



Year group: Year 6

Term: Autumn Term

Subject: Art – Printing – Graffiti art techniques

(Artist) Banksy – Street Artist

Prior learning

EYFS Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

KSI Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g., sponges.

What comes next?

UKS2 Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns.

Notes and guidance

Making stencils

Create printing blocks/screen printing

Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns.

Useful websites

<https://www.tate.org.uk/kids/games-quizzes/street-art>

LOIC

Graffiti search of the local area

Key vocabulary colour, shape, printing, printmaking, woodcut, relief printing, objects. (KSI)

line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers. (LKS2)

hammering, pattern, shape, tile, colour, arrange (UKS2)



Substantive Knowledge

To identify and know some of the works of Banksy.

To know how to consider the work of Banksy as a starting point for conversation about street art (printing)

To know how to comment on my feelings and reactions to Banksy's work.

To know how to use a sketchbook to collect and develop ideas from a range of sources.

To know how to use digital technology as sources for developing ideas.

To know how to design and create printing blocks/tiles.

To know how to develop techniques in mono, block and relief printing

To know how to create and arrange accurate patterns.

I know how to create stencils, printing blocks and screen printing.

To know how to use key vocabulary to demonstrate knowledge and understanding in this strand.

To know how to use inspiration from Banksy to create my own work and compare.

Disciplinary Knowledge

To know that Banksy is a street artist who uses spray paints and stencils to create art in public spaces. To know that artists like Banksy use their art to draw attention to controversial issues. To know that Banksy's real name and identity remains a mystery.

Procedural Knowledge

To study the work of street artists such as Banksy. To be able to create art using stencils, printing blocks or screen printing. To be able to reflect on their choice of colour for prints and develop their accuracy with patterns. To be able to use appropriate tools to create a printing block. To experiment with refining ideas and re-creating familiar designs. To be able to create a piece of artwork in the style of Banksy.

Links to other curriculum areas

Crime and punishment

End Points:

Children are able to develop their knowledge and understanding of the work of artists, sculptors, craft makers, designers and architects from a range of times and cultures and apply this knowledge to their own work.

Children have the knowledge of how to draw, paint, sculpt and other art, craft and design techniques and can describe how they might develop their work further.

Children can produce creative works using different techniques for different purposes, understanding which works well and why.

Children have an appreciation of art in the world around them and can evaluate and analyse creative works using the language of art, crafts and design.



Year group: Year 6

Term: Spring Term

Subject: Art – Drawing/Painting – 'Frida on my mind' Self portraits in the style of Frida Kahlo

(Artist) Frida Kahlo – Surrealism

Prior learning

LKS2 Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g., shade, primary and tint. Children begin to experiment with colour for effect and mood.

What comes next?

UKS2 Children continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colours with moods.

Notes and guidance

Drawing/painting in detail using the style of Frida Kahlo. Self-portraits

Children continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette.

Children are more expressive with colour, associating colours with moods.

Useful websites

<https://www.tate.org.uk/whats-on/tate-modern/frida-kahlo>

<https://thekidshouldseethis.com/post/frida-kahlo-the-woman-behind-the-legend>

LOIC

Children to use experiment outside the classroom using a variety of backgrounds and foregrounds as the setting for their self portraits.

Key vocabulary

primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint. (KSI)

colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, (LKS2)

blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists. (UKS2)



Substantive Knowledge

To identify and know some of the works of Frida Kahlo

To know how to think critically about and comment on my feelings and reactions to Frida Kahlo's work.

To know that Kahlo was a Mexican painter.

To know that Kahlo was most famous for her many portraits and self-portraits.

To know how to create a colour palette, demonstrating mixing techniques;

To know how to use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces

To know how to use key vocabulary to demonstrate knowledge and understanding in this strand.

Disciplinary Knowledge

To know that artists like Frida Kahlo was inspired by nature, artifacts and the popular culture of her native Mexico. To know that Kahlo explored questions of identity, gender, class and race in Mexican society. To know that Kahlo is also known for painting about her experience of chronic pain.

Procedural Knowledge

To study the works of Frida Kahlo and identify her style and techniques of art. To understand how images are presented – background, foreground, layers etc. To experiment with and understand how to use techniques with different types of paint.

Links to other curriculum areas

End Points:

Children are able to develop their knowledge and understanding of the work of artists, sculptors, craft makers, designers and architects from a range of times and cultures and apply this knowledge to their own work.

Children have the knowledge of how to draw, paint, sculpt and other art, craft and design techniques and can describe how they might develop their work further.

Children can produce creative works using different techniques for different purposes, understanding which works well and why.

Children have an appreciation of art in the world around them and can evaluate and analyse creative works using the language of art, crafts and design.



Year group: Year 6

Term: Summer Term

Subject: Art – Sculpture – Sculpture of the human form

Alberto Giacometti (Sculptor) – Surrealist sculptor

Prior learning

KSI Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.

LKS2 still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction, asking and answering questions such as, 'How can it go higher?' Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail.

Notes and guidance

Wire sculpture. Drawing sculpture designs in detail using Giacometti style.

Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process

Useful websites

<https://www.tate.org.uk/art/artists/alberto-giacometti-1159/eight-things-know-alberto-giacometti>

<https://www.tate.org.uk/kids/make/paint-draw/drawing-experiments>

Key vocabulary

sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric. (KSI)

rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet. (LKS2)

form, structure, texture, shape, mark, soft, join, tram, cast. (UKS2)

LOIC Investigation of sculpture in the local area



Substantive Knowledge

To identify and know some of the works of Alberto Giacometti.

To know how to consider the work of and comment on my feelings and reactions to Giacometti's sculptures.

To know that Giacometti was a Swiss sculptor and painter.

To know that Giacometti's work was influenced by both Cubism and Surrealism.

To know that Giacometti is best known for his bronze sculptures of tall thin human figures.

To know how to use materials other than clay to create a 3D sculpture;

To know how to plan and design a sculpture;

To know how to use tools and materials to carve, add shape, add texture & pattern;

To know how to develop cutting and joining skills, e.g., using wire, coils, slabs & slip

To know how to use a sketchbook to collect and develop ideas from a range of sources.

To know how to use key vocabulary to demonstrate knowledge and understanding in this strand.

Disciplinary Knowledge

To know that artists like Alberto Giacometti were heavily influenced by the artistic styles of cubism and surrealism. Giacometti is regarded as one of the most important sculptors of the 20th century. Most of his work is of the human form, and he often made sculptures and paintings of himself and friends and family.

Procedural Knowledge

To study the works of Giacometti and identify his style and technique of design. To use the influences of Giacometti to create a sculpture in his style of the human form, developing and constructing ideas, investigating similarities and differences.

Links to other curriculum areas

End Points:

Children are able to develop their knowledge and understanding of the work of artists, sculptors, craft makers, designers and architects from a range of times and cultures and apply this knowledge to their own work.

Children have the knowledge of how to draw, paint, sculpt and other art, craft and design techniques and can describe how they might develop their work further.

Children can produce creative works using different techniques for different purposes, understanding which works well and why.

Children have an appreciation of art in the world around them and can evaluate and analyse creative works using the language of art, crafts and design.