

Excellence and Enjoyment, Everyone and Everything. "God created you to be amazing" Ephesians 2:10

Year 6 Art	Curriculum Driving Concepts		
	Drawing, paint and mixed media, sculpture and 3D		
	Autumn Printing-War art	Spring Painting and drawing-Pointillism	Summer Digital art (Digital portraits)
Key artists	Banksy	Andy Warhol, Elizabeth Catlett and Kill Choy	Roy Lichtenstein, Victoria Vilasana, Lorna Simpson
Values	Friendship and Love	Respect and responsibility	Perseverance and Hope
What we need to know Red Hill Riches	<p>Banksy is a graffiti artist.</p> <p>Banksy represents political statements via his art.</p> <p>A stencil is created for graffiti designs and layering</p> <p>Space is used in a mono print.</p> <p>Mono print can be created using polystyrene as well as other mediums</p> <p>Lino blocks can be used to print.</p> <p>Different prints can be layered to create a desired effect.</p>	<p>Pop Art was an artistic movement in the 1950s and 1960s</p> <p>Andy Warhol was influential in the Pop Art movement</p> <p>Roy Lichtenstein used pointillism as a technique during the Pop Art Period.</p> <p>Pointillism uses pure, unmixed colours as the viewers eye does the blending</p> <p>Pointillism was started by Seurat in the 1880s</p> <p>Faces need to be drawn to scale.</p> <p>A range of tools are available to create pointillism.</p>	<p>Contemporary artists can use digital media.</p> <p>Textiles can adapt a digital portrait.</p> <p>Collage and paint can adapt a digital portrait.</p> <p>Watercolours can be blended to create new shades and tints</p> <p>Digital portraits can be taken to represent expression and emotion.</p> <p>Portraits are usually positioned in the foreground.</p>
Sequence of learning	<p>The sequence of learning will follow the research and immerse, develop ideas, experiment and respond, explore and develop skills, apply and create and evaluate lessons.</p> <p>Children will be creating war art through printing, inspired by Banksy, They will begin by looking at the political messages that</p>	<p>The sequence of learning will follow the research and immerse, develop ideas, experiment and respond, explore and develop skills, apply and create and evaluate lessons.</p> <p>Children will be taking inspiration from Andy Warhol and Lil Choy to create a pointillism styled portrait using scale and proportion. Children</p>	<p>The sequence of learning will follow the research and immerse, develop ideas, experiment and respond, explore and develop skills, apply and create and evaluate lessons.</p>

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	<p>Banksy shares and how symbolism is used, this will help them when creating their final pieces. Children will be able to discuss how art can tell stories or portray messages. Children will experiment with printing and then have a go at single prints and over-lay prints.</p> <p>Children will then evaluate the effectiveness of their painting compared to artists studied.</p>	<p>will explore Pop Art and compare artists and their artworks, focussing on artistic style. Children will consider the expressions that their characters will convey and the colours that they will use.</p> <p>Children will then evaluate the effectiveness of their painting compared to artists studied and scale and proportion of face.</p>	<p>Children will explore the work of Victoria Villasana and Lorna Simpon and will use them as an inspiration to create a digital art. To analyse how art can explore the concept of self.</p> <p>To problem solve, evaluate and refine artwork to achieve an outcome that reflects the theme of memories and hope.</p>
Links to prior knowledge (footprints)	<p>To know that different marks and lines can be used to create specific effects.</p> <p>To know that printing creates repeated patterns.</p> <p>To know how to create texture on different materials.</p> <p>To know that prints need contrast between light and dark areas to make the image visible.</p>	<p>To know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.</p> <p>To know that different marks and lines can be used to create specific effects.</p> <p>To know what proportion is.</p> <p>To know there are different graded pencils and their effect.</p> <p>To know that artists create pattern to add expressive detail and texture to art works.</p>	<p>To know that an art installation is often a room or environment in which the viewer 'experiences' the art all around them.</p> <p>To know that the size and scale of three-dimensional art work changes the effect of the piece.</p> <p>To know how to scale up and down in photography.</p> <p>To know what foreground, background and middle ground is during photography.</p>
Vocabulary	<p>Graffiti, political statements, represent, symbolism, scalpel, space, polystyrene, prints, lino, carve, print, stencil, mono printing</p>	<p>Abstract, analyse, artist, evaluation, inference, interpret, justify, meaning, medium, mixed media, respond, technique, Pop Art, Pointillism, consumerism, scale, proportion, expression</p>	<p>Contemporary, digital media, textile, installation, interconnection, pattern, geometry, intricate, attitude, portraits, expression, print, evaluation</p>
Excellence	<p>Excellence: Inspired by the greatest of artists.</p>	<p>Excellence: Inspired by the greatest of artists.</p>	<p>Excellence: Inspired by the greatest of artists.</p>
Enjoyment	<p>Enjoyment: Each lesson will be engaging, creative and enjoyable.</p>	<p>Enjoyment: Each lesson will be engaging, creative and enjoyable.</p>	<p>Enjoyment: Each lesson will be engaging, creative and enjoyable.</p>
Everyone	<p>Everyone: Each lesson will be inclusive and accessible for all children, regardless of ability.</p>	<p>Everyone: Each lesson will be inclusive and accessible for all children, regardless of ability.</p>	<p>Everyone: Each lesson will be inclusive and accessible for all children, regardless of ability.</p>
Everything	<p>Everything: Every piece of work will be celebrated, every lesson.</p>	<p>Everything: Every piece of work will be celebrated, every lesson.</p>	<p>Everything: Every piece of work will be celebrated, every lesson.</p>

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<p>Disciplinary Knowledge</p>	<p>Drawing on their experience of creative work and their research to develop their own starting points for creative outcomes.</p> <p>Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p> <p>Drawing expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently.</p> <p>Pushing the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques.</p> <p>Analysing and describing the elements of other artists' work, e.g. the effect of colour or composition.</p> <p>Developing personal, imaginative responses to a design brief, using sketchbooks and independent research.</p> <p>Justifying choices made during a design process, explaining how the work of creative practitioners have influence their final outcome.</p> <p>Independently using their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>Drawing upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p> <p>Making choices about style and materials based on research and experiences.</p> <p>Working in a sustained way over several sessions to complete a piece.</p> <p>Analysing and describing the elements of other artists' work, e.g. the effect of colour or composition.</p> <p>Developing personal, imaginative responses to a design brief, using sketchbooks and independent research.</p> <p>Describing, interpreting and evaluating the work, ideas and processes used by artists across a variety of disciplines, and describing how the cultural and historical context may have influenced their creative work.</p> <p>Giving reasoned evaluations of their own and other's work which takes account of context and intention.</p> <p>Independently using their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>Discuss the work of artists that appreciate different artistic styles.</p> <p>Create a sculpture to express themselves in a literal or symbolic way.</p> <p>Reflect verbally or in writing about creative decisions.</p> <p>Suggest ways to represent memories through imagery, shapes and colours.</p> <p>Pushing the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques.</p> <p>Talk about artists' work and explain what they might use in their own work.</p> <p>Produce a clear sketchbook idea for a sculpture, including written notes and drawings to show their methods and materials needed.</p> <p>Work mostly independently, experimenting and trying new things.</p> <p>Identify and make improvements to their work.</p> <p>Competently reflect on successes and personal development.</p>
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