Year 6	Key Skills	Content/Unit or Topic inc. Artists studied	Curriculum	Key Facts inc	Key Vocabulary
			Links	materials and	
Exploring & Developing Ideas (On going all year)	Select and record first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	Manchester Research Manchester based artists and select one to create their own replica piece of artwork Artists could include – street duo -Nomad Clan Illustrator Emma Reynolds, Stanley Chow portraits of people including Oasis Ambrin (worked on the bees across city) Also mention L.S. Lowry but aware taught in Year 2	Manchester topic- history and culture of our city. Look at famous art in galleries when we visit Manchester on our trip.	techniques Depends on the artist they choose as inspiration will be led by the individual children.	Inspiration Interpretation Adapt Technique
Evaluating &	 Compare ideas, 	 Also mention L.S Lowry but aware taught in Year 2 They can compare and adapt through all aspects of art throughout 			
Developing work	methods and approaches in their	the year.			
	own and others' work and say what	Comparing to the original inspiration and each others			
(On going all	they think and feel	interpretations.			
year)	about them. Adapt their work according to their views and describe how they might develop it further.	Also, as they go along adapting their original idea and plan			

Orawing	Demonstrate a wide	City skyline sketching		Shading,	Perspective
J	<mark>variety of ways to</mark> make different	MANCHESTER .	Manchester	drawing with	Shade
	marks with dry and			perspective, use	Tone
	wet media. (wet within painting)			of a pencil or	
	 Identify artists who 			charcoal to	
	<mark>have worked in a</mark> similar way to their			shade and	
	<mark>own work.</mark>	Children will sketch their own version of city skyline using pencil		create tones.	
	 Develop ideas using different or mixed 	Henry Moore (WW2) Tube Shelter Perspective			
	<mark>media, using a</mark>	and the second of the second o			
	sketchbook.Manipulate and		WW2		
	experiment with the				
	elements of art: line, tone, pattern,				
	texture, form,				
	space, colour and shape.	Children will sketch and create their own drawing of people inside			
		an air raid shelter. Looking at the lines, shading and tones within			
		this example and how to create that effect themselves.			
		Using oil pastels to create an image of hope from the Holocaust			
		Link to KAPOW - Mixed Media unit -lesson 5 - art			
		used to convey message			

Painting	 Create shades and 	Galapagos	Charles Darwin	Use of water	Landscape
	tints using black and white. (Covered	Landscape painting	– Galapagos	colours, how to	,
	above with		Island and	create darker	Silhouette
	drawing)		Evolution	colours, mix	Skyline
	 Choose appropriate paint, paper and 			colours on a	,
	implements to adapt			pallet first etc.	
	and extend their work.	Children to draw and then paint using water colours their own		panet mot etc.	
	Carry out	picture of the Galapagos landscape.			
	preliminary studies,	picture of the Galapagos landscape.			
	test media and materials and mix	DIA.			
	appropriate colours.	Blitz			
	 Work from a variety of sources, inc. 				
	those researched		WW2 - Blitz		
	independently. (within the first		VV VV Z - DIILZ		
	boxes)				
	Show an awareness	Create a blazing silhouette skyline of London during the Blitz, Using			
	of how paintings are	water colours. Children to use techniques of how to mix and shade			
	created (composition).	using water colours to create the background, then either draw			
	(composition).	onto with felt pen or cut out shapes using black paper to create the			
		silhouette effect.			
Printing	Describe varied	Manchester	Manchester		Album
	techniques Be familiar with	Children to design their own album cover and take pictures of			Appealing
	layering prints.	themselves as band to print and layer over to create the finished			Digital
	Be confident with	product.			Saturation
	printing on paper and fabric.	product.		Transfer paper,	Colour
	 Alter and modify 	Leavers T-shirts		reflective image	Composition
	work. Work relatively	Children to research and design on the computer their own leaver's	Leaving	needed,	Emulate
	independently.	·	/transition	especially with	Editing
		t-shirt.	,	text.	Software
		They can alter and modify throughout and then once they have		Iron	Replacement
		decided on final design, print onto transfer paper (mirror image)		t-shirts	Focus
		and iron onto the T-shirt.		C SIIII CS	Frame
					Traffic

Textiles/Collage	Awareness of the potential of the uses of material. Use different techniques, colours and textures etc when designing and making pieces of work. To be expressive and analytical to adapt, extend and justify their work	Manchester Photomontage of pictures the children have taken during visit to Manchester city centre (KAPOW photography unit) WW2 Children are to select appropriate colours and materials and collage them together to create a background for their sketch of a soldier Also wit the 3D art form topic of plastic art.	Manchester WW2	Collage, mixed media, sketch Overlap	Mirror image Transfer Collage, overlap Photomontage, Image, Dada, Layout, Cityscape (as a landscape but one made predominantly of the scenery of a large city), Composition, Arrangement
3D Form	Develop skills in use	Plastic	Formal letter to	Fixing	Fixing, adapting,
52.5	of clay inc. slabs, coils, slips, etc. Make a mould and use plaster safely. Create sculpture and constructions with increasing independence.	During a topic about recycling and plastic the children will be using a variety of self-chosen plastic objects to create a large group piece of art to highlight the danger plastic provides in the world. They will collage and work as a group designing and adapting the piece as they go along.	government about plastic use and dangers	techniques. Resources – plastic objects	adjusting, expression.

Art and Design Long Term Plan

			Anderson shelter homework Children are set homework to create a model Anderson shelter with whichever resources they choose.		
Breadth of Study	•	Work on their own and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.	Throughout the year working alone and in groups on a variety of 2 and 3D projects, they are also working on different scales. Use of ICT to research and to design leavers t-shirts. Variety of genres and styles throughout the year but also within the locality of Manchester's artists.		Dimensional