**Art and Design Curriculum**

**Year 6**

**KS2**

* 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.

**Key stage**

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| **Autumn** | **Spring** | **Summer** |
| **Unit Title:**  Colour – Self portraits | **Unit Title:**  Drawing – Narrative and illustration (WW2) | **Unit Title:**  Printing – Mono-print |
| **Artist:**  David Hockney | **Artist:**  Paul Nash  War poetry – Wilfred Owen | **Artist:**  Elizabeth Catlett |
| **Prior Knowledge:**   * To know the difference between primary and secondary colours. * To know how to mix secondary colours. * To know which colours complement each other. * To know how to create different tones of a colour, from the darkest to the lightest. * To be able to lighten the tone of a colour using white. * To be able to darken the tone of a colour without using black. * To be able to select appropriate colours with reference to mood.   To be able to select appropriate tools for making different marks and effects with paint.  **Prior Vocabulary:**  Colour, primary, secondary, tertiary, paint, mix, complementary, hue, vibrancy. | **Prior Knowledge:**   * To know how to hold a pencil. * To know how to draw an enclosed shape with a pencil. * To know how to make a representation of a subject using a pencil. * To know a variety of marks that can be made with a pencil. * To be able to select appropriate techniques for different parts of a drawing. * To know how to combine pencil, coloured pencil and ink in a drawing. * To know how to select key features for a picture.   **Prior Vocabulary:**  Draw, line, shape, mark, pencil, hold, size, round, straight, curved, soft, hard, light, dark, group, fluid, continuous line, angle, drawn, accurate, combine, inspire, research, abstract, features, characteristics. | **Prior Knowledge:**   * To know how to create a relief print by drawing in foam. * To understand that the print will be a mirror image of the design. * To understand that printing is a great way to create multiples of the same image.   **Mono-printing**  Mono-printing is a form of printmaking that has lines or images that can only be made once, unlike most printmaking, which allows for multiple originals. There are many techniques of mono-printing.  **Prior Vocabulary:**  Print, printing, mirror-image, colour, primary, secondary, paint, mix, complementary, design, multiple, relief print, mark-making, mixing, experiment. |
| **Skills:**   * How to match colours by mixing paint. * Ho to paint with control and accuracy. * How to combine photographs with paint in a final artwork. | **Skills:**   * How to express a narrative in a piece of artwork. * How to consider narrative in relation to composition. * How to interpret written stimulus into visual imagery. | **Skills:**   * How to mono-print * How to combine mono-printing and drawing or painting in order to introduce colour. |
| **Knowledge:**   * To know that David Hockney is an influential British artist born in Bradford in 1937. * To be able to recognise the painting ‘Mother’ and to know that this technique was created through experimentation with materials and processes. * To know how to match colours by mixing paint. * To know how to combine photographs and paint in one piece of artwork. | **Knowledge:**   * To know the name of the war artist Paul Nash. * To know that Paul Nash was a British artist born in 1889 and died in 1946. * To recognise the Paul Nash painting ‘Ashen faced medics stretcher a wounded colleague, framed by a bright sky’. | **Knowledge:**   * To know the name of the artist Elizabeth Catlett. * To know that Elizabeth Catlett was an American and Mexican graphic artist and sculptor born in 1915 and died in 2012. * To know that Catlett was famous for political art, depicting race, feminism and injustice. * To recognise the artwork ‘The Sharecropper’. |
| **Key moments in sketchbook:**   * Artist research pages. * Colour mixing. * Exploring combining collage and paint in an artwork. * Experimenting with composition.   NB – Annotation should feature throughout the sketchbooks to show the pupils’ reflections on their work and that of others. | **Key moments in sketchbook:**   * Artist pages – exploring the work of Paul Nash. * Exploring drawing techniques and combinations of materials. * Exploring key themes in Wilfred Owen Poetry through visual imagery. * Exploring narrative in artwork. * Experimenting with composition. | **Key moments in sketchbook:**   * Research pages exploring Elizabeth Catlett’s artwork. * Experiments with mono-printing. * Drawings of different designs. * Exploring different compositions and combinations. * Experimenting with printing, drawing and painting in the same artwork.   NB – Annotation should feature throughout the sketchbooks to show the pupils’ reflections on their work and that of others. |
| **Final artwork:**  A3 individual artworks combining photographs and painting. | **Final artwork:**  Individual A3/A4 drawings, combining drawing materials and focusing on narrative. | **Final artwork:**  Individual artworks. |
| **Key Vocabulary:**  Combined, match, photography. | **Key Vocabulary:**  Narrative, storytelling, key themes, visual imagery, interpretation. | **Key Vocabulary:**  Mono-print, |
| **Curriculum links:** | **Curriculum links:**  History – World War 1 and 2 | **Curriculum links:**  Social History. |