



# St. Francis Xavier's RC Primary School

## Art and Design Unit Guidance and Formative Assessment

<b>Year Group:</b>	<b>6</b>	<b>Subject:</b>	<b>Art and Design</b>
<b>Unit:</b>	<b>Sculpture Drawing Painting Artists, Crafts people and Designers in history</b>	<b>Prerequisite Learning and Curriculum Links</b>	<p><b>EYFS ELG Creating with Materials</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; share their creations, explaining the process they have used; make use of props and materials in role play.</p> <p><b>KS1 onwards:</b> use a basic armature to build a sculpture; plan a sculpture through drawing and other preparatory work; work in a sustained and independent way from observation, experience and imagination. To use drawing as a starting point to be taken forward for other work.</p> <p>To demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours; plan, create and evaluate own watercolour work using appropriate vocabulary.</p> <p>Create patterns/ motifs with repeated mark making.</p> <p><b>Curriculum Links in Current Year Group:</b> Geography – South America; Herefordshire; History – World War 2</p>

### ROCKS (Remembering Our Curriculum Knowledge and Skills)

Sculpture: We can plan, create and evaluate a sculpture with increasing independence.

Drawing: We can use form and texture to produce perspective.

Painting: We know that paintings are created by building up the composition.

Materials: We know that materials can be manipulated and changed by using dyes.

Artists: We can continuously refer back to artists, crafts people and designers in history for inspiration or comparison.

### Progressive Journey:

**Sculpture:** Link to South American topic and using Frida Kahlo as a key artist to focus on. Children create sculptures of monkeys as featured in Kahlo's self-portraits – using imagination and experience. Use their sketchbooks to gather examples/experience, experiment and plan their work.

**Drawing:** Focus on local artist Brian Hatton (landscapes of local area). Children to visit Churchill Gardens where focus artist used to live and sketch landscape of Hereford City from here with focus on creating form and texture ie; shading and perspective.

**Painting:** Using sketches inspired by Brian Hatton on Hereford City landscape build on these to create an oil painting on canvas. Review and revisit their work. Choose 'harmonious' and 'contrasting' colours.

**Materials:** Using focus on birds and animals from South American topic introduce children to Batik by providing opportunities for them to manipulate material and see the effect of dye. Collect ideas for work in sketch book. Children plan, create and evaluate their own or group Batik.

### Skills:

To develop skills in using clay eg: slabs, slips and coils.  
To plan, create and evaluate a sculpture with increasing independence.  
To incorporate form, pattern and texture using a variety of tools to refine skills.

To evaluate and edit using artistic language.  
To develop ideas using different or mixed media, using a sketch book.  
To manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.

To show awareness of how paintings are created (composition).  
To choose appropriate paint, paper and media to carry out their work.  
To create shades and tints using black and white.  
To know that plain cloth may be manipulated and enhanced in a variety of ways eg; printing, dyeing, weaving, stitching.  
To carry out preliminary studies, test media and materials and mix colours appropriately.

**Key Vocabulary**

Armature, pose, position, gesture, line, shape, proportion, tonal, shading, perspective, composition, viewpoint, horizon, manipulation, Batik, wax resist, paraffin, dyeing, tjanting tool, cotton, canvas, oil, linseed, palette