



Art – Year 6 – Medium Term Plan
Autumn 1, Unit 1: Drawing: Make my voice heard

<i>Lesson</i>	<i>Learning Objective</i>	<i>Success Criteria</i>	<i>National Curriculum Links</i>	<i>Vocabulary</i>	<i>Resources</i>
One: <i>Experimental mark making</i>	<i>To explore expressive drawing techniques.</i>	<ul style="list-style-type: none"> - <i>I can collect information to identify the key features of Maya art.</i> - <i>I can explore mark making using a range of handmade tools</i> - <i>I can make comparisons between different artworks.</i> 	<ul style="list-style-type: none"> - <i>to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</i> - <i>to create sketch books to record their observations and use them to review and revisit ideas.</i> - <i>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials for example, pencil, charcoal, paint, clay.</i> - <i>about great artists, architects and designers in history.</i> 	<ul style="list-style-type: none"> - <i>ancient civilisation</i> - <i>experimental</i> - <i>fresco</i> - <i>expressive</i> - <i>imagery</i> - <i>mark making</i> - <i>Maya</i> - <i>mural</i> 	<p><i>Watch:</i> <i>Teacher video:</i> <i>Experimental mark making</i> <i>Have ready:</i> <i>Presentation:</i> <i>Artist inspiration.</i> <i>Sketchbooks.</i> <i>Pencils.</i> <i>Charcoal.</i> <i>A selection of handmade tools for drawing.</i> <i>A range of materials to use with tools, such as ink and paint.</i> <i>Strips of paper for making mini swatches.</i> <i>Link:</i> <i>'The Creation of the Earth' by Diego Rivera</i> <i>Print in advance:</i> <i>Activity:</i> <i>Maya images</i></p>
Two: <i>Symbolic imagery</i>	<i>To consider how symbolism in art can convey meaning.</i>	<ul style="list-style-type: none"> - <i>I can draw my Maya spirit companion and consider its meaning.</i> - <i>I can generate a range of symbols, patterns and colours that represent me.</i> - <i>I can take inspiration from an artist's style.</i> 	<ul style="list-style-type: none"> - <i>to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</i> - <i>to create sketch books to record their observations and use them to review and revisit ideas.</i> - <i>to improve their mastery of art and design techniques, including drawing, painting and</i> 	<ul style="list-style-type: none"> - <i>aesthetic</i> - <i>character traits</i> - <i>interpretation</i> - <i>modern art</i> - <i>reflective</i> - <i>represent</i> - <i>spirit companion</i> - <i>symbol</i> - <i>symbolic</i> 	<p><i>Watch:</i> <i>Teacher video:</i> <i>Symbolic art</i> <i>Pupil video:</i> <i>Art using symbols</i> <i>Have ready:</i> <i>Presentation:</i> <i>In the spotlight.</i> <i>Presentation:</i> <i>Maya symbols.</i></p>

			<p>sculpture with a range of materials for example, pencil, charcoal, paint, clay.</p> <ul style="list-style-type: none"> - about great artists, architects and designers in history. 		<p>Whiteboards and pens The birth dates of your class Sketchbooks or loose paper. Sketching pencils Colouring pencils Additional drawing materials, e.g. charcoal, fineliner pens, etc. Rulers Rubbers Handmade drawing tools and materials from Lesson 1 Print in advance: Activity: Find your Maya spirit companion</p>
<p>Three: Chiaroscuro</p>	<p>To apply understanding of the drawing technique chiaroscuro.</p>	<ul style="list-style-type: none"> - I can discuss the effect of light and dark on an object and consider how to draw it. - I can explain the term Chiaroscuro and understand how it can be used for effect. - I can create form by applying chiaroscuro to a tonal drawing. 	<ul style="list-style-type: none"> - to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. - to create sketch books to record their observations and use them to review and revisit ideas. - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials for example, pencil, charcoal, paint, clay. - about great artists, architects and designers in history. 	<ul style="list-style-type: none"> - chiaroscuro - dark - effect - form - light - shading - technique - tone 	<p>Watch: Teacher video: Chiaroscuro Pupil video: Light and dark Have ready: Presentation: Gimme five. Presentation: Chiaroscuro: An object (one-colour objects are better as it is easier to see the light and dark changing its colour into different tones. A lamp to illuminate the</p>

					<p>object selected above.</p> <p>Sketchbooks or loose plain paper.</p> <p>Masking tape</p> <p>Sketching pencils in different grades (e.g. 2H, HB, 2B, 4B).</p> <p>Charcoal</p> <p>Rubbers</p> <p>Scissors</p> <p>Print in advance:</p> <p>Activity:</p> <p>Maya calendar names</p>
<p>Four:</p> <p>Street art</p>	<p>To evaluate the context and intention of street art.</p>	<ul style="list-style-type: none"> - I can discuss the similarities and differences between art styles. - I can discuss ideas about 'what art is' or 'should be' and justify choices. - I can identify something I feel strongly about and consider how to represent it through a drawing. 	<ul style="list-style-type: none"> - to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. - to create sketch books to record their observations and use them to review and revisit ideas. - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials for example, pencil, charcoal, paint, clay. - about great artists, architects and designers in history. 	<ul style="list-style-type: none"> - audience - commissioned - graffiti - guerilla art - impact - issue - street art 	<p>Watch:</p> <p>Teacher video:</p> <p>Street art</p> <p>Pupil video:</p> <p>Inspiration</p> <p>Have ready:</p> <p>Presentation:</p> <p>Speak like an expert.</p> <p>Presentation:</p> <p>Street art.</p> <p>A flipchart</p> <p>Sketchbooks.</p> <p>A range of drawing materials including pencils.</p> <p>Scissors</p> <p>Glue sticks</p> <p>Print in advance:</p> <p>Activity:</p> <p>Diamond nine</p>
<p>Five:</p> <p>Powerful imagery</p>	<p>To apply an understanding of impact</p>	<ul style="list-style-type: none"> - I can analyse how an artist conveys a message. - I can use my creative work to develop an idea, applying 	<ul style="list-style-type: none"> - to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing 	<ul style="list-style-type: none"> - Composition - Convey - Develop 	<p>Watch:</p> <p>Pupil video:</p> <p>Inspiration</p>

	<p>and effect to create a powerful image.</p>	<p>drawing techniques for visual impact and effect.</p> <ul style="list-style-type: none"> - I can work independently, revisiting and reviewing my work to develop it. 	<p>awareness of different kinds of art, craft and design.</p> <ul style="list-style-type: none"> - to create sketch books to record their observations and use them to review and revisit ideas. - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials for example, pencil, charcoal, paint, clay. - about great artists, architects and designers in history. 	<ul style="list-style-type: none"> - drawing decisions 	<p>Have ready: Presentation: 3, 2, 1. Presentation: Make my voice heard. Whiteboards and pens Sketchbooks. Sheets of paper. Drawing pencils. A range of drawing materials for children to select from, such as charcoal, pastels, inks and paints. This can also include the handmade tools used in Lesson 1. A visualiser</p>
<p>Assessment:</p> <ol style="list-style-type: none"> 1. Which Mexican artist was inspired by the Maya civilisation? 2. Symbolic means 3. What is the Italian term used to describe light and dark in a painting? 4. Which famous artist was known for his use of chiaroscuro? 5. What is a mural? 6. What types of street art is considered illegal? 7. What does commissioned mean? 8. Write a couple of sentences explaining how to create an impactful drawing. 					



Art – Year 6– Medium Term Plan
Spring 1, Unit 2: Painting and mixed media: Artist study

Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: David Hockney	To understand how to analyse a famous painting.	<ul style="list-style-type: none">- I can understand that artists tell stories or show feelings in their artwork.- I can interpret a picture and suggest its meaning.- I can look closely at a picture and notice details, describing them using the formal elements.	<ul style="list-style-type: none">- about great artists, architects and designers in history.	<ul style="list-style-type: none">- Interpret- Meaning- Narrative- Pattern- Shape- tone	Watch: Teacher video: Unit overview Have ready: Sketchbooks Sketching pencils Props to help the pupils re-enact the painting, e.g. chairs, books, magazines, artificial flowers, a vase and a mirror Two to three devices with camera capabilities Link: Tate:

					<p>'My Parents' by David Hockney, 1977. Link: David Hockney at the Tate Britain on VideoLink.</p>
<p>Two: Paul Rego- The Dance</p>	<p>To understand how to find meaning in painting.</p>	<ul style="list-style-type: none"> - I can describe a picture using the formal elements. - I can respond to a painting by making inferences and justifying my ideas using my own experiences. - I can develop a narrative from the elements in a painting. 	<ul style="list-style-type: none"> - about great artists, architects and designers in history. 	<ul style="list-style-type: none"> - Inference - Justify - Paula Rego - Respond 	<p>Watch: Teacher video: Unit overview Have ready: Presentation: Brain dump. Presentation: 'The Dance' by Paula Rego (1988). Whiteboards and pens. Sketchbooks. Sketching pencils Equipment for the painting activity: paint; palettes; brushes; paper; props e.g. clothing and household objects. Link: Tate - 'The Dance' by Paula Rego (1988). Link: BBC Teach - Paula Rego 'Sleeping'. Link:</p>

					Tate - Drawing for 'The Dance' by Paula Rego (1988).
Three: John Singer Sargent- The Front Line	To apply drama techniques to explore the meaning of a painting.	<ul style="list-style-type: none"> - I can express how a piece of artwork makes me feel. - I can compare events in a piece of artwork to current news and the 'Fundamental British Values'. - I can use drama to demonstrate my understanding of the meaning of a piece of artwork. 	<ul style="list-style-type: none"> - to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. - about great artists, architects and designers in history 	<ul style="list-style-type: none"> - companionship - John Singer Sargent - support - tableau 	<p>Watch: Teacher video: John Singer Sargent Have ready: Presentation: In the spotlight. Presentation: Gassed by John Singer Sargent. Whiteboard and pen Paper for the children to write notes on. A large space, e.g. playground or school hall Props for the children to recreate the painting, e.g. toilet/tissue rolls, kitchen towels, strips of material or scarves for bandages and blindfolds; masking tape to secure the bandages; the children's school bags. A whistle. A device with camera capabilities. A tripod or stepladder</p>

					Link- Imperial War Museum - 'Gassed'
Four: Fiona Rae	To apply interpretation skills to analyse and respond to an abstract painting.	<ul style="list-style-type: none"> - I can discuss and describe the work of another artist. - I can reflect on the feelings that a painting evokes. - I can create an abstract piece using personal experiences that reflect how I felt. 	<ul style="list-style-type: none"> - to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials for example, pencil, charcoal, paint, clay. - about great artists, architects and designers in history. 	<ul style="list-style-type: none"> - abstract - analyse - interpret - medium - mixed media - narrative - reflect - shape 	<p>Watch: Teacher video: Fiona Rae Have ready: Presentation: How is colour used? Presentation: Fiona Rae. Sketchbooks Materials to create artwork oil pastels and soft pastels; coloured pencils and crayons; paints, palettes and brushes. Link: Fiona Rae: Tate shots interview on VideoLink</p>
Five: Lubaina Himid	To understand how art can tell stories or portray messages.	<ul style="list-style-type: none"> - I can analyse a painting to make suggestions about its meaning. - I can consider how imagery can convey a message without words. - I can develop my ideas to compose a thought-provoking piece of art. 	<ul style="list-style-type: none"> - to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. - to create sketch books to record their observations and use them to review and revisit ideas. - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials for example, pencil, charcoal, paint, clay. - about great artists, architects and designers in history. 	<ul style="list-style-type: none"> - Analyse - Composition - Compose - Convey - Message - thought-provoking 	<p>Watch: Teacher video: Unit overview Have ready: Presentation: Agree or disagree? Presentation: Lubaina Himid. Presentation: 'Five' by Lubaina Himid (1991). Sketchbooks Sketching pencils Paper Colouring pencils, pastels or paints, pallets</p>

					<p>and brushes Large cardboard boxes (enough for a life-size cut out of each child); painting materials; sticky tape. Sticky notes (approximately five each). Link: Tate Kids - Who is Lubaina Himid?</p>
<p>Six: Research and planning</p>	<p>To develop starting points for creative outcomes.</p>	<ul style="list-style-type: none"> - I can select an artist who interests me because of their style, ideas or use of materials. - I can use my sketchbook to collect information. - I can develop my ideas to plan a final piece inspired by the chosen artist. 	<ul style="list-style-type: none"> - to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. - to create sketch books to record their observations and use them to review and revisit ideas. - about great artists, architects and designers in history. 	<ul style="list-style-type: none"> - artist - composition - final piece - intention - medium - style 	<p>Have ready: Presentation: Bingo- key vocabulary. Whiteboard and pen Equipment for the mind map activity 1 large sheet of paper; a selection of felt tip pens. Devices with internet access (one each or one between two if researching the same artist). Art books about artists Information sheets about artists Sketchbooks Sketching pencils Coloured pencils Coloured paper</p>

					<p>Glue sticks Scissors Link: Tate - Artists A-Z. Link: Google arts and culture</p>
<p>Seven: Making art!</p>	<p>To demonstrate an understanding of painting techniques to make personal choices.</p>	<ul style="list-style-type: none"> - I can use sketchbook ideas to translate into a larger piece. - I can select different materials and techniques based on my experiences. - I can continue to explore new ideas and try things out. - I can revisit and evaluate my piece to develop it further. 	<ul style="list-style-type: none"> - to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. - to create sketch books to record their observations and use them to review and revisit ideas. - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials for example, pencil, charcoal, paint, clay. - about great artists, architects and designers in history. 	<ul style="list-style-type: none"> - artist - composition - evaluation - medium - mixed media - technique - translate 	<p>Have ready: Presentation: Fact tennis The children's sketchbooks (see Lesson 6: Researching and planning). Open access to a range of drawing and painting materials. Large paper or surfaces as chosen by the children. Laptops or tablets if the children are creating digital responses.</p>
<p>Assessment:</p> <ol style="list-style-type: none"> 1. When artwork is described as using a narrative, what does this mean? 2. If you are interpreting an artwork, you are... 3. What could be the story behind this painting? Explain your answer. 4. The material used to make an artwork is called the... 5. What type of paint medium does Fiona Rae prefer to use? 6. Which painting uses an impasto technique? 7. How can art convey a message? Use an example of a familiar artist (maybe you) and write a couple of sentences describing your ideas. 					



Art – Year 6 – Medium Term Plan
Summer 1, Unit 3: Making memories

Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: Exploring self	To analyse how art can explore the concept of self.	<ul style="list-style-type: none">- I can identify common themes within different artworks.- I can consider how I can use art to express myself.- I can reflect on my work and choices.	<ul style="list-style-type: none">- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.- to create sketch books to record their observations and use them to review and revisit ideas.- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials for example, pencil, charcoal, paint, clay.- about great artists, architects and designers in history.	<ul style="list-style-type: none">- Artwork- Attributes- Compare- Contrast- Expression- Identity- Literal- Memories- Self- symbolic	Watch: Teacher video: Self-expression Have ready: Sketchbooks. Pencils. Scissors. PVA glue or glue sticks. A selection of materials for joining such as yarn, string, thread and elastic bands.

					<p>A selection of construction materials to choose from. This could include: clay (or similar malleable material such as plasticine); foil; soft, thin wire that can be easily cut with scissors; cardboard, paper and newspaper; natural collected objects like sticks, pinecones, and leaves; fabric scraps; clean recyclables such as bottles, lids and boxes.</p> <p>Link: Google Arts and Culture - Yinka Shonibare.</p> <p>Link: Artsy - Judith Scott.</p> <p>Link: Nicola Anthony gallery.</p>
Two: Relief sculptures	To explore sculptural techniques.	<ul style="list-style-type: none"> - I can generate a selection of memories from primary school. - I can represent ideas within a composition of shapes. - I can create a cardboard relief sculpture. 	<ul style="list-style-type: none"> - to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. - to create sketch books to record their observations and use them to review and revisit ideas. - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials for example, pencil, charcoal, paint, clay. 	<ul style="list-style-type: none"> - three-dimensional - assemblage - composition - juxtaposition - manipulate - relief - sculpture 	<p>Watch:</p> <p>Teacher video: Experimenting with 2D to 3D</p> <p>Pupil video: Making relief sculptures</p> <p>Have ready:</p> <p>Presentation: Agree or disagree.</p> <p>Presentation:</p>

			<ul style="list-style-type: none"> - about great artists, architects and designers in history. 		<p>Louise Nevelson. Sketchbooks or loose sheets of A4 paper Pencils. Rulers. PVA glue and glue sticks. Scissors. Coloured card or paper in various colours. Cardboard sheets to use as a base for the sculpture Corrugated cardboard boxes- cut into different size pieces for children to choose from Link: Black Wall by Louise Nevelson. Link: An American Tribute to the British People by Louise Nevelson.</p>
<p>Three: Memory museum</p>	<p>To use creative experience to develop ideas and plan a sculpture</p>	<ul style="list-style-type: none"> - I can discuss the approach of different artists and consider how this may influence my own work. - I can use my sketchbook to test and develop ideas into a plan. - I can explain what I need and how I will make my sculpture. 	<ul style="list-style-type: none"> - to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. - to create sketch books to record their observations and use them to review and revisit ideas. - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials for example, pencil, charcoal, paint, clay. - about great artists, architects and designers in history. 	<ul style="list-style-type: none"> - Abstract - Embedded - Influence - Inspiration - Memory - Object - Plan - Sculpture - tradition 	<p>Watch: Teacher video: Supporting planning Pupil video: Sculpture plans Have ready: Presentation: Memory art. Sketchbooks. Pencils and colouring pencils. Link:</p>

					Joseph Cornell, Tate Gallery
Four: Memory Sculpture	To apply an understand of materials and techniques to work in 3D.	<ul style="list-style-type: none"> - I can use my plans to construct 3D forms. - I can combine materials and techniques to fit my ideas. - I can work independently, experimenting with tools and materials. 	<ul style="list-style-type: none"> - to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. - to create sketch books to record their observations and use them to review and revisit ideas. - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials for example, pencil, charcoal, paint, clay. - about great artists, architects and designers in history. 	<ul style="list-style-type: none"> - in-process - manipulate - materials - pitfall - reflections - sculpture - tools 	<p>Have ready:</p> <p>Sketchbooks with the children's sculpture plans from Lesson 3:</p> <p>Memory museum.</p> <p>Small cardboard boxes - shoe box or similar</p> <p>Sticky notes.</p> <p>Drawing materials, including pencils, colouring pencils and marker pens.</p> <p>Paint in a variety of colours.</p> <p>Palettes and brushes.</p> <p>Scissors.</p> <p>PVA glue and glue sticks.</p> <p>Other materials will depend on the children's designs but may include: clay; sheets of corrugated cardboard; wire; patterned and coloured paper; string or wool; paper clips or paper fasteners; personal objects (from home or</p>

					collected outside).
Five: Complete and reflect	To problem solve, evaluate and refine artwork to achieve a chosen outcome.	<ul style="list-style-type: none"> - I can identify areas of my work to refine. - I can select appropriate tools and materials to improve my work. - I can reflect on my work and personal development as an artist. - . 	<ul style="list-style-type: none"> - to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. - to create sketch books to record their observations and use them to review and revisit ideas. - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials for example, pencil, charcoal, paint, clay. - about great artists, architects and designers in history. 	<ul style="list-style-type: none"> - Evaluation - Experimentation - Development - Reflection - sculpture 	<p>Have ready: Whiteboards and pens. Sketchbooks with the children's sculpture plans from Lesson 3: Memory museum. The children's sculptures from Lesson 4: Memory sculpture. Drawing materials, including pencils, colouring pencils and marker pens. Paint in a variety of colours. Palettes and brushes. Scissors. PVA glue and glue sticks. Other materials will depend on the children's designs but may include: clay; sheets of corrugated cardboard; wire; patterned and coloured paper; string or wool; paper clips or paper</p>

					<i>fasteners; personal objects (from home or collected outside). Print in advance: Activity: Vocabulary starter Activity: Sculpture evaluation.</i>
<i>Assessment:</i>					
<ol style="list-style-type: none"> 1. <i>What term describe Joseph Cornell's artwork?</i> 2. <i>Assemblage art is...</i> 3. <i>Choose three things that inspired Joseph Cornell.</i> 4. <i>Which artist liked to use black and gold in her large abstract sculptures?</i> 5. <i>Pick three words that are ways to change cardboard.</i> 6. <i>What is the name given to 3D art that projects from a base?</i> 7. <i>Does the picture show a literal or abstract sculpture?</i> 8. <i>What was the purpose of this piece of art?</i> 					