

ART MEDIUM TERM PLAN (MTP) YEAR 6 2023-2024: Taught 1st half of each term

ART MTP Y6	Autumn 1: 5 LESSONS	Spring 1: 5 LESSONS	Summer 1: 5 LESSONS
	<p>Topic Title: Craft and Design: photo opportunity</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> To know that a 'monochromatic' artwork uses tints and shades of just one colour. <p>Key Skills:</p> <ul style="list-style-type: none"> Drawing upon their experience of creative work and their research to develop their starting points for creative outcomes. Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. Pushing the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques. Analysing and describing the elements of other artists' work, e.g. the effect of colour or composition. Developing personal, imaginative responses to a design brief, using sketchbooks and independent research. Justifying choices made during a design process, explaining how the work of creative practitioners has influenced their outcome. Describing, interpreting and evaluating the work, ideas and processes used by artists across a variety of disciplines, and describing how the cultural and historical context may have influenced their creative work. Giving reasoned evaluations of their own and others' work which takes account of context and intention. Independently using their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. <p>Key vocabulary: album, cityscape, Dada, editing, focus, grid, layout, monochromatic, photography, photorealism, portrait,</p>	<p>Topic Title: Drawing: Make my voice heard.</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> To know how 'line' is used beyond drawing and can be applied to other art forms. To know that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images. <p>Key Skills:</p> <ul style="list-style-type: none"> Drawing on their experience of creative work and their research to develop their starting points for creative outcomes. Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. Drawing expressively in their own, personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently. Applying new drawing techniques to improve their mastery of materials and techniques. Pushing the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques. Analysing and describing the elements of other artists' work, e.g. the effect of colour or composition. Developing personal, imaginative responses to a design brief, using sketchbooks and independent research. Justifying choices made during a design process, explaining how the work of creative practitioners has influenced their outcome. Independently using their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. <p>Key vocabulary: Aesthetics, character traits, commissioned, expressive, guerrilla, impact, mark making, Mayan, representative, symbol technique, audience, chiaroscuro, composition, graffiti, imagery, interpretation, Maya, mural...</p>	<p>Topic Title: Sculpture and 3D: Making Memories.</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> To know that the surface textures created by different materials can help suggest form in two-dimensional artwork. To know how an understanding of shape and space can support creating an effective composition. To know how 'line' is used beyond drawing and can be applied to other art forms. To know that colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or celebration. <p>Key Skills:</p> <ul style="list-style-type: none"> Drawing upon their experience of creative work, and their research, to develop their starting points for creative outcomes. Using personal plans and ideas to design and construct more complex sculptures and 3D forms. Combining materials and techniques appropriate to fit with ideas. Problem-solving, editing and refining to create desired effects and results. Describing, interpreting and evaluating the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Independently using their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. <p>Key vocabulary: Assemblage, collection, embedded, identify, literal, originality, relief, sculpture, symbolic, attribute, composition, expression, juxtaposition, manipulate, pitfall, representation, self, trade...</p>

	prop, recreate, saturation, arrangement, composition, digital, emulate, frame, image, macro, pose, proportion...			
Lesson 1	<p>Lesson objective (s):</p> <p><u>To apply an understanding of composition to create an effective photomontage advertising poster.</u></p> <p>Brief outline of main tasks:</p> <p>Creating a cityscape photomontage advertising poster inspired by Hannah Hoch, Chris Plowman and Graham Holland.</p>	<p>Lesson objective (s):</p> <p><u>To explore expressive drawing techniques.</u></p> <p>Brief outline of main tasks:</p> <p>Exploring the patterns, colours and symbols of Maya art and recording findings through experimental and expressive mark-making using handmade tools and new surfaces.</p>	<p>Lesson objective (s):</p> <p><u>To analyse how art can explore the concept of self.</u></p> <p>Brief outline of main tasks:</p> <p>Recognising how art can be a part of our identity; exploring how art can be used to express memories and self.</p>	
Lesson 2	<p>Lesson objective (s):</p> <p><u>To apply an understanding of abstract art through photography.</u></p> <p>Brief outline of main tasks:</p> <p>Using macro photography and the work of Edward Weston to create abstract photographic art.</p>	<p>Lesson objective (s):</p> <p><u>To consider how symbolism in art can convey meaning.</u></p> <p>Brief outline of main tasks:</p> <p>Using the Maya belief that everyone has a spirit animal companion, children discover their own and record it as a drawing. Using combined inspiration from the Maya and the style of modern artist Dan Fenelon, children develop their symbols to represent themselves, creating a drawn tile of line, pattern and colour.</p>	<p>Lesson objective (s):</p> <p><u>To explore sculptural techniques.</u></p> <p>Brief outline of main tasks:</p> <p>Developing memories of primary school into abstract relief cardboard sculptures inspired by Louise Nevelson.</p>	
Lesson 3	<p>Lesson objective (s):</p> <p><u>To demonstrate an understanding of design choices made for effect using digital photography techniques.</u></p> <p>Brief outline of main tasks:</p> <p>Making design decisions to compose and edit an interesting photographic composition for a music album cover.</p>	<p>Lesson objective (s):</p> <p><u>To apply understanding of the drawing technique chiaroscuro.</u></p> <p>Brief outline of main tasks:</p> <p>Learning about the drawing and painting techniques of chiaroscuro through diverse examples. Applying an understanding of using light and dark to create form and impact to create Maya-inspired word art.</p>	<p>Lesson objective (s):</p> <p><u>To use the creative experience to develop ideas and plan a sculpture.</u></p> <p>Brief outline of main tasks:</p> <p>Developing ideas for a memory box sculpture, drawing upon the artist's inspiration and personal memories.</p>	

Lesson 4	<p>Lesson objective (s):</p> <p><u>To apply an understanding of photography to design and recreate a famous painting.</u></p> <p>Brief outline of main tasks:</p> <p>Using photography skills to make design choices to accurately and creatively recreate a famous painting through photography.</p>	<p>Lesson objective (s):</p> <p><u>To evaluate the context and intention of street art.</u></p> <p>Brief outline of main tasks:</p> <p>Questioning the purpose and place of street art, using a diamond-9 activity to prompt discussion and justify views and opinions on what is art. Drawing upon experiences of the unit, children plan a drawing to 'make their voice heard' about something important to them.</p>	<p>Lesson objective (s):</p> <p><u>To apply an understanding of materials and techniques to work in 3D.</u></p> <p>Brief outline of main tasks:</p> <p>Creating a sculpture depicting personal primary school memories, demonstrating experimentation, originality, technical competence, and craftsmanship.</p>
Lesson 5	<p>Lesson objective (s):</p> <p><u>To demonstrate observation and proportion to create art in a photorealistic style.</u></p> <p>Brief outline of main tasks:</p> <p>Learning about photorealism; exploring the work of photorealistic artists; recreating photographic portraits using a grid drawing technique.</p> <p>ASSESSMENT:</p> <p>Assessment to be used to record progress.</p> <p>Print out a quiz sheet for pupils to answer questions on.</p>	<p>Lesson objective (s):</p> <p><u>To apply an understanding of impact and effect to create a powerful image.</u></p> <p>Brief outline of main tasks:</p> <p>Applying the techniques, skills and inspiration from artists from across the unit, children create a powerful drawn image to convey a message on a subject that they feel passionate about. They consider how to apply symbolism, colour, pattern, line and tone for effect to impact their audience.</p> <p>ASSESSMENT:</p> <p>Assessment to be used to record progress.</p> <p>Print out a quiz sheet for pupils to answer questions on.</p>	<p>Lesson objective (s):</p> <p><u>To problem-solve, evaluate and refine artwork to achieve a chosen outcome.</u></p> <p>Brief outline of main tasks:</p> <p>Pupils complete their box sculptures, reflecting on the making process and their personal development as artists.</p> <p>ASSESSMENT:</p> <p>Assessment to be used to record progress.</p> <p>Print out a quiz sheet for pupils to answer questions on.</p>
Seasonal projects	N/A	<p>SPRING 2 – EASTER CRAFT – Making a hat.</p> <p>Lesson objective (s):</p> <p><u>To design and create a prototype for a specific purpose.</u></p>	

		Brief outline of main tasks: Working in groups children design and make a prototype hat for a specific, Easter-themed purpose, sharing ideas, making sketches and finally constructing their design.		
Stand-alone lessons				Art and design Unit: <u>Painting and mixed media: Artist Study</u> (Lesson 1, 4 and/or 5)