

CURRICULUM MAP (Long term plan)

SUBJECT : ART

YEAR GROUP : 6

	Cycle 1 Autumn	Cycle 2 Spring	Cycle 3 Summer
<p>Substantive knowledge – Essential knowledge & conceptual understanding of the National Curriculum</p>	<p>William Morris Students will investigate the life and work of William Morris and produce a range of 2D and 3D artworks in response to his work.</p> <p>Formal elements focus LINE SHAPE TEXTURE</p> <p>Outcomes</p> <ul style="list-style-type: none"> - Artist research (Morris) - Drawings of natural and man-made forms - Clay poppy - Polyblock printing (repeat pattern) - <p>Knowledge, understanding and development of skills and techniques</p> <ul style="list-style-type: none"> -Artist research (Morris) -Analysis of artwork -Symmetry -Drawing from secondary sources -3D work (clay) -Acrylic painting -Pattern (e.g. repeat, full/half drop, brick etc.) -Print making 	<p>Fish Students will explore the theme of 'Fish' producing a range of 2D and 3D artworks exploring a number of different media, processes and techniques.</p> <p>Formal elements focus LINE TEXTURE COLOUR FORM</p> <p>Outcomes</p> <ul style="list-style-type: none"> - Zentangle fish drawing - Oil Pastel and watercolour piece (in response to Klee) - 3D fish sculpture made from recycled materials - <p>Knowledge, understanding and development of skills and techniques</p> <ul style="list-style-type: none"> -Artist research (Paul Klee) -Zentangles -Mono printing -Oil pastels -Watercolour paints -Mixed media -3D work (recycled materials) -Collaborative/group work 	<p>Street Art Students will learn what is meant by the term 'Street Art' and will create their own 2D and 3D pieces in response to a range of artists.</p> <p>Formal elements focus LINE SHAPE FORM COLOUR</p> <p>Outcomes</p> <ul style="list-style-type: none"> - Patterned cube (in response to Walala) - Lego structures (in response to Walala) - 3D paper food truck design - Graffiti name tag <p>Knowledge, understanding and development of skills and techniques</p> <ul style="list-style-type: none"> -Artist research (Walala) -Felt tipped pens -Design work -Analysis of existing designs -Typography -Rendering -Pattern -3D work (paper/lego/origami) -Collaborative/group work -Photography

<p>Disciplinary knowledge - what skills are practiced?</p>	<ol style="list-style-type: none"> 1. to create sketch books to record their observations and use them to review and revisit ideas 2. 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] 3. about great artists, architects and designers in history 	<ol style="list-style-type: none"> 1. to create sketch books to record their observations and use them to review and revisit ideas 2. 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] 3. about great artists, architects and designers in history 	<ol style="list-style-type: none"> 1. to create sketch books to record their observations and use them to review and revisit ideas 2. 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] 3. about great artists, architects and designers in history
<p>Key questions (What is the learning about?)</p>	<p>Can I identify the motifs that William Morris uses in his work? Can I explain what inspired William Morris? Can I show that I understand what is meant by symmetry? Can I use clay skilfully? Can I create 3D work? Can I create my own tile design inspired by William Morris? Can I create a repeat pattern?</p>	<p>Can I explain what 'resist' means? Can I discuss how our oceans/ivers are polluted? Can I discuss how we can we protect our oceans/ivers? Can I create my own zentangle patterns? Can I create 3D work? Can I work collaboratively with my peers?</p>	<p>Can I explain what is meant by the term street art? Can I create patterns inspired by Walala's work? Can I write my name using graffiti typography? Can I create 3D sculptures using paper? Can I use rendering techniques to add colour skilfully to my design work? Can I work collaboratively with my peers?</p>
<p>Assessment</p>	<p>Verbal feedback in lessons. Whole class feedback - clay poppy. EOT assessment - William Morris inspired block print.</p>	<p>Verbal feedback in lessons. Whole class feedback - Paul Klee response. EOT assessment - fish relief/sculpture made from recycled materials and evaluation.</p>	<p>Verbal feedback in lessons. Whole class feedback for graffiti name tags. EOT assessment - Food truck design</p>
<p>Literacy (L), Numeracy (N), Oracy (O) opportunities</p>	<p>Artist research (L) Analysis of artwork (L)</p>	<p>Evaluation of work (L)</p>	<p>Spacing of typography/lettering (N) Making 3D forms from paper (N)</p>

	Symmetry (N)	Discussion of environmental issues connected to oceans/ivers (O)	
Cross Curricular Opportunities	Maths (symmetry) History/Politics (clay poppies) DT (pattern)	Geography (water pollution) DT (3D materials)	DT/Food (design work) Graphics (typography)
SMSC / Character/Careers/Cultural Capital (personal development)	Discussion of the history of poppies/Remembrance Day/WW2 (SMSC)	Group work - recycled materials fish relief/sculpture (SMSC) Zentangle patterns - connection to wellbeing/meditation/mental health.	Group work - lego build challenge and Walala inspired patterned cubes (SMSC) Careers - working as an artist/designer (Walala) Discussion about street art/graffiti and its legality (SMSC)
Equality and Diversity	Discussion of the history of the poppy for Remembrance Day	Learn about gyotaku (Japanese printing technique)	French artist (Walala)
Super Curriculum (personal development)	Display of students' clay poppies within the school in time for Remembrance Day.		Graffiti Stars workshop.