

# Claremont Primary and Nursery School Art and Design Curriculum

## Year 6: World War 1 – Artist Focus: Banksy

NC Link: *Painting and printing*



### Objectives:

- Be able to express opinions about Banksy's work
- Be able to create shades using black and white
- Be able to design a complex pattern using repetition when printing
- Be able to create own pieces inspired by Banksy
- Be able to critically evaluate my own art work

### Substantive Knowledge:

- Independently develop a range of ideas which show curiosity, imagination and originality
- Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches
- Create original, knowledge informed outcomes
- Analyse and evaluate own artwork and the work of others, making links and comparisons
- Understand that artwork is made for a purpose and has a specific audience

### Procedural Knowledge:

#### Visual Literacy

- How to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers & architects taking account of the influence of the different historical, cultural, social contexts
- Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...")
- Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning
- Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils' own creative response to the work

#### Generate Ideas

- Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques

#### Create

- Select, and use appropriately, a variety of materials and techniques in order to create their own work in response to a brief
- Use their acquired technical expertise to make work which effectively reflects their ideas and intentions.
- Independently select and use relevant processes in order to create successful work.

### Disciplinary knowledge (Think like an artist):

#### Painting

- Test media and materials before independently employing a range of effects, including texture with sand/sawdust
- Demonstrate knowledge about primary/secondary colours, warm and cold, complimentary and contrasting colours; create shades independently using black and white; show the effect of light and colour, texture and tone on natural and manmade objects
- Create imaginative work from a variety of sources and show an awareness of painting composition
- Use a sketchbook to research, collect, record and develop ideas independently, including the use of mixed media

#### Printing

- Choose a taught printing method appropriate to the task and explain techniques; explore colour mixing using two coloured inks
- Design complex patterns, including using repetition and symmetry
- Use a sketchbook for recording, developing & evaluating print ideas

### Key Vocabulary:

traditional, representational, imaginary, modern, abstract, impressionist, stippled, splattered, dabbed, scraped, dotted, stroked, textured, flat, contemporary, layered, opaque, translucent, intense composition, arrangement, complementary, analogous, tonal shading  
 Printing plate, inking up, water-based, oil-based, overlap, relief, engraving, indentation, pressure, rotation, reflection, symmetrical, repetition

# Claremont Primary and Nursery School Art and Design Curriculum

## Year 6: Arctic Adventures – Artist Focus: Kenojuak Ashevak

*NC Link: Printing and sculpture*



### Objectives:

- Be able to express opinions about the work of Kenojuak Ashevak
- Be able to make a print of an animal in the style of Kenojuak Ashevak
- Be able to experiment and investigate with clay and construct using a range of techniques
- Be able to create a sculpture of an animal
- Be able to critically evaluate my own art work

### Substantive Knowledge:

- Independently develop a range of ideas which show curiosity, imagination and originality
- Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches
- Create original, knowledge informed outcomes
- Analyse and evaluate own artwork and the work of others, making links and comparisons
- Understand that artwork is made for a purpose and has a specific audience

### Procedural Knowledge:

#### Visual Literacy

- How to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers & architects taking account of the influence of the different historical, cultural, social contexts
- Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...")
- Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning
- Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils' own creative response to the work

#### Generate Ideas

- Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques

#### Create

- Select, and use appropriately, a variety of materials and techniques in order to create their own work in response to a brief
- Use their acquired technical expertise to make work which effectively reflects their ideas and intentions.
- Independently select and use relevant processes in order to create successful work.

### Disciplinary knowledge (Think like an artist):

#### Sculpture

- Develop a range of clay techniques – e.g. rolling, kneading, shaping, pinching; creating surface patterns and textures, slabs, coils and slips
- Use recycled, natural and man-made materials to create sculptures with increasing independence; cut and join wood and make a model using plaster
- Plan, design, make and adapt models; evaluate other sculptures

#### Printing

- Choose a taught printing method appropriate to the task and explain techniques; explore colour mixing using two coloured inks
- Design complex patterns, including using repetition and symmetry
- Use a sketchbook for recording, developing & evaluating print ideas

### Key Vocabulary:

realistic, proportion, balance, scale, composition, structure, flexible, pliable, hollow, solid, surface, plane, angle, attachment, relief, pose, position, gesture, repetition, intricate  
 Printing plate, inking up, water-based, oil-based, overlap, relief, engraving, indentation, pressure, rotation, reflection, symmetrical, repetition

# Claremont Primary and Nursery School Art and Design Curriculum

## Year 6: Mayan Mysteries – Artist Focus: Frida Kahlo

NC Link: Drawing and Painting



### Objectives:

- Be able to express opinions about Frida Kahlo's work
- Be able to draw the effect of light on people and objects from different directions
- Be able to demonstrate knowledge about complimentary and contrasting colour
- Be able to paint my own portrait in the style of Frida Kahlo
- Be able to critically evaluate my own art work

### Substantive Knowledge:

- Independently develop a range of ideas which show curiosity, imagination and originality
- Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches
- Create original, knowledge informed outcomes
- Analyse and evaluate own artwork and the work of others, making links and comparisons
- Understand that artwork is made for a purpose and has a specific audience

### Procedural Knowledge:

#### Visual Literacy

- How to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers & architects taking account of the influence of the different historical, cultural, social contexts
- Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...")
- Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning
- Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils' own creative response to the work

#### Generate Ideas

- Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques

#### Create

- Select, and use appropriately, a variety of materials and techniques in order to create their own work in response to a brief
- Use their acquired technical expertise to make work which effectively reflects their ideas and intentions.
- Independently select and use relevant processes in order to create successful work.

### Disciplinary knowledge (Think like an artist).

#### Drawing

- Make and explain informed choices about use of media and draw parallels between own drawings and those of other artists (including annotating the art of other people)
- Draw effect of light on people and objects from different directions and develop the concept of perspective
- Produce increasingly accurate drawings of people, landscapes and a range of other 3D objects
- Use a sketchbook to research, collect, record and develop ideas independently, including the use of mixed media

#### Painting

- Test media and materials before independently employing a range of effects, including texture with sand/sawdust
- Demonstrate knowledge about primary/secondary colours, warm and cold, complimentary and contrasting colours; create shades independently using black and white; show the effect of light and colour, texture and tone on natural and manmade objects
- Create imaginative work from a variety of sources and show an awareness of painting composition
- Use a sketchbook to research, collect, record and develop ideas independently, including the use of mixed media

### Key Vocabulary:

observation, photographs, visual images, wet media, tonal contrast, mixed media, shading, hatching, blending, perspective, composition, focal point, horizon, scale, foreground, middle ground, background, viewpoint, bird's eye view, interior, exterior, natural form, image, subject, personality action, balance, movement traditional, representational, imaginary, modern, abstract, impressionist, stippled, splattered, dabbed, scraped, dotted, stroked, textured, flat, contemporary, layered, opaque, translucent, intense composition, arrangement, complementary, analogous, tonal shading



# Claremont Primary and Nursery School Art and Design Curriculum

