

Art department - Year 6, Year B scheme of work

Term	Title	Unit content	Key vocabulary	Resource links:
Autumn 1	Watercolour painting skills & colour theory	<p>Key knowledge taught:</p> <ul style="list-style-type: none"> • Brush skills (eg, how much paint, how to load the brush, only using 2/3 of the bristles) • Brush control (fine motor based exercises) • A range of techniques specific to watercolour (eg, wet on wet, wet on dry, salt, oil pastel resist, latex, paint removal with dry brush-clouds) • Ways in which different techniques can provide different effects <p>Key skills developed and outcomes:</p> <ul style="list-style-type: none"> • How to use a soft brush without damaging the bristles. • How to use watercolour with a range of different other materials • How to use specific watercolour effects to create images • Creating 4 seasonal images using watercolour. <p>Step by step:</p> <ol style="list-style-type: none"> 1. How to load a paintbrush and how not to damage the bristles 2. Brush control painting exercises 3. Modelled range of watercolour techniques. 4. Which techniques could be used to paint what? 5. Planning a watercolour painting using at least 4 techniques 6. Creating 4 seasonal paintings which together use all of the taught techniques. 	<ul style="list-style-type: none"> -Loading a brush -Bristles -Wet on wet -Wet on dry -Oil pastel resist -Latex 	
Autumn 2	Drawing and tone	<p>Key knowledge taught:</p> <ul style="list-style-type: none"> • Understanding the tonal scale – 6B, 2B, HB, 2H, 6H pencils • Being able to order pencils and recognise which will be darker / lighter • Drawing prisms • Being able to use tone to create images of 3D forms 	<ul style="list-style-type: none"> -Tonal scale -6B -2B -HB -2H 	

		<ul style="list-style-type: none"> • Differentiating between cast shadow, highlight and shadow <p>Key skills developed and outcomes:</p> <ul style="list-style-type: none"> • Creating tonal scales and charts • Being able to vary pencil pressure • Labelling images highlight, shadow and cast shadow • Drawing 3D plastic forms and adding shading to create a 3D effect <p>Step by step:</p> <ol style="list-style-type: none"> 1. Experimenting with a selection of drawing pencils to see which are darker, smudgier, sharper etc. 2. Ordering pencils and creating a scale using the codes on pencils 3. Pencil pressure control tasks – fine motor development 4. Creating tonal charts and scales using one pencil and a range of pencils 5. Labelling and understanding highlight, shadow and cast shadow 6. Drawing prisms 7. Using different pencils to create drawings of prisms with tone 8. Drawing objects using a range of pencils to create tone and texture. 	<ul style="list-style-type: none"> -6H -Prisms -Cast shadow -Highlight -Shadow -Tonal chart -Pencil pressure -Texture 	
Assessment 1 assessment covered: 75% content from Autumn 1, 25% content from Autumn 2				
Spring 1and2	Mosaics	<p>Key knowledge taught:</p> <ul style="list-style-type: none"> • History around mosaics and how they have been used by different cultures for thousands of years – Messapotamia, Roman, Islamic, Spanish (Gaudi) • Understanding of what a mosaic is and how it was / can be made <p>Key skills developed and outcomes:</p> <ul style="list-style-type: none"> • Be able to recognise mosaics made by different cultures and be able to identify when they were made by their features • Create an image on graph paper to understand the limits of quare tiles in design and how to create curves & patterns • Be able to create a plan for a mosiac artwork and follow the plan to completion or make intentional decisions to improve and change design • Pupils will understand the restrictions to shape/ material when planning and be able to create a plan accordingly. 	<ul style="list-style-type: none"> -Mosaic -Mesopotamian -Roman -Islamic -Spanish -Antoni Gaudi -Grout -Rachel Davies 	

		<ul style="list-style-type: none"> • Pupils will create one mosaic using square tiles with a central image and a border inspired by Islamic or roman mosaics • Pupils will create a mosaic using irregular pieces of shell, chalk, brick etc, predominantly from the Thames, inspired by Mesopotamian mosaic <p>Step by step:</p> <ol style="list-style-type: none"> 1. Learn about mosaics from different cultures and times and the defining features of each of them 2. Create graph paper images, including borders and curves 3. Create a plan for a mosaic using square tiles 4. Lay out tiles using the plastic mosaic tool according to plan and tape in place 5. Flip all tiles into grout 6. Remove tape and fill any spaces with grout 7. Begin creation of second mosaic using irregular pieces, working straight into grout inspired by Rachel Davies Mosaic 8. Evaluate two types of mosaic making and two final outcomes 		
Assessment 2 – Assessment covered 50% Autumn, 50% spring				
Summer 1	Hand embroidery	<p>Key knowledge taught:</p> <ul style="list-style-type: none"> • Why sewing is a useful life skill • Threading needles, ways of stopping thread pulling through fabric • Safety when using a sewing machine • A range of different stitches including running stitch, straight stitch and backstitch and how to create them on Hessian / Aida <p>Key skills developed and outcomes:</p> <ul style="list-style-type: none"> • Needle threading • Knot tying • Safe use of a sewing machine with support • Experience threading and using a sewing machine with support • Creating a stitch sampler in the same of an animal 	<ul style="list-style-type: none"> -Sewing -Threading -Sewing machine -Running stitch -Straight stitch -Back stitch -Hessian -Aida -Stitch sampler 	

		<p>Step by step:</p> <ol style="list-style-type: none"> 1. Discussing why it may be important in the future to have basic sewing skills 2. Learn to thread a needle and tie a knot 3. Practice a range of stitches on hessian – samples in sketchbook 4. To plan and create a stitch sampler of an animal 5. 1:1 experiencing threading and using a sewing machine safely with support 		
Summer 2	Sculpture – Paper, modroc and plaster	<p>Key knowledge taught:</p> <ul style="list-style-type: none"> • What sculpture is and can be – exploring a range of styles of sculpture and artists • How 2D materials can become 3D sculpture • What frottage is & how it can be used • How to use Modroc, card and plaster to create 3D forms <p>Key skills developed and outcomes:</p> <ul style="list-style-type: none"> • How to fold and bend paper to create 3D forms • How to use plaster safely to cast from plastic molds (eg, buscuit trays, inserts from chocolate boxes) • Combining paper and plaster with modroc to create 3D sculptures inspired by natural forms or architecture. • Photographing sculpture using light and shadow <p>Step by step:</p> <ol style="list-style-type: none"> 1. Discussing and annotating a range of sculptures and artists 2. Folding, gluing and manipulating paper to create 3D shapes 3. Take rubbings of textures in the classroom, sensory garden and playground 4. Create casts of packaging using plaster 5. Create a design for a sculptural tile inspired by natural forms, plaster casts and rubbings 6. Create basic model using card 7. Use Modroc and plaster to finish sculptural tile 	<ul style="list-style-type: none"> -Sculpture -Frottage -Modroc -Plaster -Natural forms -Architecture -Photographing -Light -Shadow 	
Assessment 3 – Assessment covered 25% Autumn, 25% Spring, 50% Summer				