

Year 6 Scheme of Learning: Art and design

Year 6 – Samir Malik

Lesson 1	
Learning Objective	To understand who Samir Malik is and his style of Art.
Declarative Knowledge	<ul style="list-style-type: none">• Know that Malik studied Calligraphy at Damascus University in 2002.• Know that Malik returned to the UK to set up his own business specialising in Art, Design and Calligraphy services with an Islamic/Middle Eastern slant.• Know that he has worked continuously in the industry since then, developing and refining his art in the process, and has organised exhibitions and workshops for schools and Universities.• Know that he has many clients, including Royalty.• Know that Samir creates calligraphies to touch, move and inspire us to find connection once again to the power and beauty of Spirit and to re-enchant us into the world of wonder and magic that underlies the everyday and connects all of existence.• Know that Samir has had the honour of being commissioned to design and create calligraphies and art for the interiors of a number of Mosques around the London area.• https://vimeo.com/118003112
Procedural Knowledge	<ul style="list-style-type: none">• Show an awareness of how paintings are created (composition).• Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
Key Vocabulary	Still life, Traditional, Modern, Abstract, Imaginary, Natural, Made, Inanimate, Composition, Arrangement, Complimentary, Tonal, Shading, Aesthetic, Pattern, Motif, Victorian, Islamic, Rotation, Reflection, Symmetrical, Repetition.

Lesson 2	
Learning Objective	To practise and develop blending skills using paint.
Declarative Knowledge	<ul style="list-style-type: none">• Recap on lesson 1.
Procedural Knowledge	<ul style="list-style-type: none">• Carry out preliminary studies, test media and materials and mix appropriate colours.• Create shades and tints using black and white.• Choose appropriate paint, paper and implements to adapt and extend their work.
Key Vocabulary	Still life, Traditional, Modern, Abstract, Imaginary, Natural, Made, Inanimate, Composition, Arrangement, Complimentary, Tonal, Shadin.

Lesson 3	
Learning Objective	To practise and develop printing skills.
Declarative Knowledge	<ul style="list-style-type: none"> To know different printing methods. To know that patterns can repeat when printing.
Procedural Knowledge	<ul style="list-style-type: none"> Chose the printing method appropriate to task. Build up layers and colours/textures. Organise their work in terms of pattern, repetition, symmetry, or random printing styles. Be familiar with layering prints.
Key Vocabulary	Aesthetic, Pattern, Motif, Victorian, Islamic, Rotation, Reflection, Symmetrical, Repetition.

Lesson 4	
Learning Objective	To practise and develop stencilling skills.
Declarative Knowledge	<ul style="list-style-type: none"> To use tools effectively. To use a sketchbook effectively to develop a skill.
Procedural Knowledge	<ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. To know how to use a stencil.
Key Vocabulary	Aesthetic, Pattern, Motif, Victorian, Islamic, Rotation, Reflection, Symmetrical, Repetition.

Lesson 5	
Learning Objective	To combine skills to create an Islamic piece of Art, inspired by Samir Malik.
Declarative Knowledge	<ul style="list-style-type: none"> To use a range of tools effectively. To know that different media requires a different technique.
Procedural Knowledge	<ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Be confident with printing on paper and fabric. Describe varied techniques. Explain a few techniques inc the use of poly-blocks, relief, mono and resist printing. Work relatively independently. Alter and modify work.
Key Vocabulary	Still life, Traditional, Modern, Abstract, Imaginary, Natural, Made, Inanimate, Composition, Arrangement, Complimentary, Tonal, Shading.

Year 6 – Vincent Van Gogh

Lesson 1	
Learning Objective	To know who Vincent van Gogh was.
Declarative Knowledge	<ul style="list-style-type: none">• Occupation: Artist, Painter.• Born: March 30, 1853 in Zundert, Netherlands.• Died: July 29, 1890 in Auvers-sur-Oise, France age 37.• Famous works: Starry Night, The Bedroom, Irises, Sunflowers.• Style/Period: Post-impressionist, Modern Art.• Where did Vincent van Gogh grow up?• Know that Vincent van Gogh was born in the Netherlands in 1853.• Know that his father and grandfather were ministers, but others in his family worked in the art world.• Know that Vincent had two brothers and three sisters.• Know that he was closest to his younger brother Theo.• Know that much of what we know about van Gogh comes from letters he wrote to his brother Theo.• Know that Theo worked in an art gallery in Paris and supported Vincent's art career. He sent Vincent money and encouraged him. Theo tried to sell Vincent's paintings, but no one wanted to buy them.• Know that although he enjoyed drawing from the time he was a young boy, Vincent had a number of other jobs before he decided to work as an artist full time.• Know that he worked as a teacher in London and then as a minister.• Know that he also worked in a book store, an art gallery, and as a missionary.• Know that at around the age of 27, van Gogh decided to devote himself completely to art. <p>Early Years</p> <ul style="list-style-type: none">• Know that when Vincent first started drawing he sketched pictures using pencils or charcoal sticks. He used some watercolours as well. He liked to draw pictures of poor hardworking people. Eventually he began to paint using oil paints.• Know that in this early part of his career, van Gogh used a lot of dark colours such as browns and dark greens. His pictures were often sombre or sad.• Know that his most famous early painting was called The Potato Eaters. It was a dark picture of a peasant family eating potatoes for dinner. <p>Years in Paris</p> <ul style="list-style-type: none">• Know that Theo wrote to Vincent to tell him about a new style of painting in Paris called Impressionism.• Know that in 1886 Vincent moved to Paris to learn from these new painters. His art became influenced by painters such as Claude Monet, Edgar Degas, and Camille Pissarro. He also became good friends with artist Paul Gauguin.• Know that during this time van Gogh began to use brighter colours.• Know that his brushwork also became more broken. He painted subjects from the streets and cafes of Paris as well as the countryside.• Know that Van Gogh also became interested in painting portraits of people.

	<ul style="list-style-type: none"> • Know that when he couldn't find models, he would paint himself for practice. • Know that he painted over twenty self-portraits during this time.
Procedural Knowledge	<ul style="list-style-type: none"> • Identify artists who have worked in a similar way to their own work. • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
Key Vocabulary	Still life, Traditional, Modern, Abstract, Imaginary, Natural, Made, Inanimate, Composition, Arrangement, Complimentary, Tonal, Shading.

Lesson 2

Learning Objective	To use lines to create depth and texture.
Declarative Knowledge	<ul style="list-style-type: none"> • To know that depth can be created in a 2d image.
Procedural Knowledge	<ul style="list-style-type: none"> • Demonstrate a wide variety of ways to make different marks with dry and wet media. • Develop ideas using different or mixed media, using a sketchbook. • Manipulate and experiment with the elements of art: line tone, pattern, texture, form, space, colour and shape.
Key Vocabulary	Action, Balance, Direction, Dynamic, Imbalance, Movement, Poised, Transition, Viewpoint.

Lesson 3

Learning Objective	To use colours and lines to create shade and tint.
Declarative Knowledge	<ul style="list-style-type: none"> • To know that colours had different shades and tones. • To know that mixing colours creates shades and tones.
Procedural Knowledge	<ul style="list-style-type: none"> • Create shades and tints using black and white. • Choose appropriate paint, paper and implements to adapt and extend their work. • Carry out preliminary studies, test media and materials and mix appropriate colours. • Show an awareness of how paintings are created (composition).
Key Vocabulary	Action, Balance, Direction, Dynamic, Imbalance, Movement, Poised, Transition, Viewpoint.

Lesson 4

Learning Objective	To revisit and develop ideas.
Declarative Knowledge	<ul style="list-style-type: none"> • To know that evaluating work develops ideas.
Procedural Knowledge	<ul style="list-style-type: none"> • Adapt their work according to their views and describe how they might develop it further.
Key Vocabulary	Still life, Traditional, Modern, Abstract, Imaginary, Natural, Made, Inanimate, Composition, Arrangement, Complimentary, Tonal, Shading.

Lesson 5	
Learning Objective	To use lines to create movement.
Declarative Knowledge	<ul style="list-style-type: none"> • To know that depth can be created in a 2d image. • To know that line can be used to create effect.
Procedural Knowledge	<ul style="list-style-type: none"> • Demonstrate a wide variety of ways to make different marks with dry and wet media. • Identify artists who have worked in a similar way to their own work. • Develop ideas using different or mixed media, using a sketchbook. • Manipulate and experiment with the elements of art: line tone, pattern, texture, form, space, colour and shape.
Key Vocabulary	Action, Balance, Direction, Dynamic, Imbalance, Movement, Poised, Transition, Viewpoint.

Lesson 6	
Learning Objective	To use lines and colour to create art in the style of Van Gogh.
Declarative Knowledge	<ul style="list-style-type: none"> • To know the style of Van Gogh. • To know the techniques that Van Gogh used.
Procedural Knowledge	<ul style="list-style-type: none"> • Demonstrate a wide variety of ways to make different marks with dry and wet media. • Identify artists who have worked in a similar way to their own work.
Key Vocabulary	Action, Balance, Direction, Dynamic, Imbalance, Movement, Poised, Transition, Viewpoint.