

| YEAR 6 2022/23   |   | Art & Design  |
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| <b>Topic 1: Talking 'bout a Revolution (7)</b><br>What is a personal response?<br>How does your art work reflect you?<br>Who is Julian Opie? What are features of his work?<br><br><a href="#">Service and Friendship</a>  |   |   |
| KNOW   | DO  | UNDERSTAND  |
| <p>Can explain what a personal response is.</p> <p>Know how artists are inspired by things that happen in their lives and how this impacts their work.</p> <p>Can discuss the meaning/intent of their own artwork.</p> <p><b>Key vocabulary:</b><br/>           Julian Opie<br/>           Portraiture<br/>           Identity<br/>           Modernist<br/>           Outline<br/>           Features<br/>           Intent</p>   | <p>Portraiture/identity – self. What defines me? How do I express myself vs how do others see me? What makes me, me?</p> <p>Children create modernist 'word' portraits, using words and phrases rather than lines to create a Julian Opie-style outline of their face.</p> <p><b>NC Aims:</b><br/>           - produce creative work, exploring their ideas and recording their experiences</p> <p><b>NC Content:</b><br/>           Pupils should be taught to 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.<br/>           - to create sketch books to record their observations and use them to review and revisit ideas</p> | <p>Children are learning about their culture, their heritage, what it is that makes them who they are. They explore the diversity of Birmingham, and how this has come to exist – from the initial development from farming land (linking back to their knowledge from Year 5 about how Birmingham was created – Beorma-Inger-Hamlet) to industrialisation through the 1700s to the Victorian era. Children explore the diversity of what modern Birmingham looks like, looking at migration and demographics, learning about the geography of our city. They use Birmingham-born poet Benjamin Zephaniah to explore their own identity, culminating in their identity portraits.</p> |
| <b>ART WEEK: WW2/sculpture</b><br>Why are you learning about Barbara Hepworth/Henry Moore? Giacometti?<br>What sort of art do they create?<br>How have you been inspired by their work?<br>Show me/explain the meaning of tone/shade/foreground/background/perspective.<br><br><a href="#">This is a standalone week.</a>  |   |   |
| KNOW   | DO  | UNDERSTAND  |
| <p>Can explain the features of Barbara Hepworth/Henry Moore/Alberto Giacometti's work.</p> <p>Can explain why they link to our topic and why we are learning about them.</p> <p>Know the meaning of silhouette, tone, shade, form, foreground, background, perspective and how to apply these to my work.</p> <p>Know how to explain the difference between different art forms such as painting and sculpture.</p> <p>Know how to use wire and mod-roc to create a sculpture.</p> | <p><b>SEE ADDITIONAL PLANNING</b></p> <p>Silhouettes – blackout Blitz skylines.</p> <p>Henry Moore – underground sketches - perspective.</p> <p>Focus on developing sketching techniques: tone, shade, form, foreground, background, perspective.</p> <p>Create wire sculptures (Giacometti, linked to underground silhouettes).</p> <p>Henry Moore/Barbara Hepworth sculptures – carve out of soap blocks.</p> <p>Focus on developing sculptural techniques: wire manipulation, form, shape, void, building up positive space into sculpture (Giacometti), carving into an object to create negative space sculpture (Hepworth/Moore).</p>   | <p>Children have just finished a topic on WW2, focusing on the impact on Britain. This art week focuses on great British artists working during that era, Henry Moore and Barbara Hepworth, who used their everyday life as inspiration. Children use the creative process to explore life during the Blitz and its impact.</p> <p>Children are building on sketching techniques they learnt in Year 5 (Rainforests, Elizabethans); Year 4 (designing runes linked to Vikings, designing public sculpture (Environmental Engineers); Year 3 (still life fruit drawings) and Year 2 (seeds and</p>   |

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| <p>Know how to use tools to create a soap sculpture/3D form.</p> <p><b>Key vocabulary:</b><br/> Shape<br/> Form<br/> Line<br/> Tone<br/> Blend<br/> Shade<br/> Representation<br/> Foreground<br/> Background<br/> Pigment<br/> Carrier<br/> Silhouette<br/> Perspective<br/> Technique<br/> Void/negative space<br/> Structure<br/> Sculpture<br/> 3D</p> | <p><b>NC Aims:</b></p> <ul style="list-style-type: none"> <li>- produce creative work, exploring their ideas and recording their experiences</li> <li>- become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>- evaluate and analyse creative works using the language of art, craft and design</li> <li>- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> </ul> <p><b>NC Content:</b></p> <p>Pupils should be taught to 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.</p> <ul style="list-style-type: none"> <li>- to create sketch books to record their observations and use them to review and revisit ideas</li> <li>- to improve their mastery of art and design techniques</li> <li>- evaluate and analyse creative works using the language of art, craft and design</li> <li>- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> </ul> | <p>plant observational drawings in Health Heroes).</p> |
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**Topic 2: Rise of the Robots (5)**

What is Futurism?  
Why have you layered your images?  
What colours have you used? Why have you used them?

Perseverance and respect

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| <p>Know they key features of Futurism.</p> <p>Know how to create a layered image with carefully chosen colours.</p> <p><b>Key vocabulary:</b><br/> Futurism<br/> Convey<br/> Movement<br/> Represent<br/> Technique<br/> Layer<br/> Tonal<br/> Colour palette</p> | <p>Futurism collage.</p> <p>Children explore how to convey movement in their work. They explore dynamic activities such as sport, dance, drama and music as a starting point for making work in two dimensions. They look at how the idea of movement is shown in different kinds of art, such as photography, illustrations, cartoons, paintings, prints, and experiment with different methods and techniques to show movement.</p> <p>Subject Knowledge: Futurism is an artistic movement developed by artists that were inspired by the excitement of modern life in the early 20th century—vitality and change, the inventions of the automobile and the airplane, the speed and power of machines. Artists include: Giacomo Balla, Duchamp, Robert Delaunay. Boccini.</p> <p>The pioneer for this was Eadward Mutbridge who was the first person to capture moving images on screen.</p> <p>Children create layered images of themselves/a peer in action, and develop this into a tonal image using one colour palette.</p> <p><b>NC Aims:</b></p> | <p>This is a Science-focused unit, where children explore circuits and learn about mechanised objects. They explore the idea of robots in their English, through HG Wells’ “The War of The Worlds” and through visual literacy “Origins: A Lone Robot” – these explore robots and life in the future. Children will explore the concept of Futurism in art; capturing movement in images. The futurists wanted to convey in their art the thrilling energy of the technological society and show movement within their work.</p> <p>Children will build on the idea of repeated images from Year 4 Art Week (Beatrice Milhazes) also making links to David Hockney (studied in Year 4) but looking at his photomontages.</p> |

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|  | <p>- produce creative work, exploring their ideas and recording their experiences</p> <p><b>NC Content:</b><br/>Pupils should be taught to 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.</p> <p>- evaluate and analyse creative works using the language of art, craft and design<br/>- know about great artists, craft makers and designers</p> |  |
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**DT WEEK: Racing Cars**

What did you have to consider when creating your design?  
Why have you chosen...? Discuss purpose with the children.

This is a standalone week.

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| <p>Know how to explore/evaluate the work of other designers and replicate their ideas.</p> <p>Know how shape and colour impact a design.</p> <p><b>Key vocabulary:</b><br/>Explore<br/>Evaluate<br/>Shape<br/>Colour<br/>Design<br/>Brand</p> | <p>Develop flags/banners /slogans.</p> <p><b>NC Aims:</b><br/>- produce creative work, exploring their ideas and recording their experiences<br/>- evaluate and analyse creative works using the language of art, craft and design</p> <p><b>NC Content:</b><br/>Pupils should be taught to 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.</p> <p>- to create sketch books to record their observations and use them to review and revisit ideas<br/>- evaluate and analyse creative works using the language of art, craft and design</p> | <p>This DT week follows on from the Rise of the Robots topic – children have a solid understanding of circuits and how to power a moving object/mechanism. Children will look at a range of design styles and explore the concept of branding. Children have previously explored design and branding in their Year 3 DT week designing food packaging.</p> |

**Topic 3: Heroes and Villains (6)**

How did you create your tonal blend?  
What does silhouette/foreground/background/tone/shade mean?

Justice and courage

| KNOW  | DO  | UNDERSTAND  |
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| <p>Know how to create tonal colours.</p> <p>Know how to develop a silhouette.</p> <p>Can develop my sketching and charcoal techniques.</p> <p><b>Key vocabulary:</b><br/>Silhouette<br/>Foreground<br/>Background<br/>Tone<br/>Shade<br/>Blend<br/>Perspective<br/>Form</p> | <p>Blitz skyline silhouette<br/>Focus:<br/>Silhouette, foreground, background, tone, shade, blend.</p> <p>Highwayman sketching – contrasting b&amp;w images. Develop sketching techniques. Develop charcoal techniques. Consider perspective, form, foreground, background.</p> <p><b>NC Aims:</b><br/>- produce creative work, exploring their ideas and recording their experiences<br/>- become proficient in art and design techniques<br/>- evaluate and analyse creative works using the language of art, craft and design</p> <p><b>NC Content:</b><br/>Pupils should be taught to 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.</p> <p>- to create sketch books to record their observations and use them to review and revisit ideas<br/>- to improve their mastery of art and design techniques</p> | <p>This topic explores WW2 and its impact on Britain, particularly how it affected peoples' lives. Children have just finished an in-depth study on The Blitz, including writing stories – they will re-create a city skyline during the Blitz.</p> <p>This Blitz artwork gives children the opportunity to develop their tonal colour development, building on colour skills developed in Year 5 (rainforests) and the concept of tonal colour blending from Year 5 (Space).</p> <p>At the end of Heroes and Villains, children learn about The Highwayman, a villain with a tragic love story. They write their own narrative, and create black</p> |

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|  |  | and white images of different characters, building on their charcoal/chalk/pastel skills from earlier in the year (Art Week) and from their portraiture work in Year 5 (Elizabethans). |
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| <b>Topic 4: Palaeontologists (4)</b>   |  |  |
| How did you create your sculpture? What materials did you use? Why?<br>How did you create the different surface textures?<br>How did you create your colour palette? |  |  |
| <u>Truthfulness and trust</u>  |  |  |

| KNOW  | DO   | UNDERSTAND  |
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| <p>Know how to use a sculpture base such as wire/newspaper/supports to create a 3D image.</p> <p>Know how to use mod roc to create different surface textures.</p> <p>Know how to blend a range of colours for a purposeful effect.</p> <p><b>Key vocabulary:</b><br/>Sculpture/3D<br/>Surface texture<br/>Blend<br/>Tone</p> | <p>3D/sculpture focus. Children create a model of a dinosaur using wire, mod roc and paint.</p> <p><b>NC Aims:</b><br/>- produce creative work, exploring their ideas and recording their experiences<br/>- become proficient in art and design techniques</p> <p><b>NC Content:</b><br/>Pupils should be taught to 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.<br/>- to create sketch books to record their observations and use them to review and revisit ideas<br/>- to improve their mastery of art and design techniques</p> | <p>This topic explores how competition and predation affect the distribution and numbers of organisms in selected environments. The impact of human activity is then considered with the opportunity for children to interpret data on living and non-living indicators. As part of this topic, children learn about how our world has changed throughout history, with a focus on dinosaurs. Children will develop new sculptural skills, using mod roc, to create a model of a dinosaur to accompany their non-fiction writing.</p> |

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| <b>Topic 5: Fabulous Physics (2)</b> |    |            |
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| <b>POETRY WEEK</b> |    |            |
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| <b>Topic 6: Tomb Raiders (5)</b>   |  |  |
| How did you create your sculpture? What materials did you use? Why?<br>How did you create the different surface textures?<br>How did you create your colour palette? |  |  |
| <u>Compassion and service</u>  |  |  |

| KNOW   | DO  | UNDERSTAND  |
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| <p>Know how to use a sculpture base such as wire/newspaper/supports to create a 3D image.</p> <p>Know how to use mod roc to create different surface textures.</p> <p>Know how to blend a range of colours for a purposeful effect.</p> <p><b>Key vocabulary:</b><br/>Sculpture/3D<br/>Surface texture</p> | <p>3D/sculpture: Children create Egyptian death masks (Pharaoh) – explore symmetry, light, dark.<br/>Hieroglyph art.<br/>Cartouches – mod roc/sculpture.</p> <p><b>NC Aims:</b><br/>- produce creative work, exploring their ideas and recording their experiences<br/>- become proficient in art and design techniques</p> <p><b>NC Content:</b><br/>Pupils should be taught to develop their techniques, including their control and their use of materials, with</p> | <p>This topic focuses on the ancient civilisation of Egypt. As part of this topic, children learn about the importance of religion, gods and goddesses to the Ancient Egyptians, and will use this study as the basis for developing their artwork.</p> <p>Children will build upon sculptural skills develop during Palaeontologists, using mod roc, to a personalised cartouche and</p> |

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| <p>Blend<br/>Tone<br/>Symmetry<br/>Light/shadow</p> | <p>creativity, experimentation and an increasing awareness of different kinds of art, craft and design.<br/>to create sketch books to record their observations and use them to review and revisit ideas<br/>- to improve their mastery of art and design techniques<br/>- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p> | <p>death mask, which they will then paint.</p> |
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| <p><b>LANGUAGE WEEK: Spanish</b></p>   |  |  |
| <p>What are features of Miro’s work?<br/>How did you create your sculpture?<br/>How is this sculpture different to sculpture you have created before?<br/>How have you been inspired by Miro’s work?<br/>What skills did you need to use?</p> <p style="color: purple; text-decoration: underline;">This is a standalone week.</p> |  |  |

| KNOW   | DO   | UNDERSTAND  |
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| <p>Know the features of Miro’s work.</p> <p>Know how to create a paper sculpture – can explain how this is different to other sculptural forms they have explored.</p> <p>Can explain the difference between different 3D/sculptural forms.</p> <p>Know how to purposefully select colour and the impact on the viewer.</p> <p><b>Key vocabulary:</b><br/>Joan Miro<br/>Sculpture<br/>Form<br/>Shape<br/>Purpose<br/>Impact<br/>Assemble</p> | <p>Surrealism: Miro paper sculptures.<br/>Children use the work of Joan Miro to create paper sculptures (rather than ceramic as Miro did). Having learnt Spanish numbers, colours and words, children will roll dice on a grid to determine what shapes they will use combined with which colours. These sections will “slot” into each other at 90° angles, to create an abstract sculpture.</p> <p><a href="https://www.youtube.com/watch?v=UlbDkig-Z8M">https://www.youtube.com/watch?v=UlbDkig-Z8M</a></p> <p><a href="http://arteascuola.com/2013/05/three-dimensional-miro/">http://arteascuola.com/2013/05/three-dimensional-miro/</a></p> <p><b>NC Aims:</b><br/>- produce creative work, exploring their ideas and recording their experiences<br/>- become proficient in art and design techniques</p> <p><b>NC Content:</b><br/>Pupils should be taught to 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.<br/>- to improve their mastery of art and design techniques<br/>- evaluate and analyse creative works using the language of art, craft and design<br/>- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p> | <p>This intensive week focuses on Spain, which has a rich cultural history of producing some incredible artists, both historic and contemporary. Joan Miro was a Spanish painter, sculptor, and ceramicist, who was a contemporary of Barbara Hepworth and Henry Moore (which children have studied earlier in the year). Children will use his work, the concept of colour, form and shape to create paper sculptures, rather than ceramic sculptures. This builds on their learning of Abstraction (shape and colour) in Year 3 (Brilliant Botanists) and their understanding of shape and form within sculpture from their art week earlier in Year 6.</p> |