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| **Art Year 6 Medium Term Planning – 3D and Collage Block D** | | | |
| **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 2D object change its form and shape to become 3D? | How can a 2D object change its form and shape to become 3D? | How can a 2D object change its form and shape to become 3D? |
| **Skills taught** | Can apply and adapt techniques  Can make intentional choices about colour and design with a desired outcome in mind | Create biomorphic forms using starch as a stiffening agent  Apply knowledge of complementary and analogous colours | Can, with support, use the heating method to change the form and appearance of a material  Can assemble and combine 3D forms, making decisions about the balance of shape, pattern and colour |
| **Recall and retrieval** | Apply layers of torn paper evenly to a 3D form to create a smooth surface  Use an armature to create a 3D form that, once dry, holds its shape  Select analogous colours for their harmonious effect | Use complementary colours to create the illusion of movement Define and explore analogous colours  Apply and adapt previously learned techniques to create 3D forms  Understand and use the terms amorphic and biomorphic | Create biomorphic forms using starch as a stiffening agent  Create intentional designs using line and colour  Apply knowledge of complementary and analogous colours |
| **Sequence of knowledge throughout the lesson** | **Key knowledge**  Can articulate preferences about design and colour choices made and the intended outcomes  Can use the terms amorphic and biomorphic correctly | **Key knowledge**  Can describe the work of an artist using relevant artistic and technical vocabulary  Can identify complementary and analogous colours and select these for desired effects | **Key knowledge**  Can describe the effects achieved using relevant artistic and technical vocabulary  Can use relevant vocabulary to evaluate the outcome |
| **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** | Translucent  Glassblowing  Starch  Asymmetric balance  Amorphous  Biomorphic | Translucent  Glassblowing  Starch  Asymmetric balance  Amorphous  Biomorphic | Translucent  Glassblowing  Starch  Asymmetric balance  Amorphous  Biomorphic |