



<p>Year Group: 6</p>	<p>Title: This is me</p>
<p>National Curriculum coverage: 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.</p>	<p>Context: The topic allows the children, in their last term at St. Mary's, to explore themselves and how they can express themselves, using the knowledge and understanding they have acquired, through their own artwork.</p>
<p>Concepts: Individuality / Identity / Truth / Spirituality</p>	<p>Pre & Post Learning: Portrait task</p>
<p>Visits and Visitors: Yorkshire Sculptor Park or Hepworth Gallery</p>	<p>St. Mary's Experience: N/A</p>
<p>Careers/preparation for adulthood: Art Historian / Curator Museum or Gallery Educator Art Critic / Writer Sculptor Set Designer / Prop Maker Illustrator Ceramicist / Potter</p>	<p>Key People: Henry Moore Barbara Hepworth Mark Rothko Picasso</p>
<p>Catholic Social Teaching:</p> <div style="display: flex; justify-content: space-between;"> <div data-bbox="107 858 383 1123">  </div> <div data-bbox="412 858 1016 1086"> <p>Human Dignity - Every person has value, so when exploring artists, consider how their work reflects human experiences, emotions, or struggles.</p> <p>Solidarity - Recognizing and celebrating the diversity of cultures through art, understanding that all cultures have value.</p> </div> <div data-bbox="1041 836 1323 1107">  </div> </div>	<p>British Values:</p> <ul style="list-style-type: none"> 🤝 Mutual Respect – show respect for other people's and artists' perspectives ☀️ Individual Liberty – pupils and artists know they are able to express themselves freely
<p>End points (by the time pupils leave St. Mary's):</p> <p>Theoretical knowledge:</p> <ol style="list-style-type: none"> 1. Know and appreciate a range of great artists, cultural and historical movements and produce work inspired by them. 2. Understand that artists can be inspired by a multitude of different stimuli and use this knowledge to help them to inspire their own work. <p>Practical Knowledge:</p> <ol style="list-style-type: none"> 3. Be able to draw carefully from observation, understanding how to use different marks, scale and perspective 4. Master artistic techniques (colour, pattern, texture, line, shape, form) including painting, drawing, sculpture and photography, textiles, clay <p>Disciplinary Knowledge:</p> <ol style="list-style-type: none"> 5. Understand that there are different ways of thinking about art (representational, abstract, political or social commentary, decorative, spiritual) and express an opinion about this. 6. Be able to show a development of ideas and think critically about their own art (sketch book) 	

Prior Knowledge Y4

Theoretical Knowledge:

- Compare different artists and the way they have shown water and tried to promote sustainability and love of nature in their work. Contemporary artists; Zaria Foreman and reclaimed art sculptors with Leonardo Da Vinci (Renaissance) and Monet (Impressionism).
- Understand others points of view by looking at work and trying to understand what the artist might have been thinking and feeling linking this to artists taking their inspiration from the world around them and their emotions at that time.

Practical knowledge:

- Sketch showing an increased understanding of line, tone, scale, texture and depth to display movement, reflection and perspective.
- Mix tints and tones of colour with increasing confidence using paints, chalks and charcoals.
- Practice and develop sketch book use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, researching, collecting, sticking, writing notes, looking back, thinking forwards and around, reflecting, making links.
- Design and make a sculpture or piece of art to convey a message.

Disciplinary knowledge:

- Artists create compositions based on objects that are meaningful to them.
 - Artists include images in their artwork that might have more than one meaning.
- Explore "There is no Plan B! How can we use art to highlight global issues?"

Prior knowledge Y5

Theoretical Knowledge:

- Understand the processes, intentions and outcome of different artists, using visual notes in a sketchbook to help consolidate and own the learning. Compare and contrast 20th Century artists, their genre and tools and techniques: Miro (Surrealism) / Warhol (Pop art)/ Kandinsky (Abstract Modern)/ Yayoi Kusama (Japanese contemporary artist).
- Understand others points of view by looking at work and trying to understand what the artist might have been thinking and feeling linking this to artists taking their inspiration from the world around them and their feelings and emotions at that moment in time.

Practical knowledge:

- Mix colours, use space, hues, tints and tones, overlap and create texture using paints and collage with a level of mastery.
- Sketch and paint people and 3-D shapes with skill.
- Draw effect of light on people and objects from different directions and develop the concept of perspective
- Use a sketchbook to research, collect, record and develop ideas independently, including the use of mixed media.
- Plan and develop ideas and work collaboratively on a moving art project.

Future knowledge: Y7 NC

Key stage 3

Pupils should be taught to develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.

Pupils should be taught:

- to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- to use a range of techniques and media, including painting
- to increase their proficiency in the handling of different materials
- to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
- about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

<p>Disciplinary knowledge:</p> <ul style="list-style-type: none"> - What purpose does art serve? Artists use symbols and images that have meaning to the viewer to tell stories visually. - Reflect on the topic question "Do we all see things the same?" Look at art illusions as a way to discuss this. 						
<p>CRUCIAL KNOWLEDGE: Y6</p> <p>Theoretical Knowledge:</p> <ul style="list-style-type: none"> - Say who and what their project work has been influenced by. - Explore the work of key artists of the twentieth century (Picasso, Rothko, Henry Moore, Barbara Hepworth) and the impact of artists work on society at the time. - Produce their own work inspired by these artists and sculptors. Commenting on reasons why they have used different tools, media and techniques and evaluating work as it progresses. <p>Practical knowledge:</p> <ul style="list-style-type: none"> - Improve mastery of sculpture techniques e.g. rolling, kneading, shaping, pinching, creating surface patterns and textures, slabs, coils and slips. - Plan, design, make and adapt models; evaluate other sculptures and use knowledge to make own personalised sculpture. - Sketches and plans communicate their own style, emotions and a sense of self within accuracy and imagination. - Improve mastery of painting techniques using a wide range of techniques in their work and explain why they have chosen specific painting techniques. - Demonstrate knowledge about primary/secondary colours, warm and cold, complimentary and contrasting colours; create shades independently using black and white; show the effect of light and colour, texture and tone on natural and manmade objects <p>Disciplinary knowledge:</p> <ul style="list-style-type: none"> - Art has different meanings in different cultures. Sometimes these cultures are represented simultaneously in an artwork to highlight or celebrate the differences. 	<p>Vocabulary:</p> <table border="1"> <thead> <tr> <th data-bbox="1357 411 1742 544"> Tier 2 (General Academic Vocabulary - These are high-utility words used across multiple subjects) </th> <th data-bbox="1742 411 2128 544"> Tier 3 (Domain-Specific Vocabulary – These are specialized terms primarily used in art) </th> </tr> </thead> <tbody> <tr> <td data-bbox="1357 544 1742 1184"> <p>Similarity difference Tools techniques Tradition Change Light and dark Shape Shadow Mood</p> </td> <td data-bbox="1742 544 2128 1184"> <p>Tone Primary & secondary colours shades Proportion Tint Perspective Foreground and background Overlap layer Abstract Hue Rolling Kneading Shaping pinching Surrealism tertiary colours middle ground</p> </td> </tr> </tbody> </table>		Tier 2 (General Academic Vocabulary - These are high-utility words used across multiple subjects)	Tier 3 (Domain-Specific Vocabulary – These are specialized terms primarily used in art)	<p>Similarity difference Tools techniques Tradition Change Light and dark Shape Shadow Mood</p>	<p>Tone Primary & secondary colours shades Proportion Tint Perspective Foreground and background Overlap layer Abstract Hue Rolling Kneading Shaping pinching Surrealism tertiary colours middle ground</p>
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