| **Art Year 6 Medium Term Planning – Drawing Block A** | | | |
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| **National Curriculum**  Produce creative work, exploring their ideas and recording their experiences.  Become proficient in drawing, painting, sculpture and other art, craft and design techniques.  Evaluate and analyse creative works using the language of art, craft and design.  Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.  **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.  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 shape, line, form, texture, colour, value and space be used to work artistically? | How can shape, line, form, texture, colour, value and space be used to work artistically? | How can shape, line, form, texture, colour, value and space be used to work artistically? |
| **Skills taught** | Can include detail in a sketch  Can enlarge a sketch to create an abstract form with detail | Can draw features in proportion and to scale | Can draw a portrait with recognisable features of the individual  Can include elements of surrealism in the background |
| **Recall and retrieval** | Know how to draw enlarged images and scale to create abstract forms | Understand how to use a viewfinder to select a portion of an image or view | Know how to draw features in proportion and include details |
| **Sequence of knowledge throughout the lesson** | **Key knowledge**  Can look at the illustrations by Chris Riddell and pick out and make reference to the marks made | **Key knowledge**  Can look at examples of portraits from a range of artists, focusing especially on the self-portraits of Frida Kahlo and discuss styles and media used by the artists. | **Key knowledge**  Can revisit portraits by Frida Kahlo, focusing on the symbolism she has included in each piece |
| **Scaffolding** | Teacher guidance  Working examples.  Visual steps to success. | Teacher guidance  Working examples.  Visual steps to success. | Teacher guidance  Working examples.  Visual steps to success. |
| **Challenge** |  |  |  |
| **Key Vocabulary** | scale  proportion  figurative  surreal  portraiture  symbolism | scale  proportion  figurative  surreal  portraiture  symbolism | scale  proportion  figurative  surreal  portraiture  symbolism |