

Year 6 Medium Term Plan - Autumn

Artist - Frida Kahlo

	Knowledge	Vocabulary	Learning Sequence
Pre-learning Children should already know how to: <i>I can draw independently for a sustained period of time.</i> <i>I complete detailed, accurate drawings.</i> <i>I can explore the technique of hatching and cross hatching.</i> <i>I can set up own resources, choosing paint and brushes appropriate to task.</i> <i>I can mix colours, shades and tones with greater confidence.</i> <i>I can explore different brush techniques - dotting, stippling, swirling</i> . Learning in this unit children will also know how to: <i>Use a sketchbook to develop art techniques, research the work of artists and explore their own ideas and designs.</i> <i>I can draw independently for a sustained period showing greater accuracy and detail in my artwork.</i> <i>I can use a range of brushes and brushstrokes to add painted detail to artwork.</i> <i>I can mix and match colours for purpose and effect.</i>		Frida Kahlo Artist painter	Session 1 - Who is Frida Kahlo? - Frida Kahlo is a Mexican artist who is no longer alive. - She is known for creating - Frida Kahlo had illness called polio and became disabled, she also had a bus accident. She showed perseverance and hope to create artwork despite her difficulties. Suggested teaching Look at the work of Frida Kahlo Create an artist page for her. Annotate examples of her artwork.
		Self portrait	Session 2 - Photography A self portrait is a piece of artwork that is of yourself - drawing, photograph, painting etc. Suggested teaching All children to take a self portrait photograph to print.
		Background	Session 3 - background The background is the part of the picture that is behind the main subject. Suggested teaching Create a nature inspired background through simple drawings. Allow children to choose the tool to add colour to their background are they going to paint, oil pastel, water colour etc.
			Session 4 - Layers Layers are pieces of material stacked on top of each other to add depth and detail to the artwork.
		PAN ARTWORK THEME AND ART FOCUS TO BE SHARED WITH TEACHERS BY OCTOBER HALF TERM CHILDREN WILL COMPLETE ARTWORK BASED ON THIS THEME TO BE PART OF A COMMUNITY DISPLAY IN SPRING	

Focus - Drawing and painting

	Knowledge	Vocabulary	Learning Sequence
Pre - learning	<u>Children should already know how to:</u> <i>I can draw independently for a sustained period of time.</i> <i>I complete detailed, accurate drawings.</i> <i>I can explore the technique of hatching and cross hatching.</i> <i>I can set up own resources, choosing paint and brushes appropriate to task.</i> <i>I can mix colours, shades and tones with greater confidence.</i> <i>I can explore different brush techniques - dotting, stippling, swirling</i>	Drawing Painting Pencil grade	Session 1 - Pencil self portrait Self-portraits can show emotions, feelings, and facial features. Suggested teaching activity Draw an independent self portrait in pencil discuss which previously taught skills can we use to show light and dark areas e.g hatching/cross hatching/ pencil grades etc. Session 2 – Colour mixing - I can use my knowledge of colour mixing to mix colours that I need for a purpose. Suggested teaching activity Redraw self portrait mix the colours needed for your hair, skin etc. Using knowledge of colour mixing. Choose an appropriate brush and Session 3 – One point perspective <i>One point perspective is a</i> drawing technique where objects appear to get smaller as they go off into the distance. Suggested teaching activity In sketchbooks model/practice one point perspective Session 4 – Choosing the correct paint brush and brushstrokes to add detail <i>I can add detail to my painting using different brushstrokes and paint brushes.</i> Suggested teaching activity Draw and Paint one point perspective drawing using knowledge of colour mixing, brushes and brushstrokes to add detail. Session 5 – Easter card - Apply taught skills Suggested teaching activity Draw and paint a design for the front of an Easter card using the techniques that have been practiced
Learning in this unit	Children will learn how to: <i>I can draw independently for a sustained period showing greater accuracy and detail in my artwork.</i> <i>I can use hatching and cross hatching to show light and dark areas.</i> <i>I can draw to show one point perspective.</i> <i>I can use a range of brushes and brushstrokes to add painted detail to artwork.</i> <i>I can mix and match colours for purpose and effect.</i>		

Focus - 3D Artist - Alberto Giacometti

	Knowledge	Vocabulary	Learning Sequence
Pre -learning	Children should already know how to: - Bend and shape wire to create desired shapes. - Using wire create a sculpture that represents a person in movement. - Add collage materials to wire models to depict clothing, accessories etc. Children will know how to:	Alberto Giacometti Surrealism Cubism sculpture	Session 1 – Who is Alberto Giacometti? - Alberto Giacometti is a Swiss sculptor, painter and print maker. - He liked to work with clay and plaster but many of sculptures are cast in bronze. - Giacometti explored different art styles such as cubism (art represented using geometric shapes) and surrealism (art about fantasy, dreams, unreal) Suggested teaching Look at the work of Alberto Giacometti. Create an artist page for him. Annotate examples of his artwork.
Learning in this unit	- Create a clear sculpture design to meet a specific stimulus. - Use wire to create a frame for your sculpture. - Add Modroc to wire frame to make a sculpture which has a well define form. children will also know how to:	Surrealism sculpture	Session 2 – Drawing - Between 1938 and 1944 Giacometti's sculptures had a maximum height of 7cm. - His sculptures represent people. Suggested teaching In sketchbook draw Giacometti's sculptures work. Concentrating on elongated legs, arms and torso's but not exceeding 7cm.
	- Use a sketchbook to develop art techniques, research the work of artists and explore their own ideas and designs. - Use self and peer evaluation in class to constructively critique shared artwork and make improvements to artwork. - Be able to talk about the artists Alberto Giacometti. - Be able to say some different art styles and say the name of an artist who works in that style.	Wire Bending Twisting Joining	Session 3 – Wire sculptures - Bending and manipulating wire into clear shapes. - Twisting to join two separate pieces of wire together. - Use a base to enable structure to stand independently. Suggested teaching Recap manipulating wire to create desired shapes. Use wire to make the shape of a person drawing on experience of making a wire frame in year 5.
		Modroc Surface Overlapping Layers	Session 4 – Mod roc - Dunk a strip of modroc into water. Lift it and remove excess water using your fingers. - Apply the mod roc to the area you want to cover overlapping different pieces. - To create a smooth surface, whilst the modorc is still damp uses wet fingers to rub the modroc surface making the plaster rise to the surface. - A minimum of 3 layers are needed to create a rigid surface. Suggested teaching Model using mod roc allow children to create a sample of mod roc on a simple wire frame to build knowledge of how to use. Session 5 – Mod roc surface - As above Suggested teaching Use mod roc on top of the wire to develop the surface of their wire sculptures.

	Session 6 - Exhibit Children can take photos of their own artwork for display book. Place artwork on tables around the room and get children to move around the room (to music possible) when they stop can they write one star (positive) on a post it for this artist. Stick on artwork and repeat so each child has 2 stars.
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