

Year 6	Drawing	Sketchbooks	Printmaking	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
<p>ICEBERGS (link lesson plan and note assessment areas)WA X RESIST</p> <p>Purple = Substantive Knowledge</p> <p>Green = Implicit Knowledge / Skills</p>							<p>LEARNING FROM ARTISTS Look at the work of designers, artists, art activists, installation artists, craftspeople and puppeteers.</p> <p>Understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist and ourselves.</p> <p>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...").</p> <p>LEARNING FROM OUR WORK Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lightin& perspective.</p>
Working towards							
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VOCABULARY

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<p>Brave Colour And willow (this may need some additions) Perhaps 2D to 3D Purple = Substantive Knowledge Green = Implicit Knowledge / Skills</p>	<p>Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects</p> <p>Explore using negative and positive space to “see” and draw a simple element/object 2D to 3D.</p> <p>Use collage to add tonal marks to the “flat image”. 2D to 3D</p>	<p>Use sketchbooks to:</p> <p>Practise seeing negative and positive shapes. 2D to 3D</p> <p>Using the grid method to scale up an image. 2D to 3D</p>			<p>Understand that artists use a variety of media including light and sound as well as physical media to create installations. Understand that installations are often immersive, enabling the viewer to enter the artwork.</p> <p>Understand that artists and designers add colour, texture, meaning and richness to our life</p> <p>Use willow and tissue paper to design (through making) and construct a piece of the Antarctic.</p> <p>Use the device of scaled model to imagine what your installation might be, working in respond to a brief or “challenge” to enable a viewer to “have a physical experience of colour.”</p> <p>Use a variety of materials, including light and sound, to make a model of what you would build. Think about structure of space, how the viewer would enter, what they would see, feel, hear. Use colour in a brave and bold way, reflecting upon how this might make the viewer feel.</p>	<p>LEARNING FROM ARTISTS Look at the work of designers, artists, art activists, installation artists, craftspeople and puppeteers.</p> <p>Understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist and ourselves.</p> <p>Reflect upon the artists’ work, and share your response verbally (“I liked... I didn’t understand... it reminded me of... It links to...”).</p> <p>LEARNING FROM OUR WORK Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might.. I was inspired by...”). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lightin& perspective.</p>
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VOCABULARY [2D to 3D](#): 2D Drawing 3D Object Packaging Negative space Grid method Scaling up Net, Typography, Graphic Design Collage Structure Balance Present, Share, Reflect, Respond, Articulate, [Brave Colour Sketchbook](#): Visual notes: Colour, Installation Art, Immersive, Participate, Context, Environment, Viewer, Light, Colour, Form, Structure, Sound, Senses, Sculptural installation Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,

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<p>Activism and Exploring Identity</p> <p>Purple = Substantive Knowledge</p> <p>Green = Implicit Knowledge / Skills</p>		<p>Use sketchbooks to:</p> <p>Practise seeing negative and positive shapes. Activism</p> <p>Explore what your passions, hopes and fears might be. What makes you you? How can you find visual equivalents for the words in your head? Activism Exploring Identity</p> <p>Explore colour: make colours, collect colours, experiment with how colours work together. Activism</p> <p>Explore combinations and layering of media. Activism Exploring Identity</p> <p>Develop Mark Making Activism Exploring Identity</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied. Exploring Identity</p>	<p>Understand that artists sometimes use their skills, vision and creativity to speak on behalf of communities they represent, to try to change the world for the better. Activism</p> <p>Understand that the nature of the object (artwork in gallery, graffiti on wall, zine) can be specific to the intention of the artist. Activism</p> <p>Explore what kinds of topics or themes YOU care about. Articulate your fears, hopes, dreams. Think about what you could create (possibly working collaboratively) to share your voice and passion with the world. Activism Exploring Identity</p> <p>Use screenprinting and/or monoprinting over collaged and painted sheets to create your piece of activist art. Activism</p> <p>Or create a zine using similar methods. Activism</p>	<p>Explore how we can use layers (physical or digital) to explore and build portraits of ourselves which explore aspects of our background, experience, culture and personality. Exploring Identity</p> <p>Make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore. Exploring Identity</p>	<p>Understand that designers & makers sometimes work towards briefs, but always brings their own experience in the project to bear. Exploring Identity</p> <p>Understand that artists and designers add colour, texture, meaning and richness to our life. Exploring Identity</p>	<p>LEARNING FROM ARTISTS</p> <p>Look at the work of designers, artists, art activists, installation artists, craftspeople and puppeteers.</p> <p>Understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist and ourselves.</p> <p>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...").</p> <p>LEARNING FROM OUR WORK</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by..."). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.</p>
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VOCABULARY Exploring Identity: Identity, Layer, Constructed, Portraiture Layering, Digital Art, Physical, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences, **Activism:** Activism, Voice, Message, Community, Poster, Zine, Screenprinting, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,

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<p>Take a Seat EXHIBITION PIECE</p> <p>Purple = Substantive Knowledge</p> <p>Green = Implicit Knowledge / Skills</p>		<p>Make visual notes to capture, consolidate and reflect upon the artists studied.</p>			<p>Understand that designers & makers sometimes work towards briefs, but always brings their own experience in the project to bear.</p> <p>Understand that artists and designers add colour, texture, meaning and richness to our life.</p> <p>Understand that artists reinvent. Understand that as artists, we can take the work of others and re-form it to suit us. That we can be inspired by the past and make things for the future.</p> <p>Use a variety of materials to design (through making) and construct a scaled piece of furniture. Bring your personality and character to the piece. Let your nature inform the choice of materials and shapes you use. Take a Seat</p>	<p>LEARNING FROM ARTISTS Look at the work of designers, artists, art activists, installation artists, craftspeople and puppeteers.</p> <p>Understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist and ourselves.</p> <p>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...").</p> <p>LEARNING FROM OUR WORK Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.</p>
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VOCABULARY Chair Design, Designer, Craftsperson, Maker, 3D Doodle, Design through Making, Chair Design Expression, Personality, Character, Materials, Form, Function, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,