

# St Ann's Curriculum - Medium Term Planning: Create Y6

| <b>Core Skills:</b>  |  |  |
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| <b>Active Learning</b> <ul style="list-style-type: none"> <li>To seek out and enjoy challenges</li> <li>To collaborate with others</li> <li>To show commitment and perseverance</li> <li>Assess themselves and others</li> </ul> | <b>Basic Skills</b> <ul style="list-style-type: none"> <li>To speak clearly and convey ideas confidently</li> <li>To read and communicate ideas in writing efficiently and effectively</li> <li>To calculate efficiently and apply skills to solve problems</li> <li>To use new technologies confidently and purposefully</li> </ul> | <b>Creative Thinking</b> <ul style="list-style-type: none"> <li>To ask questions to extend thinking</li> <li>To generate ideas and explore possibilities</li> <li>To overcome barriers by trying out alternatives</li> <li>To connect ideas and experiences in inventive ways</li> </ul> |

## Themed Skills: Create

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| <ul style="list-style-type: none"> <li>Show flexibility</li> <li>Organise time and resources</li> <li>Communicate their learning in relevant ways</li> </ul> | <ul style="list-style-type: none"> <li>Work towards a goal</li> <li>Adapt ideas as circumstances change</li> </ul> |
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## Curriculum Content:

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.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- 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]
- about great artists, architects and designers in history.

## Key Concepts: Passion, identity, dreams, justice, influence

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## Enquiry Question: How can we make our mark?

| Key learning<br>(What will the children learn?) |   | How<br>What opportunities am I going to give the children<br>so that they can learn?  | Outcomes<br>(What will the learning look like? How<br>will the learning be recorded?)   |
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|   | Familiarise chd with the new topic.   | <b>Introduction</b><br>Give chd each a letter ask them to design it however they want. Provide different mediums for chd to work with. Put together the enquiry question with the chd 'How can we make our mark?' and share concept words. This will create the display for the term. | Chd's individual work used to create the display.<br>Chd to be able to clarify the key concept words.   |
|   | <b>Skills</b><br><b>Describe</b> pieces of artwork in terms of line, shape, colour ( <i>hue, intensity and value</i> ), texture, space and form.<br><br><b>Examine</b> the work of others considering the composition of the piece. | <b>Focus 1</b><br>Show chd a piece of art work by Mary Cassatt and other various artists.<br>What do they observe from the images?<br>Ask chd to generate questions they have about the art.<br>Refer to book for questioning.<br>Model to chd how to create their enquiry questions. | <b>Knowledge</b><br>Evaluate the use of art using language of art and know about great artists and their history.<br><br>Images to be stuck in chds book and chd to add their observations and questionings.<br><br>Chd to create questions to hot seat Mary Cassatt. – Written in books. |
|   | <b>Clarify</b> and explore ideas for different purposes by recording detailed first-hand observations and asking a range of questions.  | <b>Focus 2</b><br>Research facts about Mary Cassatt.<br>Specific focus on basic life facts (for biography).<br>Research more in depth about what influenced her to produce her art work and the legacy which she left.  | <b>Knowledge</b><br>Eventually the knowledge of the artist's history and the language of art will be used to create a biography (English link).   |


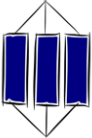
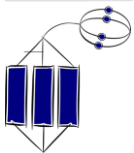
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|  | <p><b>Demonstrate</b> increasing skill with a range of techniques and materials, sometimes using imaginative or innovative approaches</p>  | <p><b>Focus 3 - video link</b><br/>         Allow chd to explore using the oil pastels.<br/>         Chd are likely to colour as if they are using crayons. Introduce chd to the build-up of colour and how to achieve this effectively using multiple colours and to blend. Allow chd to explore using the techniques they have been introduced to.</p>   | <p><b><u>Knowledge</u></b><br/>         Improve their mastery of art and design techniques using oil pastels. Chd to know how to build up colours and how to blend.</p> <p>Chd's work to be kept in their project books. Progress of knowledge to be shown from their initial practice to their end of lesson piece using the knowledge and skills.</p>  |
|  | <p><b>Compare</b> and <b>contrast</b> methods, approaches and techniques in their own and others' work saying what they think and feel about them.</p> <p>This skill to be built upon throughout the term</p>                        | <p><b>Focus 4</b><br/>         Chd to give peer feedback and review their own work based on the skills and knowledge of oil pastels in lesson 1. (Feedback show be specifically linked to the skills learnt in lesson on i.e blending similar colours and building up colour for an effect).<br/>         Chd to be aware we will continue to build on skills and knowledge throughout the term and they will continue to improve their work.<br/>         Taking on board the feedback from their peer, chd are to redraft their work in order to improve further</p>   | <p>Record their observations (feedback) and use them to review and revisit ideas.</p> <p><b><u>Knowledge</u></b><br/>         Progress of skills and knowledge shown in feedback and redrafting.</p>   |
|  | <p><b>Analyse</b> pieces of artwork considering visual impact and how the artist's ideas have been communicated.</p> <p>Through exploring the work of others, select and <b>combine</b> a wide range of ideas and approaches and</p> | <p><b>Focus 5</b><br/>         Give chd a variety of images produced by various mediums and in groups discuss what they think the images represents.<br/>         What do they observe? How does it make them feel? Why was it produced? Who produced it? - Use analyzing model.<br/>         Chd to think and devise questions of their own building on skills from week 1.<br/>         Children to consider the concept words passions, justice, dreams, influence and identity.<br/>         Chd to jot down ideas for how they think any of these concepts could be represented as a piece of art work.<br/>         Chd to sketch out their ideas using drawing pencils in order to build up the skills.</p> | <p>Chd's ideas to be recorded as a mind map. Chd to select the idea they wish to construct and think will be something they will enjoy working on over the next term.<br/>         Chd to complete a draft sketch of their idea using art pencils considering the outline of their piece.</p> <p><b><u>Knowledge</u></b><br/>         How feelings can be expressed through art work.<br/>         Developing abstract thinking, pencil skills, shading, sketching and designing for effect.</p> |

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|  | <p>discuss the methods used.</p> <p>These skills will be repeated throughout the term.</p>  | <p><b>Focus 6</b></p> <p>Display chd's work around the classroom to create an art gallery. Chd to compare and contrast the methods, approaches and techniques others have used in order to develop their own skills and knowledge. Chd to give feedback on post it notes. Each chd to read their own feedback and consider how to use this to their advantage. Chd to be given the opportunity to discuss the art with others and ask questions.</p> | <p><b><u>Knowledge</u></b></p> <p>To know how to develop their techniques through learning from others and experimentations.</p> <p>Chd to develop their control and their use of materials with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> |
|  | <p><b>Analyse</b> pieces of artwork considering visual impact and how the artist's ideas have been communicated.</p> <p><b>Develop</b> and <b>adapt</b> work according to their views and describe how they might develop it further.</p> | <p><b>Focus 7</b></p> <p>Chd to research work of artists online or images to influence their pieces linking to the concept word of their choice. Chd to be able to explain how their ideas captures the feeling they are trying to express.</p> <p>Class discussion about different art forms. Chd research.</p>   | <p>Chd to create a scrap book of images recording how these influenced their ideas.</p> <p><b><u>Knowledge</u></b></p> <p>How different images capture different moods.</p> <p>How to build on original ideas.</p> <p>Know how to record ideas and manipulate them.</p>                                   |
|  | <p><b>Evaluate</b> their work and that of others in order to strengthen the visual impact or communication of ideas.</p>  | <p><b>Focus 8</b></p> <p>Using feedback from others and having viewed other's techniques chd to edit their sketch.</p> <p>When chd are happy with their finalised sketch they can begin to think about adding colour based on the skills they built up in week on about building up and mixing similar colours.</p>  | <p><b><u>Knowledge</u></b></p> <p>Complementing and contrasting colours</p> <p>Building colour</p> <p>Drawing techniques</p>  |

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| Art Assessment   |   |                   |
|--|---|-------------------|
| <p>Multi-structural</p>     | <ul style="list-style-type: none"> <li>• <b>Describe</b> pieces of artwork in terms of line, shape, colour (<i>hue, intensity and value</i>), texture, space and form.</li> <li>• <b>Examine</b> the work of others considering the composition of the piece.</li> <li>• <b>Clarify</b> and explore ideas for different purposes by recording detailed first-hand observations and asking a range of questions.</li> </ul>  | Names of children |
| <p>Relational</p>           | <ul style="list-style-type: none"> <li>• <b>Demonstrate</b> increasing skill with a range of techniques and materials, sometimes using imaginative or innovative approaches (pen, pencil, charcoal, oil pastel, paint)</li> <li>• <b>Analyse</b> pieces of artwork considering visual impact and how the artist's ideas have been communicated.</li> <li>• Through exploring the work of others, select and <b>combine</b> a wide range of ideas and approaches and discuss the methods used.</li> <li>• <b>Compare</b> and <b>contrast</b> methods, approaches and techniques in their own and others' work saying what they think and feel about them.</li> </ul> |                   |
| <p>Extended Abstract</p>  | <ul style="list-style-type: none"> <li>• <b>Evaluate</b> their work and that of others in order to strengthen the visual impact or communication of ideas.</li> <li>• <b>Value</b> and <b>appreciate</b> different aspects of art, craft, design and architecture. (Including periods, styles and movements)</li> <li>• <b>Develop</b> and <b>adapt</b> work according to their views and describe how they might develop it further.</li> </ul>  |                   |

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