

Year Group: 6	Term: Autumn	Topic: Drawing
NC Links		
<ul style="list-style-type: none"> 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]. To learn about great artists, architects and designers in history. 		
Links to Rights Respecting		
<p>Article 28 - Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights.</p>		
Links to North East Ambition		
<p>Link a lesson to the career of a CAD Technician. What does the job entail? How can drawing skills be used in this job? What types of drawings do CAD Technicians undertake? Why is drawing an important skill for this job?</p> <p>Link a lesson to the career of a Tattoo Artist. What does the job entail? What skills are needed in the job? Why do you need to be able to draw for this job?</p> <p>Link to a lesson on the career of a Graphic Designer. What does a Graphic Designer do and how does drawing play a part in this role? What type of drawing do Graphic Designers do?</p> <p>Gatsby Benchmark 4 - Linking curriculum learning to careers</p> <p>Gatsby Benchmark 5 - Encounters with employers and employees</p> <p>Gatsby Benchmark 6 - Experiences of workplaces</p>		
Topic Overview		
<p>Children will develop their ideas through using an artist as a starting point. They will develop skills and techniques and use resources to depict movement, perspective and other effects. They will gain develop techniques in drawing and using tone, shades and shadows. They will learn about different art movements and drawing styles. They will learn about the influential work of artists.</p>		
Possible Visits/Visitors		
<p>Visits to local art galleries; Baltic, Shipley. Visits to or from local graphic designers/opportunity to explore graphic design programs</p>		
Essential Subject Skills to be covered		
<ul style="list-style-type: none"> Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Use a choice of techniques to depict movement, perspective, shadows and reflection. Use lines to represent movement. Create original pieces that show a range of influences and styles. Comment on artworks with a fluent grasp of visual language. 		
Overall Learning Outcomes		

By the end of this unit, children will creatively and imaginatively develop, refine, adapt and extend their ideas using an artist/art movement as a starting point. Children will become confident in using a range of resources and techniques to depict movement, shadows and light within their art. They will become confident at using resources to add effects to their work and discuss their ideas. They will develop an understanding of how artists and art movements influenced societies and create original pieces influenced by others.

Learning Intentions (for use in self assessment at end of topic)

- To be able to layer colours to create depth of colour
- To be able to block colour by applying pencil strokes in the same direction.
- To be able to control depth of colour by applying different pressures on the pencil tip.
- To be able to vary the thickness of lines. To use different hardness of pencils to show line, tone and texture
- To use a variety of techniques to add interesting effects e.g. reflections, shadows,

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Possible Activities		
<ul style="list-style-type: none">• Choose a focal point for final piece e.g. houses, animals, landscapes etc. and focus on one or more artists related to this (some suggestions below)• Research the artists' backgrounds/art movements and history• Focus on self-portrait - look at the work of artists like Picasso. How do Picasso's portraits vary over time? How does the style change? Could you suggest why?• Look at the landscape drawings of artists like Van Gogh and Jon Constable. Compare them and critically question why they have differences and/or similarities. Consider the art movements they were part of. Visit a rural area to explore drawing and sketching.• Look at the work of Degas - what do children notice about his work? What are his subjects and why? How does he portray movement and depth? Explore movement within the class; photograph children doing different movement actions and draw in the same style as Degas.• Children to explore different tones, depths of colour, textures etc. and discuss what effect these methods have on the overall tone of their work• Try to replicate different sketching and drawing styles using a range of materials in sketchbook. Comment on which ones look the best and which (pastels, pencil, crayon) is easiest to use.• Children to design and complete a final piece in the style of their artist.		
Suggested Strategies for Recording Learning		
<ul style="list-style-type: none">• Research artists and record key facts.		

- In sketchbook, practise shading, develop perspective, represent movement and build colour
- Annotate work
- Photograph work
- Compare the work of artists
- Explore different media

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Assessment			
Ongoing assessment from written work, research, annotations, sketches, art work, observations and photographs of children working.			
	6.1	6.2	6.3
To develop ideas	Children can devise relevant ideas based on a starting point. With guidance, they can develop ideas as their work progresses.	Children can develop, refine and extend their ideas imaginatively based on a starting point. They are beginning to develop their ideas as their work progresses.	Children can develop, refine and extend their ideas imaginatively and purposefully based on a starting point. They reflect on their ideas and develop them as their work progresses.
To master techniques	Children can use some techniques to add interesting effects. With support, children can choose techniques which best depict movement, perspective, shadows and reflection.	Children can use a range of different techniques to add interesting effects. Children can choose techniques which best depict movement, perspective, shadows and reflection.	Children can purposefully use a range of different techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Children purposefully choose and skilfully use techniques to depict movement, perspective, shadows and reflection.
To take inspiration from the greats (classic and modern)	Children can discuss in simple terms how the work of artists influenced societies. Children use inspiration from famous artwork to create pieces that show some influence from other artists.	Children can discuss how the work of artists influenced societies and other artists. Children use inspiration from famous artwork to create pieces that show influence from other artists.	Children can discuss deep understanding how the work of artists influenced and impacted societies and other artists. Children use inspiration from famous artwork to create pieces that shows clear influence and detail inspired from other artists