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| **Art Year 6 Medium Term Planning – Print making and textiles Block C** | | | |
| **National Curriculum**  **Key stage 2**  Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.  Pupils should be taught:   * to create sketch books to record their observations and use them to review and revisit ideas * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] * about great artists, architects and designers in history. | | | |
|  | Lesson 1 | Lesson 2 | Lesson 3 |
| **Learning intention** | How can a simple one-point perspective sketch be created? | What is the process for creating a batik? | What is the process for creating a batik? |
| **Skills taught** | Can follow the steps to create a one-point perspective drawing, showing understanding of the terms vertical, horizontal and diagonal | Can follow the steps required to create a clear reduction print | Can use specialist tools and resist processes such as PVA glue to fabric to create colourful images. |
| **Recall and retrieval** | Use a viewfinder  Explain the meaning of 2D and 3D  Demonstrate an understanding of the term proportion | Transfer an image onto a printing block  Be familiar with the three colour reduction printing process | Use wax crayon to resist paint Understand the process of reduction printing |
| **Sequence of knowledge throughout the lesson** | **Key knowledge**  Use the correct vocabulary to explain what perspective is  Can show and explain which areas of the drawing require more detail than others | **Key knowledge**  Can explain why the lightest colour should be used first and can identify how to ensure a clear print is achieved  Knows the meaning of positive and negative space and can create these by repeating a print with accuracy | **Key knowledge**  Gain knowledge and understanding of the origins and applications of traditional art processes |
| **Scaffolding** | Working Examples  Visual steps to success  Teacher support | Working Examples  Visual steps to success  Teacher support | Working Examples  Visual steps to success  Teacher support |
| **Challenge** |  |  |  |
| **Key Vocabulary** | Vanishing point  Perspective  Illusion  batik  resist art | Vanishing point  Perspective  Illusion  batik  resist art | Vanishing point  Perspective  Illusion  batik  resist art |