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## Year 6 - Medium Term Plan - Designers - Art

### How is Mexican culture presented through Art?



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#### Aspect of Study

Colour, composition, symbolism, portraiture, drawing and painting.

#### Transferable Knowledge:

Geography - locational knowledge, Mexico.  
History - Artists through history, social classes.

#### National Curriculum Overview of Programme of Study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

#### During this area of study students should be taught to:

- create sketch books to record their observations and use them to review and revisit ideas
- improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.
- Mixing and using colour to create an atmosphere within a landscape.
- Using scale and perspective to create distances in a landscape image.
- Explore the effect of light, colour, texture and tone on natural landscapes.
- Explain why they have chosen a specific media, style or technique and the impact this had on their final outcome reflected in their sketchbooks.

### Real World Links:

Pupils will learn the skills required to be an artist. They will explore aspects of being a historian and a geographer.

Opportunity is given for pupils to discuss current world events and how artists have responded.



**Being safe** – using equipment safely and correctly.

**Problem Solving** – tackling Enquiry Questions

**Communication** – expressing opinions on existing artwork.

### Influential Figures

**Frieda Kahlo – Portraiture**

**Jose Guadalupe Posada – La Catrina**

### OPAL links

Opportunities to explore a range a mediums (eg. chalk, blocks, whiteboard marker)

## Curriculum Coverage

(Previous, expected and what follows on)

Prior National Curriculum Coverage	National Curriculum Coverage	Subsequent National Curriculum Coverage
<p><b><u>EYFS:</u></b> Colour mixing primary and secondary colours</p> <p><b><u>Year 1:</u></b> Experimenting with colour mixing of tertiary colours and shades</p> <p><b><u>Year 2:</u></b> Experimenting with colour mixing to create mood</p> <p><b><u>Year 3:</u></b> Using a limited colour palette to create mood</p> <p><b><u>Year 4:</u></b> Mixing and using colour to create a character</p> <p><b><u>Year 5</u></b> <b>Learn about great artists, architects and designers in history.</b></p>	<p><b><u>NC Objectives:</u></b></p> <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</li> <li>about great artists, architects and designers in history.</li> </ul> <p><b><u>Specific areas covered:</u></b></p> <ul style="list-style-type: none"> <li>Mixing and using colour to create an atmosphere <b>Please note prior knowledge - children already have A LOT of experience mixing colour.</b></li> <li>Explain why they have chosen a specific media, style or technique and the impact this had on their final outcome reflected in their sketchbooks.</li> </ul>	<p><b><u>Year 6 Summer 1</u></b></p> <ul style="list-style-type: none"> <li>Using scale and perspective to create portraits.</li> <li>Exploring the effect of light and tone on a range of objects.</li> <li>Critically evaluates the work that they produce and use the evaluations to impact positively on generating final outcome/final piece of work</li> </ul>

Key vocabulary	Concepts	Language skills
Colour Atmosphere Light Scale Primary Secondary Tertiary Complementary Harmonious Expressionist	Colour Scale Proportion	Can articulate sensitively and appropriately about artwork they have created and that of others that they have seen.



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## Sequence of Teaching and Learning

	National Curriculum LO/EQ?	Lesson ideas/differentiation
1	<p>NC OBJ: about great artists, architects and designers in history. to create sketch books to record their observations and use them to review and revisit ideas</p> <p><b>L.O: To compare and evaluate different styles of portrait.</b></p>	<p>Examine a range of portraits. Some should be artists previously studied (e.g. Picasso, Van Gogh) and some should be unfamiliar artists (at least one example to be Freida Kahlo).</p> <p>Children to use sketchbooks to record their initial thoughts, feelings etc</p> <p><b>LA</b> - comment upon likes and dislikes of an image <b>MA</b> – Annotates aspects of the images relating to the style of art. Is it realistic? Does it fit in with a particular art movement? <b>HA</b> - Annotates images with interpretations of why artists have portrayed themselves in each way.</p>
2	<p>NC OBJ: to create sketch books to record their observations and use them to review and revisit ideas about great artists, architects and designers in history.</p> <p><b>L.O:</b> <b>To research and investigate a famous artist.</b></p>	<p>Recap previous artists studied.</p> <p>Create an artist page in sketch book about Frieda Kahlo (see example pictures).</p> <p>Research should include looking at her artwork, key features of her artwork, as well as information regarding her life and what she campaigned for (feminism).</p> <p>This page should include small sketches of her work, as well as written evidence of research.</p>



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### Sequence of Teaching and Learning

	National Curriculum LO/EQ?	Lesson ideas/differentiation
3	<p>NC OBJ: 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, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p><b>EQ:</b> <b>How do I express individuality in a self-portrait?</b></p>	<p><b>This EQ would span across more than one lesson and could be a sequence of learning.</b> Recap surrealism (Year 5).</p> <p>Discuss the items that Kahlo places around her in portraits and what they symbolise– e.g. monkeys are meant to represent the children she never had. Pupils identify what important items they would place in their self- portraits.</p> <p>Discuss Kahlo’s use of colour and how she shows Mexican culture by using bright colours.</p> <p>HA - Discuss the idea of ‘gaze’ – how Kahlo portrays herself as looking directly at the viewer to show power. Does she fit into our perception of ‘feminine’? How would pupils like there self-portrait to be shown?</p> <p>Pupils to sketch out a rough outline of portrait before painting.</p>
4	<p>NC OBJ: 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] to create sketch books to record their observations and use them to review and revisit ideas</p> <p><b>EQ: How do artists show personal style in their work?</b></p>	<p><b>Pupils should be familiar with Dia de Muertos from Theme Launch.</b> Introduce various types of Calavera (representations of skulls in art).</p> <p>Discuss <b>Jose Guadalupe Posada</b> and how he depicted La Catarina wearing upper-class clothing as a way of highlighting inequality within society.</p> <p>Pupils look at various representations of ‘La Catarina’ and identify similarities and differences between them.</p>



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## Sequence of Teaching and Learning

	National Curriculum LO/EQ?	Lesson ideas/differentiation
5	<p>NC OBJ: 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, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p><b>EQ: How do artists show personal style in their work?</b></p>	<p><b>This EQ would span across more than one lesson and could be a sequence of learning.</b></p> <p>Pupils are to sketch their own Calavera.</p> <p>Time could be spend practising sketching the human form using artist's manikin (if available) to ensure scale is correct. Recap portrait work.</p> <p>Perhaps opportunity to use skulls in art room to practise?</p> <p>Explore use of colour – what sorts of colours do you typically see at the Dead of the Dead festivals? Encourage experimentation with bright colour palettes to find complementary and harmonious colours.</p> <p>Final piece and development up to this point should be evident in sketch books.</p>



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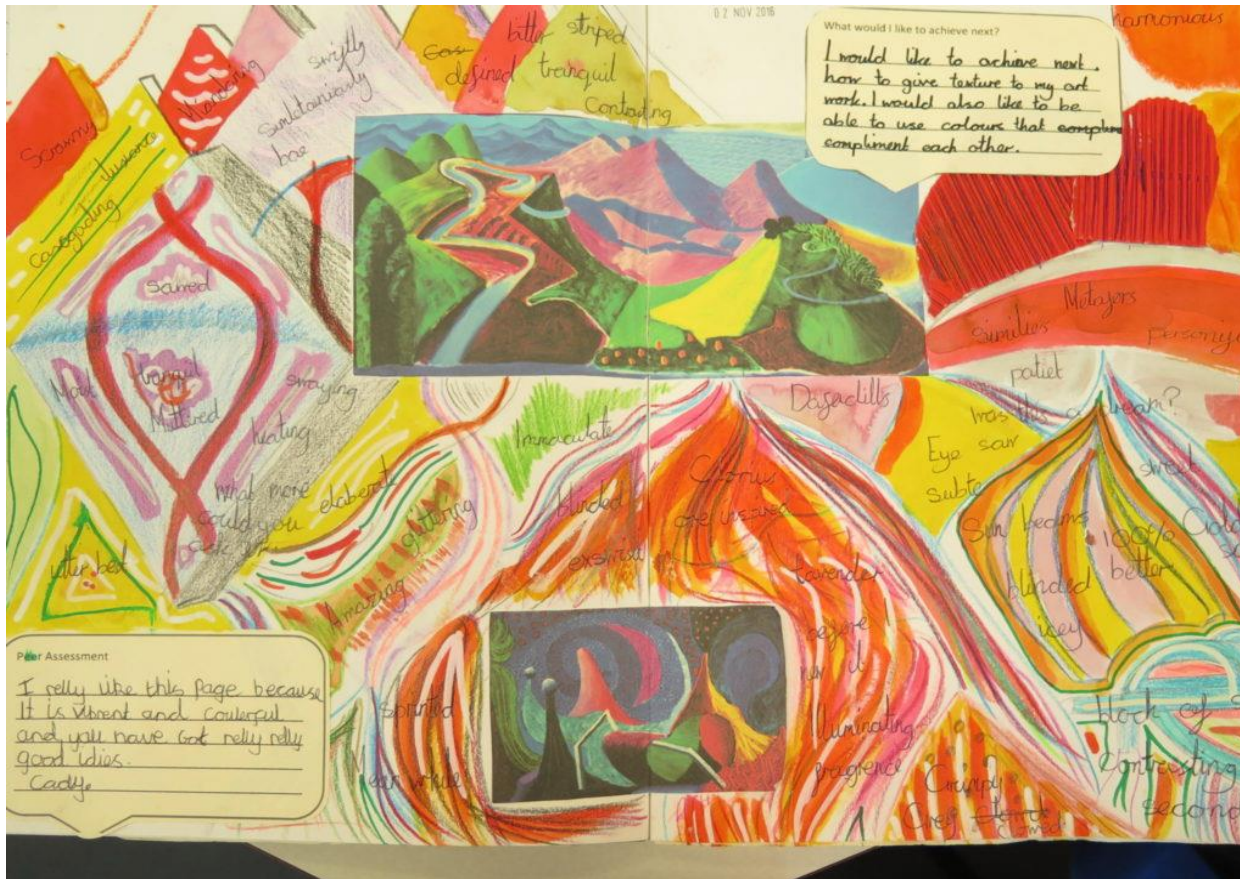


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## Examples of Artist Page in Sketchbook



### Some examples from other schools

Please encourage pupils to experiment with techniques directly in their sketchbooks, whilst researching artists.

Materials should be used directly in sketchbooks where possible, rather than worksheets.





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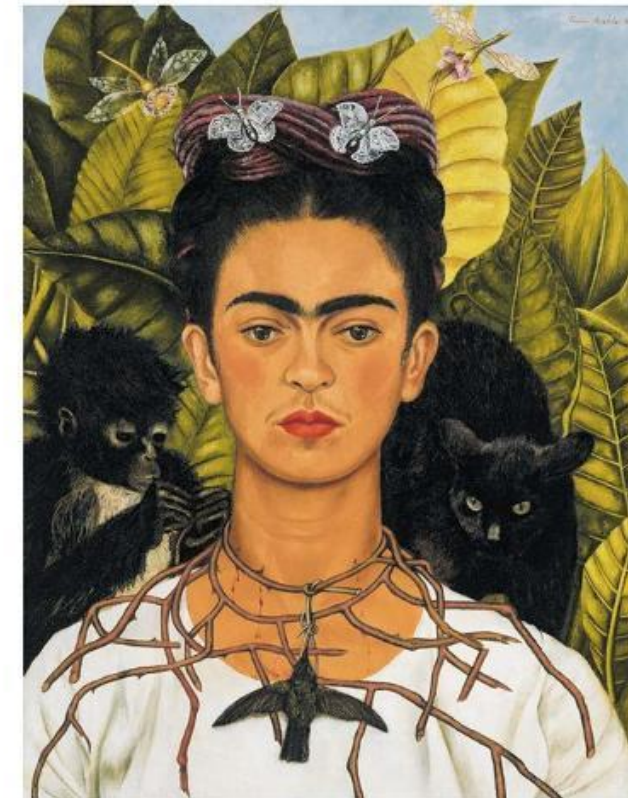
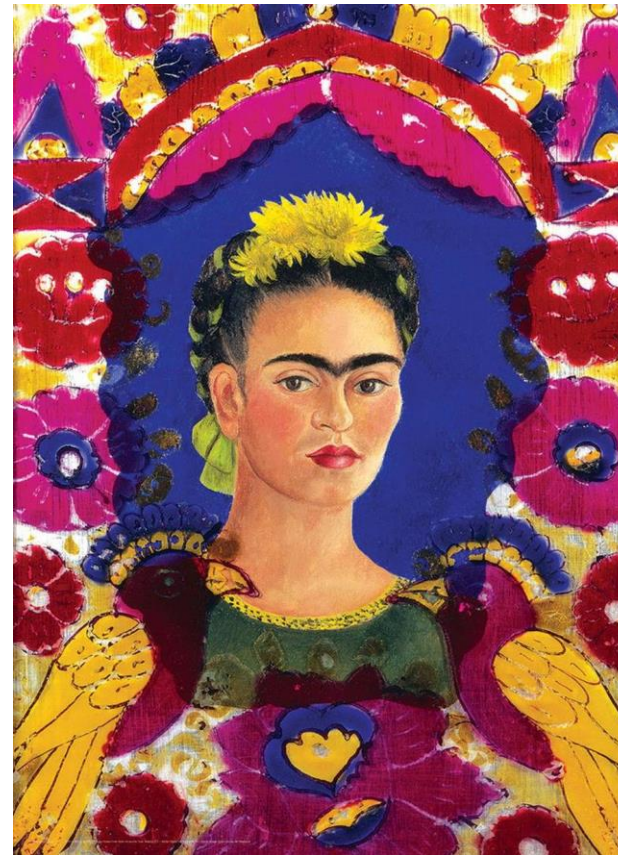


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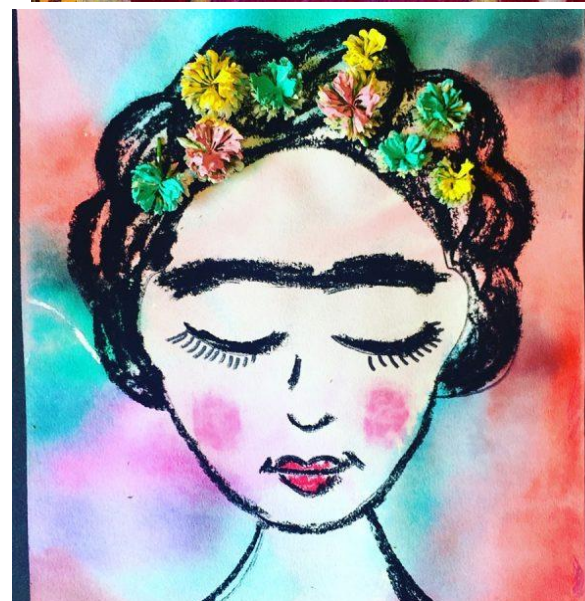
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## Examples of self-portrait styles that could work



- Bright prints around border
- Use of significant animals/objects
- Sometimes surrealist

Emphasise that this is self-expression, pupils' work should be individual to them.





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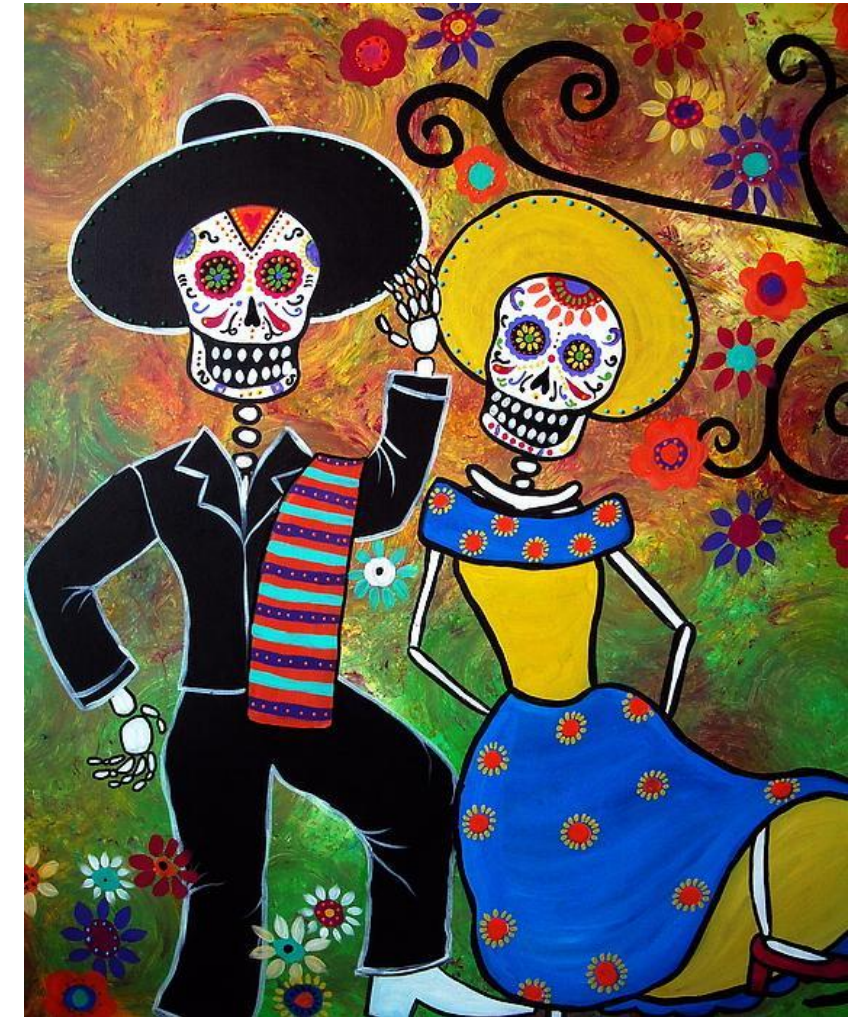


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## Examples of calavera styles that could work



*Kristelle Vergara G.*



Pupils could decide for themselves how to portray a Calavera: full body or just skull.

Allow opportunity to practise techniques and use of colours in sketch book.