

# Pudsey Bolton Royd Primary School Art Long-Term Plan

## Year 6

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>
<b>Enquiry Questions</b>		
Who is Picasso and what was his impact on 20th century art?	Can I create a painting of Ingleborough hall in the Style of Rob Hain?	Can I create a propaganda poster using lino print?
<b>Outcomes</b>		
Children will understand the significance of Picasso's work and the impact it had on the 20th century. They will be critical of his technique and works and produce their own self portrait inspired by him. They will learn about Cubism and symbolism.	They will learn who Rob Hain is and about his style of painting. Children will learn to use the grid method to accurately sketch detail in proportion over a larger area. They will use real life photos of Ingleborough to decide on a vibrant colour palette and use this to paint their sketches of Ingleborough Hall.	The children will learn about art styles used to create propaganda posters. They will learn
<b>Linked Texts</b>		
<b>Linked Experiences</b>		
	Ingleborough Hall residential	
<b>Overview</b>		
<ol style="list-style-type: none"> <li>Children learn about Pablo Picasso, read Little People, Big dreams book. Children use chromebooks to research about Picasso, make rough notes in jotter. Highlight key points and use these to create a double page spread in sketch books. The children should title the page mimicking Picasso's style, using geometric shape.</li> <li>Children to add key information about Picasso to their double page spread, keeping with the theme of Picasso. Stick in some of his artwork and analyse linking to their own experiences/ justifying what they have said.</li> <li>Look at a range of Picasso's portraits, discuss cubism and symbolism in his pieces. On one side on A4 children sketch some ideas for shapes on their face, what could they use for an eye/nose/mouth/chin etc. On the other side, children should sketch their final design for their Picasso self portrait. <a href="https://richmondartcenter.org/instructables/picasso-self-portraits-2/">https://richmondartcenter.org/instructables/picasso-self-portraits-2/</a> Use pastels to add colours that are symbolic</li> <li>Evaluate own and other's self-portraits and record by sticking evaluation sheet into books.</li> </ol>	<ol style="list-style-type: none"> <li>Look at a range of landscapes by Rob Hain, annotate in books labelling material used, colours, techniques, likes, dislikes, other critiques or valuable info.</li> <li>Look at photos of Ingleborough hall and choose one to sketch and paint. Use the grid method to accurately sketch into art book.</li> <li>Mix colour palette linked to photo of Ingleborough hall - children to decide which colours are best.</li> <li>Use acrylic paint to accurately paint the landscape, colours should be bright and exaggerated like Rob Hain's work.</li> <li>Evaluate own and other's paintings and record by sticking evaluation sheet into books. Teachers to copy some children's art work and make it smaller to go on leaflet in English.</li> </ol>	<ol style="list-style-type: none"> <li>Discuss propaganda posters, discuss purpose and audience. Did they have intended purpose? In sketchbooks, children to answer following questions about a range of propaganda art.  What can you see in this poster? Jot down as many details as you can spot. What is the message of this poster? What is it trying to convince people to do? Who was its intended audience? Use details from the poster to support your ideas here. What techniques does the artist use to get the poster's message across? Do you think this poster is effective? Why?</li> <li>Discuss and show what lino printing is. <a href="https://www.hobbycraft.co.uk/get-started/in/lino-printing/">https://www.hobbycraft.co.uk/get-started/in/lino-printing/</a> Children make notes in sketchbooks about the technique and origin.</li> <li>Children design their own basic lino print in sketchbooks. Should be a simple A5 size print which they could repeat on a poster (plane, shovel, tank, soldier silhouette, submarine. A bold message under the lino to be done in calligraphy pen.</li> </ol>

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<a href="https://www.youtube.com/watch?v=UV-i8l7OdVo">https://www.youtube.com/watch?v=UV-i8l7OdVo</a>		<p>4. In small groups, children to be shown step by step how to lino print. Carefully guided by turn their design into a print.</p> <p>5. Once complete, children evaluate and critique theirs and others work.</p>
<b>Knowledge and/or Skills Covered</b>		
<p>PLAN: Plan in detail with preliminary studies in sketchbooks, linking to what they have studied and explaining their choices</p> <p><u>PRODUCE: Realism</u></p> <p>Realistic depictions</p> <p><u>Control &amp; precision</u></p> <p>Plan ahead for activities in terms of: space, efficiency, clear-up time and ease of cleaning up</p> <p><u>Reproduce</u></p> <p>Reproduce more complex works of art and craft without much guidance</p> <p><u>EVALUATE: Appreciate</u></p> <p>Explain how their own behaviour might affect the enjoyment of others</p> <p><u>Ask questions</u></p> <p>Regularly ask and answer perceptive questions in artistically valid ways</p> <p><u>Compare</u></p> <p>Analyse their and others' responses, with justification, extrapolating and linking to own work if appropriate</p> <p><u>Evaluate</u></p> <p>Constructively critique their peers' work, and if appropriate help bring about the improvements</p>	<p>PLAN: Plan in detail with preliminary studies in sketchbooks, linking to what they have studied and explaining their choices</p> <p><u>PRODUCE: Realism</u></p> <p>Realistic depictions</p> <p><u>Reproduce</u></p> <p>Reproduce more complex works of art and craft without much guidance</p> <p><u>Create</u></p> <p>Make choices about techniques and materials for artistic reasons</p> <p><u>EVALUATE: Appreciate</u></p> <p>Explain how their own behaviour might affect the enjoyment of others</p> <p><u>Ask questions</u></p> <p>Regularly ask and answer perceptive questions in artistically valid ways</p> <p><u>Compare</u></p> <p>Analyse their and others' responses, with justification, extrapolating and linking to own work if appropriate</p> <p><u>Evaluate</u></p> <p>Constructively critique their peers' work, and if appropriate help bring about the improvements</p>	<p>PLAN: Plan in detail with preliminary studies in sketchbooks, linking to what they have studied and explaining their choices</p> <p><u>PRODUCE</u></p> <p>Control &amp; precision</p> <p>Plan ahead for activities in terms of: space, efficiency, clear-up time and ease of cleaning up</p> <p><u>Reproduce</u></p> <p>Reproduce more complex works of art and craft without much guidance</p> <p><u>EVALUATE</u></p> <p><u>Appreciate</u></p> <p>Explain how their own behaviour might affect the enjoyment of others</p> <p><u>Ask questions</u></p> <p>Regularly ask and answer perceptive questions in artistically valid ways</p> <p><u>Compare</u></p> <p>Analyse their and others' responses, with justification, extrapolating and linking to own work if appropriate</p> <p><u>Evaluate</u></p> <p>Constructively critique their peers' work, and if appropriate help bring about the improvements</p>
<b>National Curriculum Attainment Targets</b>		
<p>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 and design. Pupils should be taught: to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting</p>	<p>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 and design. Pupils should be taught: to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting</p>	<p>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</p>

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with a range of materials [for example, pencil] about great artists in history	with a range of materials [for example, pencil] about great artists in history.	
<b>Important Vocabulary</b>		
Attribute, Controversy, Authentic, Characterise, Concept, intersecting, golden section	En plein air, Epitomise, discern, Authentic	Attribute Controversy Authentic Discern Epitomise Characterise Concept silhouette

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<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
<b>Enquiry Questions</b>		
Can I recreate the painting style of Lowry?		What is Islamic art? How is it different to art from Europe? Can I create a piece of Islamic art?
<b>Outcomes</b>		
Children to paint their own 'bombed' street painting in the style of Lowry. Looking at foreground and midground. The mid ground should use lighter colours to give the impression that it is further away than the foreground.		Children to create a double page spread in their sketch book about Islamic art. then to practise calligraphy, geometric patterns and tessellations.
<b>Linked Texts</b>		
<b>Linked Experiences</b>		
		Visit from Razwan Ul-Haq
<b>Overview</b>		
<ol style="list-style-type: none"> <li>Children create a double page spread in sketchbooks about Lowry. Include his art, questions and factual info about him. Also critiques, identify themes, techniques.</li> <li>Look at Lowry - St Augustine Church, Manchester. Children will be drawing and painting their own version of a bombed street from a 'one point perspective'. Learn about perspective: <a href="https://www.dreambeastpoems.com/post/look-at-our-incredible-l-s-lowry-art">https://www.dreambeastpoems.com/post/look-at-our-incredible-l-s-lowry-art</a></li> <li>Children begin their perspective sketch: <a href="https://www.youtube.com/watch?v=twcFW0RyOO8">https://www.youtube.com/watch?v=twcFW0RyOO8</a> Ensure their buildings are fitting with the WW2 time era adding in bombed aspects from St Augustine's Church painting. Sketch lightly in pencil.</li> <li>Paint using 5 colours like Lowry did (white, black, red, blue, yellow)</li> <li>Evaluate</li> </ol>		<ol style="list-style-type: none"> <li>Children learn about Islamic Art. Create a double page with a heading to display their learning in the theme of Islamic art. Look at pictures of a range of Islamic Art and label using key vocabulary and critique and compare.</li> <li>Look at examples of geometric patterns in early Islamic civilisations. Use sheets provided to create own. <a href="https://docs.google.com/presentation/d/10RqaLGkG-1Q7qepleh8ZRiptlIliplal/edit?usp=sharing&amp;ouid=112325889193412834174&amp;rtpof=true&amp;sd=true">https://docs.google.com/presentation/d/10RqaLGkG-1Q7qepleh8ZRiptlIliplal/edit?usp=sharing&amp;ouid=112325889193412834174&amp;rtpof=true&amp;sd=true</a></li> <li>Look at Islamic Tughra calligraphy. Create own piece inspired by this. <a href="https://artclasscurator.com/islamic-art-for-kids/">https://artclasscurator.com/islamic-art-for-kids/</a></li> <li>Visit from Razwan Ul-Haq. <a href="https://ulhaq.com/workshops">https://ulhaq.com/workshops</a> <a href="https://www.youtube.com/watch?v=yzXRUYCZWw4">https://www.youtube.com/watch?v=yzXRUYCZWw4</a></li> </ol>
<b>Knowledge and/or Skills Covered</b>		
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