



How can you ensure accuracy when drawing a portrait? **Self portraits- Frida Kahlo**

Year 5/6 Term Autumn 1 Subject Art	
<b>National Curriculum Coverage</b>	<ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history</li> </ul>
Key Skills	Key Knowledge
<p>Year 5</p> <ul style="list-style-type: none"> <li>I can draw the layout of the face and figure whilst focussing on proportion and size.</li> <li>I can confidently apply paint to large flat areas of colour and use appropriate brushwork to the method of painting.</li> <li>I can confidently work from direct observation.</li> <li>I can modify and adapt as work progresses.</li> <li>I can comment on ideas, methods and approaches in my own work and the work of others.</li> <li>I can explore a range of great artists.</li> </ul> <p>Year 6</p> <ul style="list-style-type: none"> <li>I can use mixed media in my completed work.</li> <li>I can arrange and re-arrange colours, shapes and textures for the effect before completion of the final composition (collage).</li> <li>I can explore and experiment to plan and collect source material for future work.</li> <li>I can adapt and refine my work to reflect my view of its purpose and meaning.</li> <li>I can look at and talk about great artists.</li> </ul>	<p>Who is Frida Kahlo?</p> <p>How can using the graphite technique help your accuracy?</p> <p>What is a line drawing?</p> <p>What is mixed media?</p> <p>Why is it important to constantly evaluate work?</p>
Previous knowledge	Current Year
<p>Year R/1</p> <ul style="list-style-type: none"> <li>Observation line drawing of someone you love</li> </ul> <p>Year 1/2</p> <ul style="list-style-type: none"> <li>The study of the colour wheel</li> </ul> <p>Year 3/4</p> <ul style="list-style-type: none"> <li>Using a variety of materials to sketch- biro, pencil, oil pastel</li> </ul> <p>Year 4/5</p> <ul style="list-style-type: none"> <li>Expressionist painting: Using biros and acrylic paint experimenting with line, tone and scale (local landscape).</li> </ul>	<ul style="list-style-type: none"> <li>Create a self-portrait line drawing (no shading)</li> <li>Use the graphite technique for accuracy</li> <li>Use a range of materials by choice.</li> <li>Create a mixed media portrait</li> </ul>
<b>Vocabulary:</b> Frida Kahlo, Self portrait, Annotate, Symbols, Motif, Mixed media, Accurate	



**How can I make a drawing appear 3D? Tudor**  
**Year 5/6      Term Spring 1      Subject Art**

<b>National Curriculum Coverage</b>	<ul style="list-style-type: none"><li>• to create sketch books to record their observations and use them to review and revisit ideas</li><li>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</li><li>• about great artists, architects and designers in history</li></ul>	
<b>Key Skills</b>		<b>Key Knowledge</b>
Year 5 I can use language appropriate to skill and techniques I can adapt and improve my own work to realise my own intentions. I can experiment with shading techniques (light/dark- pencil)  Year 6 I can draw using tonal contrast I can consider scale and proportion in compositions i.e figures and faces. I can use complementary colours. I can confidently work from imagination.		What techniques could we use to make new paper look old? How can we create depth and shadow using pencil? How can using different pencils change the way our work looks? How can you create tone when using a biro?
<b>Previous knowledge</b>		<b>Current Year</b>
Year R/1 <ul style="list-style-type: none"><li>• Collage of Andy Goldsworthy</li></ul> Year 1/2 <ul style="list-style-type: none"><li>• Creating a poppy using wires and designing a poppy installation</li></ul> Year 3/4 <ul style="list-style-type: none"><li>• Using a variety of materials – newspaper and tissue paper .</li><li>• The use of paper mache, clay, wire and different materials to create a costume mask of Medusa</li></ul> Year 4/5 <ul style="list-style-type: none"><li>• Greek Vase</li></ul>		<ul style="list-style-type: none"><li>• Create a 2 page collage</li><li>• Series of sketches in biro-add tones and shadows</li><li>• Use a variety of pencils- deciding what the best choice would be for the project</li><li>• Understand the artist and his methods</li></ul> Turning a 2D picture 3D
<b>Vocabulary:</b> Tone, Depth, Shadow, 3D, Line Drawing, Accuray, Detail, Effect		

**How can you make a new sculpture appear old and fragile? Industrial revolution- Sixpence clay**



Year 5/6

Term Summer 1

Subject Art

<b>National Curriculum Coverage</b>	<ul style="list-style-type: none"><li>to create sketch books to record their observations and use them to review and revisit ideas.</li><li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</li><li>about great artists, architects and designers in history.</li></ul>	
Key Skills		Key Knowledge
Year 5 I can manipulate clay. I can use appropriate colours and understand their relationships- hot and cold colours. I can confidently work from direct observation. I can explore a range of artists. I can comment on ideas, methods and approaches in my own work and the work of others. Year 6 I can manipulate using clay accurately. I can use perspective in my drawings. I can carefully think about colours and the impact it has on art. I can use mixed media in my completed work. I can explore a range of artists.		What does it mean to manipulate clay? What materials or effects could you add to make clay look old and worn? How can you create depth in clay? How can you add dimension to clay? What tools would you use when working with clay and what would they achieve?
Previous knowledge		Current Year
Year 1/2 <ul style="list-style-type: none"><li>Poppy installation and sculpture</li><li>Adding careful details and patterns to a plate</li><li>Colour wheel</li></ul> Year 3/4 <ul style="list-style-type: none"><li>Using clay and other materials to create a costume mask</li></ul> Year 4/5 <ul style="list-style-type: none"><li>Using complementary and contrasting colours to suit the purpose.</li><li>Expressionist painting: Using biro and acrylic paint experimenting with line, tone and scale (local landscape).</li></ul>		<ul style="list-style-type: none"><li>Create tonal drawings using a range of B pencils</li><li>Create a clay coin that replicates a sixpence.</li><li>Carefully engrave onto clay to add depth.</li></ul> Adding layers of detailed clay to add dimension (embossed)
Engrave, Depth, Embossed, Dimension, Sculpture, Materials, Manipulate		