

## Year 6 Art Plans

<i>Theme Topic</i>	<i>Skills &amp; Techniques To be able to:</i>	<i>Suggestions and Ideas</i>	<i>Artists/Sculptors/ Architects/Design ers</i>
<b>World War 2 - Blitz Spirit</b>	<p>Select ideas based on first hand observations, experience or imagination and develop these through open ended research</p> <p>Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts</p> <p>Explain and justify preferences towards different styles and artists</p> <p>Use different techniques, colours and textures when designing and making pieces of work and explain choices.</p> <p>Follow a design brief to achieve an effect for a particular function</p> <p>Use simple perspective in work using a single focal point and horizon</p>	<p>Propaganda posters- look at a range of examples and discuss features.</p> <p>Record ideas and plans in sketchbooks to collaborate ideas and design a poster.</p> <p>Discuss using colour for effect, pencil drawing and colouring, text and font styles.</p> <p>Pop up WWII story books</p> <p>Look at the British official war artists and discuss work, styles, preferences etc</p>	<p>Examples of posters</p> <p>British official war artists <a href="https://en.wikipedia.org/wiki/British_official_war_artists">https://en.wikipedia.org/wiki/British_official_war_artists</a></p>
<b>Scotland – Power and Control</b>	<p>Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts</p> <p>Explain and justify preferences towards different styles and artists</p> <p>Use different techniques, colours and textures when designing and making pieces of work and explain choices.</p> <p>Use techniques, colours, tones and effects in an appropriate way to represent things seen – brushstrokes following direction of grass, stippling, watercolour bleeds etc</p> <p>Begin to develop an awareness of composition, scale and proportion</p> <p>Adapt final work following feedback or discussion based on preparatory work.</p>	<p>Looking at landscapes by various artists in different styles and compare through discussion.</p> <p>Children decide how to create effects, which tools are best suited for the purpose and how to improve on original sketchbook/practise work ideas</p> <p>Black and white image in sketchbooks to establish composition and perspective etc.</p> <p>Watercolour and paint effects to be tried first as practise and experimental opportunities.</p> <p>Colour mixing, bleeds, colour for effect etc</p> <p>Final piece- landscape</p>	<p>Landscape artists to discuss and compare</p> <p>Jim Dunbar- Scottish artist</p> <p>Val Byrne- Irish artist</p> <p>Eleri Mills – Welsh artist</p>

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<p><b>China- A story of re-invention</b></p>	<p>Select ideas based on first hand observations, experience or imagination and develop these through open ended research</p> <p>Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts</p> <p>Use different techniques, colours and textures when designing and making pieces of work and explain choices.</p> <p>Follow a design brief to achieve an effect for a particular function</p> <p>Produce intricate patterns and textures in malleable media</p> <p>Create intricate printing patterns by simplifying and modifying sketchbook designs</p>	<p>Chinese lettering-looking at brush strokes and font styles</p> <p>Cherry blossom- mixed media, charcoal, watercolour and chalks.</p> <p>Willow pattern plates Pen work, sketches, designs and final piece</p> <p>Look at clothing styles and traditional dress. Discuss materials used and look at popular patterns. Children can design a costume and adapt patterns to print onto fabric</p>	<p>Various examples of calligraphy and Chinese lettering.</p> <p>Look at examples and techniques of applying paint to china etc</p> <p>Look at changing fashion throughout time period studied and discuss similarities and differences, purpose and suitability etc</p>
<p><b>Ancient Greece/ Transition- Circle of life</b></p>	<p>Select ideas based on first hand observations, experience or imagination and develop these through open ended research</p> <p>Adapt final work following feedback or discussion based on preparatory work.</p> <p>Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts</p> <p>Use different techniques, colours and textures when designing and making pieces of work and explain choices.</p> <p>Follow a design brief to achieve an effect for a particular function</p> <p>Produce intricate patterns and textures in malleable media</p> <p>Create intricate printing patterns by simplifying and modifying sketchbook designs</p>	<p>Designing pots based on Greek designs. Sketching ideas/ Observational drawing/still life of pots</p> <p>Creating pot designs with coloured paper</p> <p>Making pots out of clay</p> <p>Shields using mixed media</p>	<p>Various examples</p>

**Generic skills used in many lessons:**

<ul style="list-style-type: none"> <li>• Select ideas based on first hand observations, experience or imagination and develop these through open ended research</li> <li>• Refine his/her use of techniques</li> <li>• Adapt his/her own work following feedback, discussion or advice based on their preparatory ideas</li> <li>• Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts</li> </ul>	<p>Extended Writing plans Science experiment diagrams Maths lessons Topic</p>
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