

**CURRICULUM MAP (Long term plan)**

**SUBJECT : ART**

**YEAR GROUP : 6**

	<b>Cycle 1 Autumn</b>	<b>Cycle 2 Spring</b>	<b>Cycle 3 Summer</b>
<p><b>Substantive knowledge –</b> Essential knowledge &amp; conceptual understanding of the National Curriculum</p>	<p><b><u>William Morris</u></b> Students will investigate the life and work of William Morris and the Arts and Crafts movement, and will produce a range of 2D and 3D artworks in response to his work.</p> <p><b>Formal elements focus</b> LINE SHAPE TEXTURE</p> <p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>- Artist research (William Morris)</li> <li>- Drawings of natural and man made forms</li> <li>- Clay poppy</li> <li>- Polyblock printing (repeat pattern)</li> </ul> <p><b>Knowledge, understanding and development of skills and techniques</b></p> <ul style="list-style-type: none"> <li>-Artist research (Morris)</li> <li>-Analysis of artwork</li> <li>-Symmetry</li> <li>-Drawing from secondary sources</li> <li>-3D work (clay)</li> <li>-Acrylic painting</li> </ul>	<p><b><u>Fish</u></b> Students will explore the theme of ‘Oceans’ producing a range of 2D artworks exploring a number of different media, processes and techniques and looking at relevant artworks as inspiration.</p> <p><b>Formal elements focus</b> LINE TEXTURE COLOUR FORM</p> <p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>- Zentangle fish drawing</li> <li>- Monoprints</li> <li>- Oil Pastel and watercolour piece (Paul Klee)</li> <li>- Mixed media fish (Vincent Scarpase)</li> </ul> <p><b>Knowledge, understanding and development of skills and techniques</b></p> <ul style="list-style-type: none"> <li>-Artist research (Paul Klee)</li> <li>-Zentangles</li> <li>-Mono printing</li> <li>-Oil pastels</li> <li>-Watercolour paints</li> <li>-Mixed media</li> </ul>	<p><b><u>Street Art</u></b> 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><b>Formal elements focus</b> LINE SHAPE FORM COLOUR</p> <p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>- Keith Haring responses</li> <li>- Graffiti name tag fence</li> <li>- 3D paper food truck design</li> </ul> <p><b>Knowledge, understanding and development of skills and techniques</b></p> <ul style="list-style-type: none"> <li>-Artist research</li> <li>-Felt tipped pens</li> <li>-Design work</li> <li>-Analysis of existing designs</li> <li>-Typography</li> <li>-Rendering</li> <li>-Pattern</li> <li>-3D work</li> </ul>

	<p>-Pattern (e.g. repeat, full/half drop, brick etc.)</p> <p>-Print making</p>		<p>-Collaborative/group work</p> <p>-Photography</p>
<p><b>Disciplinary knowledge</b> - what skills are practiced?</p>	<ol style="list-style-type: none"> <li>1. to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>3. about great artists, architects and designers in history</li> </ol>	<ol style="list-style-type: none"> <li>1. to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>3. about great artists, architects and designers in history</li> </ol>	<ol style="list-style-type: none"> <li>1. to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>3. about great artists, architects and designers in history</li> </ol>
<p><b>Key questions</b> (What is the learning about?)</p>	<p>Can I make a poster about William Morris and his work?</p> <p>Can I demonstrate that I understand what symmetry is through my drawings of natural forms?</p> <p>Can I draw natural and man made textures from secondary images?</p> <p>Can I create an oil pastel transfer print of a bird?</p> <p>Can I show understanding of the history of the poppy in reference to remembrance day?</p> <p>Can I make a poppy using clay?</p> <p>Can I paint my clay poppy using acrylic paints?</p> <p>Can I add PVA glue to my finished clay poppy to strengthen it?</p> <p>Can I use watercolour paints to paint a flower from observation?</p>	<p>Can I explain what 'resist' means?</p> <p>Can I discuss how our oceans/ivers are polluted?</p> <p>Can I discuss how we can we protect our oceans/ivers?</p> <p>Can I create my own zentangle patterns?</p> <p>Can I create 3D work?</p> <p>Can I work collaboratively with my peers?</p>	<p>Can I explain what is meant by the term street art?</p> <p>Can I create patterns inspired by Walala's work?</p> <p>Can I write my name using graffiti typography?</p> <p>Can I create 3D sculptures using paper?</p> <p>Can I use rendering techniques to add colour skillfully to my design work?</p> <p>Can I work collaboratively with my peers?</p>

	<p>Can I demonstrate my understanding of different types of pattern layouts?</p> <p>Can I design a printing block inspired by William Morris's work?</p> <p>Can I carefully draw my design onto a piece of polyblock?</p> <p>Can I create a repeat pattern using my own polyblock design?</p>		
<b>Assessment</b>	<p>Verbal feedback and live marking in lessons.</p> <p>PPC Drawing natural and man made objects.</p> <p>Summative EOT assessment.</p>	<p>Verbal feedback and live marking in lessons.</p> <p>PPC Vincent Scarpace response.</p> <p>Summative EOT assessment.</p>	<p>Verbal feedback and live marking in lessons.</p> <p>PPC Graffiti typography name.</p> <p>Summative EOT assessment.</p>
<b>Literacy (L), Numeracy (N), Oracy (O) opportunities</b>	<p>Artist research (L)</p> <p>Analysis of artwork (L)</p> <p>Symmetry (N)</p>	<p>Evaluation of work (L)</p>	<p>Spacing of typography/lettering (N)</p> <p>Making 3D forms from paper (N)</p>
<b>Cross Curricular Opportunities</b>	<p>Maths (symmetry)</p> <p>History (industrial revolution)</p> <p>History/Politics (clay poppies)</p> <p>DT (Arts and Crafts movement)</p> <p>DT/Textiles (pattern)</p> <p>Science (natural forms)</p> <p>English (artist research)</p>	<p>DT (3D materials)</p> <p>Citizenship/PSHE (mental health and wellbeing/zentangles)</p> <p>English (artist research)</p>	<p>DT/Food (design work)</p> <p>Graphics (typography)</p>
Super Curriculum (personal development)	<p>Display of students' clay poppies within the school in time for Remembrance Day.</p>		
<b>Careers</b>	<p>HT 1 <a href="#">Product and furniture designer video</a></p> <p>HT 2 <a href="#">BBC Bitesize - Pattern Designer</a></p>	<p>HT1 <a href="#">Art Therapist</a> (link to zentangles/mental health)</p> <p>HT2 being an artist/painter?</p>	<p>HT1 <a href="#">BBC Bitesize - Street Artist</a></p> <p>HT2 <a href="#">BBC Bitesize - Graphic Designer</a></p>
<b>Equality and Diversity</b> Gender Disability Religion Race Sexuality	<p>BBC Bitesize - Pattern Designer features a female designer.</p>	<p>Art therapist video features a female PoC.</p> <p>Discussion about art and mental health.</p>	<p>BBC Bitesize - Street Artist video features a male artist who is a PoC.</p> <p>Keith Haring - LGBTQ artist</p>
<b>Local Community Links</b>			
<b>British Values</b>	<u>Democracy</u>		



<p>Democracy The rule of Law Individual Liberty Mutual Respect and Tolerance of others SMSC Character Education</p>	<p>In art lessons, we ensure that we are aware of and consider the views and values of others, particularly when working collaboratively. We may take votes and hold discussions when making decisions about our work, and collaborative projects. In the art room, students are taught to respect each other's rights to have a say. Students are encouraged to give feedback to their teachers about the projects in order to inform planning of topics and we use Google forms in the Google classroom to facilitate student voice.</p> <p><u>The rule of Law</u> Students understand the school rules and guidelines and recognise their importance in keeping ourselves and our peers safe. During projects and activities, we access our tools and materials making sure we are following class rules. We know and understand the consequences of not following these rules. Students are taught to respect each other and the workspace they are in. We instil a sense of responsibility and cost, communicating to students that the materials and equipment needs to be respectfully used and returned at the end of each lesson, without damage. When appropriate to SOL, we discuss the law surrounding the work that some artists make. Students are taught that art can be an amazing career to give them a sense of identity and that it helps them to respect other people in the world, no matter what their background.</p> <p><u>Individual Liberty</u> In art lessons, students are given the opportunity to express their individuality and they are given regular opportunities to make their own decisions and choices in their projects. Whilst making their own choices, they also know that there are boundaries and that they need to respect these. Students are encouraged to develop their individual creative responses, informed and inspired by the world around them. Students are actively encouraged to make creative decisions, aware that they are in a supportive environment. Students are encouraged to express their opinions on art and design, critiquing work by artists as well as their peers, whilst respecting the opinions of people around them.</p> <p><u>Mutual Respect and Tolerance of others</u> In the art classroom, students behave in a way that positively impacts the work and productivity of others. Students have opportunities to work collaboratively on projects, having respect for our peers' views and being receptive to the advice of others. We also use art and design as a creative way to experience a variety of festivals and traditions from around the world. Students regularly discuss the work of their peers as well as other artists in lessons. They are taught how to talk about other students' work, demonstrating kindness and empathy, in order to build a 'safe' and open environment, founded on mutual respect. They are taught how to provide each other with constructive criticism to help each other to make progress, without negative judgement and are respectful of others' feelings and viewpoints. We understand people have different views and opinions and that these make them who they are. We are tolerant to such views and opinions and apply these attitudes when working with those who have different faiths and beliefs. We explore beauty through art and continue to do this within the faiths and beliefs of others.</p> <p><u>SMSC</u> <i>Spiritual Education</i></p>
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Students explore their own spirituality in Art, and use their imagination and creativity to explore ideas and feelings in works of Art, developing their own interpretations. They express themselves through their own art and design work. Students are given opportunities to show appreciation of the achievements of other artists, both contemporary and from the past. We aim to develop a fascination, awe and wonder in the work of others. Looking at the artwork of others can help to motivate and stimulate students with their own work and help them to understand that perseverance is necessary to achieve the very best work of which they are capable.

#### *Moral Education*

The ethos in school lends itself to the development of moral responsibility. This is demonstrated in art through students showing respect for the feelings of others when providing feedback to one another, combined with a need to provide constructive and honest criticism to help peers to further develop their work. This aids students in developing a respect for the opinions of others in the wider world. We also discuss how artists and designers represent moral issues through their work.

#### *Social Education*

Students have opportunities to collaborate to create pieces of work. They show respect for each other's ideas and opinions when talking about pieces of art and design, including the work of others in the class, and recognise the need to consider the views of others.

#### *Cultural Education*

Art and Design is an area in which the children are able to study the works and focus on the themes of other cultures around the world. This leads to a greater understanding of different ways of life and a respect for those cultures which may be very different from their own. The fusion of art work which is inspired by other cultures and aspects which are inherent in their own culture, creates a diverse and enriching blend of visual appreciation which provides unique stimulation for the work of future artists. We reflect on the ways in which cultures are represented in art and design, understanding the ideas behind art, craft and design in different cultural contexts. Students explore a range of festivals and celebrations from our own and other cultures.

#### Character Education

In lessons, students behave in a respectful way towards each other, members of staff and show respect for the space, materials and resources that they require to work. Art teachers provide live demonstrations of processes and techniques alongside other diverse and relevant guidance to support students to achieve their best outcomes. Regular positive language and constructive feedback encourages our students to develop their own resilience and confidence. We celebrate the work of our students regularly via our weekly and end of term bulletins, social media pages and physical displays around the school. Students' progress across the key areas of art and design are recorded throughout and at the end of each project (term), enabling students to clearly see where they have improved and in which areas they can focus on to develop further. Art ambassadors are selected from applications each year, providing opportunities for our most enthusiastic young artists to develop their leadership skills. In school

	<p>competitions run regularly across all year groups, and students are also provided with information and support to enter competitions outside of school when these opportunities present themselves.</p>		
<p><b>The rule of Law</b> Using clay and clay tools safely and respectfully.</p> <p><b>Individual Liberty</b> Students design and produce their own repeat pattern design inspired by William Morris' printmaking.</p> <p><b>SMSC</b> Artist research into William Morris and the Arts and Crafts movement. Discussion of the aims of the artists and designers at this time who went against the mass production developing due to the industrial revolution.</p> <p>Discussion of the history of poppies/remembrance day/WW2.</p> <p><b>Character Education</b> Exhibition of clay poppies for Remembrance Day. A selection of students' work to be included in the end of term bulletin.</p>	<p><b>Mutual Respect and Tolerance of others</b> Group work to create 3D fish sculptures.</p> <p><b>SMSC</b> Zentangle patterns - connection to wellbeing/meditation/mental health.</p> <p>Students learn about gyotaku (a traditional Japanese printing technique).</p> <p><b>Character Education</b> A selection of students' work to be included in the end of term bulletin.</p>	<p><b>Democracy</b> End of year student voice via Google Forms.</p> <p><b>The rule of Law</b> Discussion about street art/graffiti and its legality.</p> <p><b>Individual Liberty</b> Students select their own cuisine and design and produce their own food truck design prototype.</p> <p><b>SMSC</b> <b>Character Education</b> A selection of students' work to be included in the end of term bulletin.</p>	