

Art Department - Year 6, Year B Scheme of Work

National Curriculum/ AAA links: KS2 Art national curriculum:				
Term	Title	Unit content	Key vocabulary	Resource links:
Autumn 1	Watercolour painting skills & colour theory	<p>Key knowledge taught:</p> <ul style="list-style-type: none"> <li>• Brush skills (eg, how much paint, how to <b>load the brush</b>, only using 2/3 of the <b>bristles</b>)</li> <li>• Brush control (fine motor based exercises)</li> <li>• A range of techniques specific to watercolour (eg, <b>wet on wet, wet on dry, salt, oil pastel resist, latex</b>, paint removal with dry brush-clouds)</li> <li>• Ways in which different techniques can provide different effects</li> </ul> <p>Key skills developed and outcomes:</p> <ul style="list-style-type: none"> <li>• How to use a soft brush without damaging the bristles.</li> <li>• How to use watercolour with a range of different other materials</li> <li>• How to use specific watercolour effects to create images</li> <li>• Creating 4 seasonal images using watercolour.</li> </ul> <p>Step by step:</p> <ol style="list-style-type: none"> <li>1. How to load a paintbrush and how not to damage the bristles</li> <li>2. Brush control painting exercises</li> <li>3. Modelled range of watercolour techniques.</li> <li>4. Which techniques could be used to paint what?</li> <li>5. Planning a watercolour painting using at least 4 techniques</li> <li>6. Creating 4 seasonal paintings which together use all of the taught techniques.</li> </ol>	<ul style="list-style-type: none"> <li>-Loading a brush</li> <li>-Bristles</li> <li>-Wet on wet</li> <li>-Wet on dry</li> <li>-Oil pastel resist</li> <li>-Latex</li> </ul>	
Autumn 2	Drawing and tone	<p>Key knowledge taught:</p> <ul style="list-style-type: none"> <li>• Understanding the <b>tonal scale – 6B, 2B, HB, 2H, 6H</b> pencils</li> <li>• Being able to order pencils and recognise which will be darker / lighter</li> </ul>	<ul style="list-style-type: none"> <li>-Tonal scale</li> <li>-6B</li> <li>-2B</li> </ul>	

		<ul style="list-style-type: none"> <li>• Drawing <b>prisms</b></li> <li>• Being able to use tone to create images of <b>3D forms</b></li> <li>• Differentiating between <b>cast shadow, highlight and shadow</b></li> </ul> <p>Key skills developed and outcomes:</p> <ul style="list-style-type: none"> <li>• Creating <b>tonal scales and charts</b></li> <li>• Being able to vary <b>pencil pressure</b></li> <li>• Labelling images highlight, shadow and cast shadow</li> <li>• Drawing 3D plastic forms and adding shading to create a 3D effect</li> </ul> <p>Step by step:</p> <ol style="list-style-type: none"> <li>1. Experimenting with a selection of drawing pencils to see which are darker, smudgier, sharper etc.</li> <li>2. Ordering pencils and creating a scale using the codes on pencils</li> <li>3. Pencil pressure control tasks – fine motor development</li> <li>4. Creating tonal charts and scales using one pencil and a range of pencils</li> <li>5. Labelling and understanding highlight, shadow and cast shadow</li> <li>6. Drawing prisms</li> <li>7. Using different pencils to create drawings of prisms with tone</li> <li>8. Drawing objects using a range of pencils to create tone and <b>texture</b>.</li> </ol>	<ul style="list-style-type: none"> <li>-HB</li> <li>-2H</li> <li>-6H</li> <li>-Prisms</li> <li>-Cast shadow</li> <li>-Highlight</li> <li>-Shadow</li> <li>-Tonal chart</li> <li>-Pencil pressure</li> <li>-Texture</li> </ul>	
<b>Assessment 1</b>				
Spring 1&2	Mosaics	<p>Key knowledge taught:</p> <ul style="list-style-type: none"> <li>• History around <b>mosaics</b> and how they have been used by different cultures for thousands of years – <b>Mesopotamia, Roman, Islamic, Spanish (Gaudi)</b></li> <li>• Understanding of what a mosaic is and how it was / can be made</li> </ul> <p>Key skills developed and outcomes:</p> <ul style="list-style-type: none"> <li>• Be able to recognise mosaics made by different cultures and be able to identify when they were made by their features</li> <li>• Create an image on graph paper to understand the limits of square tiles in design and how to create curves &amp; patterns</li> <li>• Be able to create a plan for a mosaic artwork and follow the plan to completion or make intentional decisions to improve and change design</li> </ul>	<ul style="list-style-type: none"> <li>-Mosaic</li> <li>-Mesopotamian</li> <li>-Roman</li> <li>-Islamic</li> <li>-Spanish</li> <li>-Antoni Gaudi</li> <li>-Grout</li> <li>-Rachel Davies</li> </ul>	

		<ul style="list-style-type: none"> <li>• Pupils will understand the restrictions to shape/ material when planning and be able to create a plan accordingly.</li> <li>• Pupils will create one mosaic using square tiles with a central image and a border inspired by Islamic or roman mosiacs</li> <li>• Pupils will create a mosaic using irregular pieces of shell, chalk, brick etc, predominantly from the Thames, inspired by Mesopotamian mosaic</li> </ul> <p>Step by step:</p> <ol style="list-style-type: none"> <li>1. Learn about mosiacs from different cultures and times and the defining features of each of them</li> <li>2. Create graph paper images, including borders and curves</li> <li>3. Create a plan for a mosaic using square tiles</li> <li>4. Lay out tiles using the plastic mosaic tool according to plan and tape in place</li> <li>5. Flip all tiles into <b>grout</b></li> <li>6. Remove tape and fill any spaces with grout</li> </ol> <p><u>Extension</u></p> <ol style="list-style-type: none"> <li>7. Begin creation of second mosiac using irregular pieces, working straight into grout inspired by <b>Rachel Davies Mosaic</b></li> <li>8. Evaluate two types of mosaic making and two final outcomes</li> </ol>		
Assessment 2				
Summer 1	Hand embroidery	<p>Key knowledge taught:</p> <ul style="list-style-type: none"> <li>• Why <b>sewing</b> is a useful life skill</li> <li>• <b>Threading</b> needles, ways of stopping thread pulling through fabric</li> <li>• A range of different stitches including <b>running stitch, straight stitch and backstitch</b> and how to create them on <b>Hessian / Aida</b></li> </ul> <p>Key skills developed and outcomes:</p> <ul style="list-style-type: none"> <li>• Needle threading</li> <li>• Knot tying</li> </ul>	<ul style="list-style-type: none"> <li>-Sewing</li> <li>-Threading</li> <li>-Sewing machine</li> <li>-Running stitch</li> <li>-Straight stitch</li> <li>-Back stitch</li> <li>-Hessian</li> <li>-Aida</li> </ul>	

		<ul style="list-style-type: none"> <li>• Safe use of needles</li> <li>• Experience threading</li> <li>• Creating a <b>stitch sampler</b> in the shape of an animal</li> </ul> <p>Step by step:</p> <ol style="list-style-type: none"> <li>1. Discussing why it may be important in the future to have basic sewing skills</li> <li>2. Learn to thread a needle and tie a knot</li> <li>3. Practice a range of stitches on hessian – samples in sketchbook</li> <li>4. To plan and create a stitch sampler of an animal</li> </ol> <p><b>Replaced with Artist workshop – work on public display in Feltham. Sewing to be taught in Y8.</b></p>	-Stitch sampler	
Summer 2	Sculpture – Paper, modroc and plaster	<p>Key knowledge taught:</p> <ul style="list-style-type: none"> <li>• What <b>sculpture</b> is and can be – exploring a range of styles of sculpture and artists</li> <li>• How 2D materials can become 3D sculpture</li> <li>• What <b>frottage</b> is &amp; how it can be used</li> <li>• How to use <b>Modroc</b>, card and <b>plaster</b> to create 3D forms</li> </ul> <p>Key skills developed and outcomes:</p> <ul style="list-style-type: none"> <li>• How to fold and bend paper to create 3D forms</li> <li>• How to use plaster safely to cast from plastic molds (eg, biscuit trays, inserts from chocolate boxes)</li> <li>• Combining paper and plaster with modroc to create 3D sculptures inspired by <b>natural forms</b> or <b>architecture</b>.</li> <li>• <b>Photographing</b> sculpture using <b>light</b> and <b>shadow</b></li> </ul> <p>Step by step:</p> <ol style="list-style-type: none"> <li>1. Discussing and annotating a range of sculptures and artists</li> <li>2. Folding, gluing and manipulating paper to create 3D shapes</li> <li>3. Take rubbings of textures in the classroom, sensory garden and playground</li> <li>4. Create casts of packaging using plaster</li> <li>5. Create a design for a sculptural tile inspired by natural forms, plaster casts and rubbings</li> <li>6. Create basic model using card</li> </ol>	-Sculpture -Frottage -Modroc -Plaster -Natural forms -Architecture -Photographing -Light -Shadow	

		7. Use Modroc and plaster to finish sculptural tile		
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Assessment 3
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