

Year 6  
Art Scheme of Work

	Autumn	Spring	Summer
Artistic Era	<b>Romantic Impressionists</b> Paul Cezanne- Landscapes Henry Moore – Sculpture 3D	<b>Baroque Art –</b> Maria van Oosterwijck Still life	<b>Contemporary Art –</b> Banksy Art with a message
Lesson ideas	<p>Investigate the work of Paul Cezanne. Explain what is meant by impressionism and look at different examples. Look at the features of his landscape painting - Mont Sainte-Victoire. Discuss and practise colour blending and merging. Experiment with pastels and watercolours to create their own paintings in an impressionist style.</p> <p>Find out about Henry Moore and why he was an influential sculptor. Look at his famous bronze /stone sculptures and discuss his stylised shapes. Experiment with shape, line and form. Plan their own sculptures in this style.</p>	<p>Find out about Maria van Oosterwijck and her still life flower paintings. Experiment with sketching and observational drawing of flowers and plants. Practise shading and blending with pencils, chalk charcoal and pastels to create tone and depth. Photograph collections of flowers and plants in and draw them to scale. Draw and paint their own still life painting in the style of van Oosterwijck.</p>	<p>Find out about the mysterious artist Banksy and what he is trying to show/say through his artwork. Discuss his use of stencils and graffiti. Investigate his art works and where they have been found. Find out about the artists message/comments on the world. Look at iconic pieces like Girl with balloon and then it being shredded in Love is in the bin. Manipulate digital images to create a piece of art work in a graffiti style. Make and use stencils and paint to design their own art with a message. Print a design on to fabric t-shirt</p>

	<p>Work in groups to make a large 3D sculpture using clay, plaster of paris and wire or papier mache.</p>		
<p>Skills</p>	<p><b>Drawing – coloured pencil</b> I can layer colours to create depth of colour and tone.</p> <p><b>Drawing – charcoal and pastel</b> I can vary the thickness of lines. I can use the side of the pastel to build up layers of colour. I can use the tip of the pastel to create detail. I can use blending and overlaying colours to create soft backgrounds, using fingers to smudge. I can work on top to create detail. I can work on a soft paper.</p> <p><b>Drawing – pencil</b> (Applying) I can use soft, exploratory lines to plan a drawing. I can use hard and soft lines to record detail in the distance,</p>	<p><b>Drawing – coloured pencil</b> I can layer colours to create depth of colour and tone. I can block colour by applying pencil strokes in the same direction. I can control depth of colour by applying different pressures on the pencil tip.</p> <p><b>Drawing – charcoal and pastel</b> I can use the side of the pastel to build up layers of colour. I can use the tip of the pastel to create detail. I can use blending and overlaying colours to create soft backgrounds, using fingers to smudge. I can work on top to create detail.</p> <p><b>Drawing – pen/pencil</b> I can work with a variety of</p>	<p><b>Drawing</b> I can experiment with stencils and shading techniques. I can layer colours to create depth of colour and tone.</p> <p><b>Painting – knowing and using paint</b> I can mix and match colours for purpose: skin tones, backgrounds. I can mix different thicknesses of paint. I can create layers of paint to add detail to background colours.</p> <p><b>Collage</b> I can arrange and glue materials to different backgrounds. I can create a collage to illustrate an idea or story. I can combine visual and tactile qualities in my work.</p>

	<p>foreground and create shadow.</p> <p><b>Painting – knowing and using paint</b>  I can mix and match colours for purpose: skin tones, backgrounds.  I can mix different thicknesses of paint.  I can create different effects - wet paint to create a watercolour, texture by adding PVA or sand or using brushes in different ways with thickened paint.  I can create layers of paint to add detail to background colours.  I can select the brush size and type to create different effects.</p> <p><b>Painting – independent artist</b>  I can choose a suitable surface to work on.  I can choose a suitable format to work with.  I can take responsibility for preparing, organising and clearing away my painting area.</p> <p><b>Sculpture and 3D work</b>  I can plan a sculpture through preparatory work.  I can choose suitable materials for my 3D work.  I can use scale in my work.  I can add to my work to create</p>	<p>pen types.  I can make a variety of lines free-flowing, sweeping, broken, faint and hard.  I can use pens to record minute detail.  I can make observational drawings to help me develop a piece of work.  I am aware of composition, scale and proportion in my work.</p> <p><b>Painting</b>  I can mix primary, secondary and tertiary colours.  I can use tints, shades and tones in my work.  I can explain why I have used a specific paint technique.  I can develop a painting from a drawing.  I know about complementary colours.</p>	<p>I can manipulate digital images to create a design.</p> <p><b>Printing</b>  I can design a stencil pattern and print it.  I can do a print using more than one colour.  I can use a resist method to print onto fabrics.</p>
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	<p>texture and shape. I can roll, shape and join clay to make a 3D shape.</p>		
Outcomes	<p>Children in groups to produce large 3D sculptures in the style of Henry Moore. Children to paint their own Impressionist painting using Cezanne's influence.</p>	<p>Children will produce detailed observation drawing of flowers and plants. Children to paint their own still life in the style of van Oosterwijck.</p>	<p>Children to produce a Stencil and then print their Banksy style onto a T-shirt. Children will draw and paint a Banksy inspired piece of art with a message.</p>