

Art & Design

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YEAR 6	<p>AUTUMN FOCUS</p> <p>Topic: Rainforest Life Art & Design – mastery of skills with experimentation and creativity Artist Focus: South American Artists</p> <p>VISIT/TRIP Cadbury World (Topic) WOW day: Mayan feast, create Maya Temples and draw gods, musical instruments. WOW day: rainforest dioramas, rainforest art</p> <p>DISPLAY: Pictures inspired by South American artists Sketch book ideas</p> <p>FINAL PRODUCT: A picture based upon a South American artist</p> <p>Opportunities for Exploring Diversity: Studying a range of artists from South and Central America Rangoli patterns – whole school</p>	<p>SPRING FOCUS</p> <p>Topic: Victorian Revolution Art & Design – water colour techniques Artist Focus: Victorian watercolour artists</p> <p>VISIT/TRIP Milestones Museums (Topic) WOW day: Victorian childhood role play, silhouette portraits and stamps WOW day: Victorian toys</p> <p>DISPLAY: Pictures inspired by Famous Victorian watercolour paintings</p> <p>FINAL PRODUCT: A Victorian watercolour picture based upon M W Turner</p> <p>Opportunities for Exploring Diversity: M W Turner – Slave ship World Book Day – whole school Chinese New Year – whole school</p>	<p>SUMMER FOCUS</p> <p>Topic: Britain at War Art & Design – mastery of mixed media Artist Focus: Paul Klee</p> <p>VISIT/TRIP Hendon RAF Museum (Topic) IOW (PE outdoor and adventurous) WOW day: end of WW2 celebration party</p> <p>DISPLAY: WW2 pilot journeys to France inspired by Paul Klee cubism</p> <p>FINAL PRODUCT: A view of a fighter pilot inspired by Paul Klee</p> <p>Opportunities for Exploring Diversity: African art that inspired Paul Klee</p>
Artist/Texts/websites	<p>Frida Kahlo – website Frida Kahlo Facts for Kids (kiddle.co) Frida Kahlo Projects for Kids - Red Ted Art - Make crafting with kids easy & fun Frida Kahlo – pictures Diego Riviera – website Diego Rivera - Kids Britannica Kids Homework Help 10 Delightful Diego Rivera Art Projects for Kids (artscraftsymom.com) Mexican street artists – website 10 Famous Street Artists From Mexico You Need to Know (theculturetrip.com) Farid Rueda Mexican top 15 street artist: His art evolution (veryprivategallery.com) Mola creation – website What is Molas? – THE CRAFT ATLAS Art Around the World in 30 Days - Day #23 - Panama Molas (artclasscurator.com)</p>	<p>British Watercolours 1750–1900 - Victoria and Albert Museum (vam.ac.uk) British Watercolours 1750-1900: The Landscape Genre - Victoria and Albert Museum (vam.ac.uk) Winsome Pinnock on J.M.W. Turner's Painting 'Slave Ship' – Tate Etc Tate The Slave Ship [J. M. W. Turner] Sartle - Rogue Art History "The Slave Ship" by J. M. W. Turner – Joy of Museums Virtual Tours</p>	<p>Paul Klee – website Paul Klee Facts for Kids (kiddle.co) Paul Klee Artist Study with Kids - ARTBAR (artbarblog.com) Have you heard of the artist Paul Klee? Klee art class at BrainArt HSR - BrainArt Paul Klee – artwork Painting to Music book Harue Koga - 50 Watts African Influences in Modern Art Essay The Metropolitan Museum of Art Heilbrunn Timeline of Art History (metmuseum.org) Norman Lewis 1909–1979 Tate Norman Lewis, a Neglected Gem of Abstract Expressionism Ideelart</p>

<p>Skills</p>	<p>The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • produce creative work, exploring their ideas • become proficient in drawing and painting • evaluate and analyse creative works using the language of art, craft and design • know about great artists and craft makers, and understand the cultural development of their art forms • 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. • create sketch books to record their observations and use them to review and revisit ideas • improve their mastery of art and design techniques, including drawing and painting with a range of materials [for example, pencil, charcoal, paint] • about great artists in history. 	<p>The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • produce creative work, exploring their ideas and recording their experiences • become proficient in painting techniques • evaluate and analyse creative works using the language of art • know about great artists and understand the historical and cultural development of their art forms • control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art • create sketch books to record their observations and use them to review and revisit ideas • improve their mastery of art techniques • about great artists in history. 	<p>The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • produce creative work, exploring their ideas and recording their experiences • become proficient in drawing, painting, sculpture and other art, craft and design techniques • evaluate and analyse creative works using the language of art, craft and design • know about great artists and craft makers, and understand the cultural development of their art forms • 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. • create sketch books to record their observations and use them to review and revisit ideas • 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.
<p>Key Vocabulary (New vocabulary in bold underlined)</p>	<p>Blending Coloured pencil Contrasting Dry media Foci Form Collage Composition Contrast Emotion Mixed media Mood Observation Paint Mixing Oil pastels Perspective Shape Texture Tools Pastels Pattern Scale Shades Tints Tonal Tones Wet media</p> <p>Frida Kahlo, Diego Riveria Lenora Carrington mola Dream catchers</p>	<p>Atmosphere Blending Complementary Contrasting Form Horizon Composition Mood Observation Paint Mixing Pencil Perspective Shape Pattern texture Proportion Scale Shades Tints Tonal Tones Watercolour Wet media still life</p> <p>MW Turner, William James Blacklock,</p>	<p>Coloured pencil Complementary Construct Contrasting contrast Fabric Ink Mixed media Observation Mixing Pencil Perspective Shape Textiles Texture Tools Pattern Tones Wet media</p> <p>Paul Klee</p>
<p>Opportunities for Learning / Cross Curricular</p>	<p>Topic - Rainforest Life</p> <p>Music - South American beats, Samba, Latin music</p> <p>Maths – Fibonacci sequence</p> <p>English - oracy</p>	<p>Topic - Victorian Revolution</p> <p>Music – Songs from the cotton planation’s</p> <p>Maths – time, angles, ratio</p> <p>English - oracy</p>	<p>Topic - Britain at War</p> <p>Music – songs to paint to (Paul Klee)</p> <p>Maths – shape, ratio, measuring</p> <p>English - oracy</p>

Learning Overview / WALTs

Week 1
WALT: create a portrait inspired by Frida Kahlo.
KQ: Why did Frida only paint her portrait?
KQ: Why do you think she always used bright colours?

Week 2
WALT: use symbols in our artwork.
KQ: what is the importance of symbols in artwork?
KQ: explain the meaning behind the symbols you chose?

Week 3
WALT: create a mural inspired by Diego Rivera.
KQ: explain what you like about his work?
KQ: how is his imagery different from Frida Kahlo?

Week 4
WALA: street artists
KQ: why is street art important in South America?
KQ: If you could paint any mural what would you paint?

Week 5
WALT: design and make a mola
KQ: why are those images chosen for molas?
KQ: which images are symbolic for you?

Week 6
WALT: evaluate our work.
KQ: what are you proud of?
KQ: what would you change?

Week 1
WALA: watercolour artists
KQ: which artist did you like and why?
KQ: how is watercolour art different from other types of paintings?

Week 2
WALT: paint landscapes
KQ: which part do you think is the most important part to focus on?
KQ: why is the paper that way round?

Week 3
WALT: paint the elements
KQ: why is stormy weather easier to paint using watercolours?
KQ: which colours are used the most and why?

Week 4
WALT: paint the coast
KQ: how do you think the effect of the sea is created?
KQ: what feelings do these pictures create?

Week 5
WALT: create a still life
KQ: do all still life pictures have to contain fruit?
KQ: is it easier to paint still life or landscapes, explain your thinking?

Week 6
WALT: evaluate our work.
KQ: what are you proud of?
KQ: what would you change?

Week 1
WALA: Paul Klee
KQ: why do you think he always painted to music?
KQ: which facts surprised you about Paul Klee?

Week 2
WALT: question and make thoughtful observations about starting points for their work
KQ: what do you like about his paintings?
KQ: what would you change and why?

Week 3
WALT: collect visual information to develop ideas
KQ: which shapes and images are the most important?
KQ: what symbols could you use?

Week 4
WALT: develop ideas for journey
KQ: why did you choose those colours and shapes?
KQ: what feeling do you want your picture to have?

Week 5
WALT: sketch aircraft from WW2 to add onto journey picture
KQ: are all planes shaped the same? Explain your thinking.
KQ: why do you think planes are those colours?

Week 6
WALT: evaluate my journey picture
KQ: what are you proud of?
KQ: what would you change?