Knowledge	<b>Disciplinary questions:</b> <ul style="list-style-type: none"> <li>How is art made?</li> <li>What is art?</li> <li>How is art judged?</li> <li>What is the purpose of art?</li> <li>How does design affect the lives of users?</li> <li>How does design affect human environments?</li> </ul>	Practical knowledge allows pupils to make choices based on what they know about the limits and possibilities of materials and media.  <u>Drawing</u> -Create a sketch collection to record observations and use them to review and visit ideas, to include ideas using line, tone, texture and shading.	This enables pupils to make choices between art’s past, present and future.  Opportunity for children to make decisions and draw upon previous knowledge.  Discuss themes and meanings in their work and their context



	<p><u>Planning points to consider:</u></p> <ul style="list-style-type: none"><li>-What artists have done across cultures and throughout history</li><li>-How commentators and critics judge and evaluate art</li><li>-the stories humans tell through art including their perspectives on social, political and moral issue</li><li>-How print can be used in technology such as in film, sound and photography</li><li>-Different ways of working in print</li></ul> <p>Wider discussion point to consider: 'How do textiles impact human environments?'</p>	<ul style="list-style-type: none"><li>-Draw accurately from observations, imagination and memory.</li><li>-Draw using lines of different sizes and thicknesses.</li><li>-Colour neatly following the lines.</li><li>-Experiment with grip to assist drawing styles.</li></ul> <p><u>Textiles</u></p> <ul style="list-style-type: none"><li>•Develops experience in embellishing, pooling together experiences in texture to complete a piece</li><li>•applique, drawing, sticking, cutting, paint, weaving, layering.</li><li>•Applies knowledge of different techniques to express feelings.</li><li>•Use found and constructed materials.</li><li>•Work collaboratively on a larger scale.</li></ul>	e.g. Shelia Hicks known for experimental weaving techniques
Assessment Outcomes	<ul style="list-style-type: none"><li>• I can use fabric painting techniques</li></ul>		
Significant people/places	Hannah Rae Alice Kettle Chuah Seow Keng		
Resources	Dyeing from around the world - <a href="https://goodonyou.eco/natural-traditional-and-diy-dyes-from-around-the-world/">https://goodonyou.eco/natural-traditional-and-diy-dyes-from-around-the-world/</a> Artist CHUAH SEOW KENG - <a href="http://www.yahongart.com/seow.keng.html#:~:text=Chuah%20Seow%20Keng%20is%20recognized,%2DZentrum%20in%20Wurzburg">http://www.yahongart.com/seow.keng.html#:~:text=Chuah%20Seow%20Keng%20is%20recognized,%2DZentrum%20in%20Wurzburg</a>		
Sketchbook/process examples	<div></div> <div>CHUAH SEOW KENG Artwork</div>		
Final piece examples	<div></div> <div></div>		