

**SHEVINGTON FEDERATION SCHEMES OF WORK
ART AND DESIGN**

Y6 children will learn :	Autumn	Spring	Summer
During enrichments activities, use a viewfinder, varying the shape and angle to capture images that the children find interesting and original..			
To capture a feeling or make a statement and explain reasons for choice – link to PSHCE theme for that term.			
To understand and be able to sustain the process and the meaning of ‘having a purposeful intention’ in relation to creating their own piece of art. Reflecting upon an educational visit can be done in this way .			
To be able to describe a particular style that they are trying to develop which is unique to themselves.			
To identify an artist, craft maker. sculptor or architect that inspires them deciding why and how this influences their work /ideas.			
To use an artist to challenge their thoughts and ideas and to help them to produce a desired effect.			
How artists, in its widest term, have had an effect upon our history....E.g.Nash and WW1 – The poppies at the Tower ect.			
PAINTING:			
To demonstrate a secure knowledge about primary and secondary, warm and cold and complementary colours to create atmosphere and mood			
To use the sketch book confidently to include initial ideas including samples of materials and media. (mood-board like)- use during free drawing time – could be used as an activity during HLTA cover. To plan intentions.			
To explore and mix a range of skin tones and lip colours			
To be able to comment on a painting using the vocab of the 4 formal elements. (Line, tones, colour, pattern and texture.)			
To use colour to create light and shadow areas on a painting- use of tone- colour mixing techniques			
To independently carry out testing of colour and textures using a range of media and materials prior to starting the piece of art.			
To become an artist and produce a painting considering the 4 formal elements and be able to discuss the effects of media chosen by the pupil.			
DRAWING			
To continue to develop sketching skills (smoothly, lightly, quickly with a loose wrist and with time constraints) and to investigate multiple broken lines and the building up of basic shapes to form what is being observed and add dimension through shade and tone.			
To make an informed choice of line, mark, tone, form and texture to suit intended effect.			
To use wet and dry media to create informed effects e.g. aqua pencils.			
To develop understanding of perspective and discuss the intended			

effect of the artist.			
To investigate proportion using the human body e.g using pieces of string to find relationship between size of head and rest of body.			
PRINTING:			
To be able to simplify a drawing and create a printing block explaining why it is necessary to do so.			
To use a range of printing methods - mono blocks, press prints and relief blocks- resist techniques (marbling) understanding the effects they create to match the intention of the work/design planned.			
To create prints with 3 overlays on a range of different papers , describing the effects created linked to the class theme.			
To work into prints using a range of media e.g. ink, pastels, chalks and paints			
To learn the techniques of screen printing and apply to a design.			
To use prints for a purpose- book covers – t- shirts and so on			
To work independently using the correct vocab and tools.			
TEXTILES/COLLAGE:			
To explore how fabrics are held together			
How to make and use felt by developing their practical skills by using traditional methods, new materials and controlled movements.			
To manipulate fabric – holding and fastening fabric together			
To analyse the purposes and uses of weaving in nature culture and history			
To design alternative looms See Book6 p 52-53			
To gain further confidence in their ability to experiment creatively by investigating the use of traditional card looms.			
The correct tool names for the art of batik			
To recognise the properties of melted wax on cloth and how this can be harnessed to build a design. Risk assessment will be needed in planning for this activity			
About the cultural and historical importance of batik- national art of Indonesia			
DIGITAL MEDIA:			
To use all learned techniques and explore their possibilities linked to theme work. To plan and execute their plan .			
To develop their own style of digital media using the learned techniques			
To have a clarity of purpose and planning when designing			
To be secure in the use of the following tools : lasso , rectangular magic wand opacity layer see master classes on CD roms from Y3 to Y6 as found in Photoshop Elements			
3 D WORK:			
To develop their ideas purposefully by selecting visual information.			
To be able to develop skills to observe and recording by selecting line, form, shape and pattern from different viewpoints.			
To develop skills of bending and cutting wire- risk assessment needed here see Book 6 p 62			

To learn about and how to use different types of wire cutters- snipe nosed, flat ended- side cutters- risk assessment needed in planning			
To create an armature for their sculpture Book 6 p 64			
To use newspaper and plaster impregnated bandages to build up forms- Mod Roc see Book 6 p66-69			
REVIEWING AND EVALUATING:			
To compare their methods to those used by members of their class			
To be able to comment on how their peers have responded to the same activity.			