Art Learning Organiser – Year 6 Autumn 1 – Is the Amazon the lungs of the world?

Prior Learning (What we already know?)

To be able to plan and research ideas in sketchbook.
To be able to process, adapt and change ideas for end pieces.
To be able to select appropriate materials.
Evaluate his/her work against their intended outcome.

New Learning

Select ideas based on first hand observations, experience or imagination and develop these through open ended research.
Refine his/her use of learnt techniques.
Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts.
Use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds.
Produce intricate patterns and textures in a malleable media.
Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices.
Create intricate printing patterns by simplifying and modifying sketchbook designs.
Follow a design brief to achieve an effect for a particular function.
Evaluate
Adapt his/her own final work following feedback or discussion based on their preparatory ideas.
Explain and justify preferences towards different styles and artists.

New Skills

- To be using information in sketchbook to develop work.
- To be able to work in mixed media where applicable.
- To be able to work on a wide range of surfaces in different ways.
- To be able to use coloured pencils in a subtle and controlled way.
- To be able to depict patterns and textures that they see around them with ease.
- To be able to work on different scales.
- To be able to shape form and construct.
- To be experienced in relief and free standing work.
- To be able to solve problems as they occur.

Key Questions

Can you tell me what your ideas are based upon?

What will you do to refine your technique?

Can you show me the technique you used?

Vocabulary

Observations, imagination, techniques, research, patterns, textures, printing, design brief, feedback, preparatory ideas, preferences, styles, artists, architects and designers.

Key Facts

Animals have a variety of different of textures and patterns which can be represented through art.

To understand that there are different textures and patterns as animals need to adapt to their environments.

There are different artists who have created artwork of different animal textures and represented these using different medias.

Key Resources

https://www.tate.org.uk/art/teaching-resource/animals-art

https://www.forestgallery.com/top-5-animal-artists/

https://www.christiesrealestate.com/blog/animal-attraction-a-new-muse-for-contemporary-artists/

Can I do this……?

I can research to create their sketch to create intricate patterns for both their animal and their insect carving.

I can refine their technique through feedback and evaluation.

I can describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts such as the sketches made by Darwin and can express preferences explaining why.

I can use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds.

I can produce intricate patterns and textures in through carving in plaster of paris.

I can use different techniques, colours and textures when designing and making pieces of work and explain his/her choices.

I can follow a design brief to achieve an effect for a particular function.