



# Orton Wistow Primary School – Curriculum Plan



**Subject : Art**

**Year : 6**

**Term : Autumn**



## Vocabulary

**Define the word and include etymology if useful.**

**2D Drawing-** A 2D drawing is a flat, two-dimensional image produced with a pen, pencil, or other drawing medium.

**3D Object-** A 3D object is a solid shape or object that has three dimensions: length, width and height.

**Negative space-** Negative space is the space surrounding a subject in a work of art.

**Grid method-** Grid method is a technique that artists use to accurately transfer an image from one surface to another.

**Scale-** In art, scale refers to the size of one whole object in relation to another whole object.

**Scaling Up-** Increasing the size of a 2D drawing or 3D object, whilst maintaining the correct proportions.

**Collage-** Collage describes both the technique and the resulting work of art in which pieces of paper, photographs, fabric and other materials are arranged and stuck down onto a supporting surface.

**Structure-** An object constructed from several parts.



## Knowledge

What children will know

**Learning Teaching Assessment**

Remembering Telling Testing

That drawing and making have a close relationship.

That drawing can be used to transform a two dimensional surface, which can be manipulated to make a three dimensional object.

When we transform two dimensional surfaces, we can use line, mark making, value, shape, colour, pattern and composition to help us create our artwork.

That we can use methods such as the grid method and looking at negative space to help us draw.

Know that the Grid Method is a technique that artists use to accurately transfer an image from one surface to another.

Lubaina Himid is an artist who paints on wood to create flat, standing images which viewers can walk amongst.



## Understanding

What children will understand

**Learning Teaching Assessment**

Practising Coaching Observing

Understand how artists used their drawing skills to make objects.

Understand how to use sketchbooks to record and reflect, and to collect ideas and approaches which they like and that they see other artists use.

Understand how to use line, marking making, tonal values, colour, shape and composition to make their work interesting.

Understand how to transform a drawing into a three-dimensional object.

Understand how to use negative space and the grid method to scale-up an image.

Understand how Lubaina Himid transforms her 2D artwork into standing images.

Understand that we may have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand that all responses are valid.



## Skills

What children will be able to do

**Learning Teaching Assessment**

Reflecting Facilitating Evaluating

Explore artists who use their drawing skills to make objects and share responses to their work, thinking about their intention and outcome.

Make visual notes to capture, consolidate and reflect upon the artists studied.

Use their sketchbook to record and reflect, collecting the ideas and approaches that they like, which they see other artists use.

Use line, mark making, tonal values, colour, shape and composition to make their work interesting.

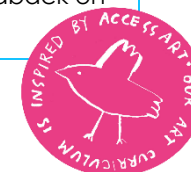
Explore using negative and positive space to "see" and draw a simple element/ object.

Transform their drawing into a three dimensional object.

Use the grid method to scale up an image, transferring the image onto card.

Use collage to add tonal marks to the "flat image".

Share their work with others, and talk about their intention and the outcome. They can listen to their response and take their feedback on board.



<b>Vocabulary</b>	<b>Knowledge</b> What children will know	<b>Understanding</b> What children will understand	<b>Skills</b> What children will be able to do																		
<b>Define the word and include etymology if useful.</b>	<table border="1"> <tr> <td><b>Learning</b></td> <td><b>Teaching</b></td> <td><b>Assessment</b></td> </tr> <tr> <td>Remembering</td> <td>Telling</td> <td>Testing</td> </tr> </table>	<b>Learning</b>	<b>Teaching</b>	<b>Assessment</b>	Remembering	Telling	Testing	<table border="1"> <tr> <td><b>Learning</b></td> <td><b>Teaching</b></td> <td><b>Assessment</b></td> </tr> <tr> <td>Practising</td> <td>Coaching</td> <td>Observing</td> </tr> </table>	<b>Learning</b>	<b>Teaching</b>	<b>Assessment</b>	Practising	Coaching	Observing	<table border="1"> <tr> <td><b>Learning</b></td> <td><b>Teaching</b></td> <td><b>Assessment</b></td> </tr> <tr> <td>Reflecting</td> <td>Facilitating</td> <td>Evaluating</td> </tr> </table>	<b>Learning</b>	<b>Teaching</b>	<b>Assessment</b>	Reflecting	Facilitating	Evaluating
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			Appreciate the work of their classmates. They can listen to their intentions and share their response to their work.																		

**Useful information**

**Pathway: 2D Drawing to 3D Making ([accessart.org.uk](http://accessart.org.uk))**

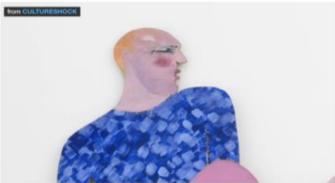


Week 1: Option 1 Sculpture

Week 2 & 3: Draw- Use Negative Space and the Grid Method



Introduce the Work of Lubaina Himid



Use Negative Space and the Grid Method



**2D Drawing to 3D Making**

Week 6: Share, Reflect, Discuss

Week 4 & 5: Draw- Explore Mark Making, Tonal Value & Structure



Images taken from the Access Art [www.accessart.org.uk](http://www.accessart.org.uk)





# Orton Wistow Primary School – Curriculum Plan



Subject : Art

Year : 6

Term : Spring



## Vocabulary

## Knowledge

## Understanding

## Skills

What children will know

What children will understand

What children will be able to do

Define the word and include etymology if useful.

Learning	Teaching	Assessment
Remembering	Telling	Testing

Learning	Teaching	Assessment
Practising	Coaching	Observing

Learning	Teaching	Assessment
Reflecting	Facilitating	Evaluating

**Identity-** A person's sense of self.

**Portraiture-** The art of making portraits.

**Portrait-** A representation of a person.

**Imagery-** Something which is visually descriptive.

**Layering-** Stacking individual elements on top of one another in a composition.

**Composition-** The arrangement of objects or components of artwork.

**Collage-** The arrangement of cut-up pieces of paper, photographs or artwork stuck down on a surface.

**Hue-** The dominant colour family.

**Tint-** Adding white to a hue to make it lighter.

**Shade-** Adding black to a hue to make it darker.

**Tone-** Tone refers to the quality of colour.

**Multi-media-** An artwork that uses more than one medium.

That artists embrace the things which make them embrace who they are: their culture, background, experiences, passions- and use these in their work to help them create work which others can relate to.

That people are the sum of lots of different experiences, and that through art we can explore our identify.

That we can use techniques such as working with layers to help create imagery which reflects the complex nature of our identities.

A tertiary colour is made by mixing equal amounts of a primary and secondary colour together. White is added to a hue to make a tint. Black is added to a hue to make a shade. Varying tones and hues can add depth.

Njideka Akunyili Crosby is originally from Nigeria but now lives in America. She is a contemporary painter. She creates layered figurative compositions that express identity.

Mike Barrett is a digital artist who creates layered portraits which express identity.

That as viewers, we can then 'read' imagery made by other people, unpicking imagery, line, shape and colour to help us understand the experience of the artist.

Portraiture is the art of making portraits, which is a representation of a person.

Understand that artists use art to explore their own experience, and that as views, we can use our visual literacy skills to learn more about the artist and ourselves.

Who are Njideka Akunyili Crosby and Mike Barrett and how do they express their identity through their artwork?

How to use their sketchbook effectively to record, generate and refine ideas, test, reflect and record.

Understand the concept of portraiture and how to use observational drawing to explore portraiture.

How to express aspects of their identity through a self-portrait.

How to create a layered mixed-media portrait including elements of drawing, painting and collage.

Know how to mix secondary and tertiary colours to create different hues. How to create tints and shades by adding white/ black to hues and how to create depth by varying tones or hues.

Understand that they can make choices about colour, line shape and composition to create imagery in their portrait to express their identity.

How reflect on their self-portrait and the portraits of others, providing positive yet critical feedback.

Understand that we may all have different responses in terms of our thoughts and the things we make. Understand that all responses are valid.

Look at how artists explore their identify by creating layered and constructed images. Use visual notes to record this in sketchbooks and share their response with their classmates.

Use their curiosity to think about how they might adapt techniques and processes to suit them.

Use their sketchbook to record, generate ideas, test, reflect and record.

Use observational drawing to explore portraiture.

Create a layered mixed-media portrait including elements of drawing, painting and collage.

Create a layered portrait to explore aspects of their identify thinking about line, shape, colour, texture and meaning.

Share their work with their classmates, articulating how they feel about the journey and outcome. Listen to feedback from their classmates and respond.

Appreciate the work of their classmates and reflect upon the differences and similarities of their work (and experience) to their own. Share their response to their classmates' work.





## Useful information

Pathway: [Exploring Identity \(accessart.org.uk\)](http://accessart.org.uk)

Week 1: Introduce: Discover Artists & Approaches



Week 2: Sketchbook Work

Portrait Club



# Exploring Identity

Week 6: Present & Share



Week 3, 4 & 5: Explore & Create  
Making Layered Portraits

