



Art	Concepts	Unit	Prior Learning	New Learning	Future Learning
Year 6 Unit 1	Teach: Colour and line Discuss: form	Artist: Local -Sarah Grateley Style: contemporary Skills: drawing/painting Artwork: Street art fence	Analyse and describe colour used for purpose/ feelings/moods using the vocabulary of an artist. Warm/cold colours. Mix colours accurately to make secondary and tertiary colours. Draw lines with skill to create their own ambitious, well considered artwork. Explore the questions, what is the purpose of art? How does art and design effect human environments? Gain a deeper understanding of the role of an art critics, commentators and curators. Understand that artists create images and artwork for the purpose of being seen by an audience.	Use colour skilfully to create artwork and confidently Use colour skilfully to create artwork that reflects their mood/feelings. To be secure in knowing the primary, secondary and tertiary colours. Explore street art and how it is used to represent an idea or message to the viewers. Know that street artists often work in studios, hold gallery exhibitions and paint their artwork on public areas such as buildings. Know that street artists are not anti-art they enjoy the freedom of working in public without worrying about judgement or critique. Know that street art includes stencilling, stickers and freehand drawing. Explore the question- Is street art art or vandalism? Revisit the questions, what is art? How is art made? What is the purpose of art? Why is art important? Have a secure understanding of how commentators and critiques judge art and to challenge these ideas using their knowledge of art. Know about the different ways of working within the disciplinary field including the roles of illustrators, critics, commentators and curators. Understand that some critics can disregard new art styles at first.	

Sequence of Learning	Current Vocabulary	New Vocabulary
<p>1. Artist investigation: Display a range of examples of street art from different places around the world, Manchester/Mexico city are good examples.. Children to analyse and evaluate the work (stem sentences on SP). Do you like street art? (what concepts feature in this style of art? Listed below) Chn to create 2 page spread referencing street art and the concepts he used within the art.</p> <p>Before teaching this concept look at the final piece (pictures on sharepoint) All techniques taught children should consider their end piece.</p> <p>2. Concept technique: colour To explore the types of colours used in street art and to think about the way colour can convey their emotions/represent them as artists. To mix colours as needed to create colours that best reflect them as a person or their mood.</p> <p>3. Concept technique: Line To explore graffiti and the different types of fonts/ styles graffiti comes in. TO decide whether they want to write their names or a word on their fences. To practice styles of graffiti in their sketchbooks.</p> <p>4. Plan/create: Children to assemble their fence gluing the 'panels' together. Children to then paint their fence background based on colours they have explored and chosen to express their personalities/ mood. Children to paint their base (do they want it to look natural? Painted? Use carbon paper to sketch their graffiti onto which then can be transferred onto their 'fence' Children to then add colour to their graffiti.</p> <p>6. Evaluate: self/peer assess using the language of an artist. (stem sentences on SP)</p>	Colour Primary Colours Secondary Colours Tertiary colours Line Shape Brushes (thick and thin) Pencil Evaluation Like Dislike Compare Mood feeling (in terms of colour) similarities differences inspiration critique proportion Complimentary colours) form (one of the concepts) Warm colours cold colours annotate personal style	Street art graffiti carbon paper self-expression

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Trip/Visitor

Other Information	Evaluate– stem sentences available in art folder on SharePoint. Sketchbook— Ideas on SharePoint on how their sketchbooks should look. Sarah Grateley is the artist who painted our school mural.
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