



Holy Trinity Church of England Academy
Termly Plan
Year Group 6

Focus + Area of Curriculum e.g Engage, Develop, Express Innovate	Objectives	Activity and lesson outline	Differentiation	Resources/ Key Questions	Next Steps/ Necessary Skills
Engage Art	To reflect on different artists' work	Memorable Experience – create an art gallery in the classroom displaying important works from the 19 th and 20 th Century. Include works from different movements including Realism (1850-1880), Impressionism (1867-1886), Art Nouveau (1890 – 1910), Fauvism (1900-1907), Expressionism (1905-1925), Cubism (1909 – 1914), Surrealism (1920-1940) Pupils to act as art critics and they need to choose the best painting and justify their opinion. Pupils to be given post it notes to record their personal reflections on the Art they see. Encourage questions and comments. Discussion to follow choose a final winner of best painting and display permanently within the classroom.	SEN - Word bank provided LAPS - Key questions to respond to MAPS – independent reflections HAPS – include comparative comments	Variety of paintings displayed gallery style in classroom Nibbles and drinks Clipboards Post its Benches/seats	
Engage Art	To research a particular artwork	Pupils to choose their favourite painting from the gallery experience and use a range of websites and Art resources to locate information about the painting. Possibly identify other works by the same artist and discover facts about the artist. Use their research notes to draft an informative paragraph about their chosen art work. (Include movement, artist, meaning, title, historical importance, story behind each picture)	SEN – limit website and key questions to answer LAPS – Cut and paste appropriate evidence MAPS – write information in own words HAPS – write information in own words	Websites Key questions Paintings from galleries	



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	To create a gallery sign	<p>Arrange pictures in chronological order creating gallery signs</p> <p>Create gallery signs using information from previous lesson, choosing the most appropriate information to include and create a coherent paragraph about the picture.</p> <p>Check it makes sense when reading aloud by a potential reader. Peer review of paragraphs.</p> <p>Create chronological timeline of gallery images and gallery signs.</p>	<p>Sen – as a group</p> <p>LAPS/MAPS– paired gallery sign – choose appropriate language and key information</p> <p>HAPS – Individual sign and use ambitious vocabulary and sentence style</p>		
Engage Science	To choose the most effective approach to record and report results	<p>Explore the science of colour through a colour-based chromatography investigation. Using filter paper use a spot of ink from a black non-permanent marker near the bottom of the filter paper. Place directly in water and observe what happens as the solvent travels up the paper. Different components of the ink will travel at different rates, separating and revealing the different colours in the black ink. Children to record as a science investigation, including a diagram, prediction, equipment, method, results and conclusion.</p>	<p>LAPS – writing frame</p> <p>MAPS – evidence for each section</p> <p>HAPS – suggest reasons for the evidence, using scientific vocabulary</p>	<p>Filter paper</p> <p>Black non-permanent solvent based markers</p>	
Develop Art	<p>To improve their mastery of art techniques</p> <p>To apply paint using the 'impasto' technique</p>	<p>Look closely at the work of impressionist artists and discuss the techniques used to create the 'Impressionist' effect. Children to use a variety of brushes and painting tools (knives,trowels,spreaders) to apply paint in short strokes (impasto), mixing or layering the paint on the canvas not a palette.</p> <p>Use as little mixing as possible , apply paint side by side whilst still wet, avoid black.</p>	<p>SES/LAPS –use one method of paint application</p> <p>MAPS – limited range of ways to apply the paint</p> <p>HAPS – full range of paint application tools and language from the period</p>	<p>Paper</p> <p>Brushes</p> <p>Paint</p> <p>Spreaders</p> <p>Knives(blunt)</p> <p>Small trowels</p> <p>Range of impressionist paintings</p> <p>Close ups of the way paint is applied.</p>	



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Develop Science	To understand how light changes the appearance of objects or buildings	<p>Create outdoor and indoor installations and still lives using a variety of different shaped and sized objects. Take photographs from the same position over the course of the day in order to see what changes occur to the visual impact of the installation/still life. Print out the images and display in a timeline. Examine how the shadows affect the objects over the course of the day. Link with the notion that light travels in straight lines to explain the shape of shadows produced.</p> <p>Children to write an explanation of the changes seen over the course of the day and to give reasons for the changes seen.</p>	<p>LAPS – description of what changes have occurred</p> <p>HAPS – make reference to the way light travels.</p>	<p>How has the light affected the colours and shapes we see?</p> <p>Objects for outdoor and indoor installations. Torches.</p>	Sunny day required!!
Develop Art and design	To mix and use colour to reflect mood and atmosphere	<p>Use a colour wheel to identify complementary colours(those directly opposite on the colour wheel) and harmonious colours(those side by side on the colour wheel) which please the eye. Use swatches of coloured paper to investigate how[] different colours affect each other when placed together.</p> <p>Ask children to create colour montages which reflect given moods such as anger, happiness, calm, energetic. Use coloured paper, card, tissue paper.</p> <p>Look at the impressionists use of colour. What effects do they convey?</p>	Mixed ability groups	<p>Colour wheels</p> <p>Examples of impressionist paintings highlighting use of colour.</p> <p>Glue</p> <p>Range of coloured papers</p>	
Develop Art and Design	To explore expressionist Art To create sketches from known paintings	Look closely at a range of expressionist Art. Discuss their initial reactions and brainstorm the emotive language that might describe it. Divide the paintings into smaller sections – sketch parts of the bigger paintings to show colour and composition.	Differentiation by outcome	<p>Paintings of expressionist</p> <p>Small frames to highlight small areas of pictures</p> <p>Sketch books</p> <p>Range of coloured and graded pencils</p>	
Develop Art and Design	To use Art techniques characteristic of a specific genre	Examine a range of self-portraits completed by expressionist artists. Look at the range of emotions and how the artists have captured these emotions. Paint a self-portrait in the style of the expressionist artists. Choose an emotion to portray and experiment with a range of colours and brush	Differentiation by outcome	<p>Digital portraits</p> <p>Portraits done by expressionist artists</p> <p>Paint</p> <p>Paper</p>	



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		strokes to create it. Digital portraits could be used as a starting point for the paint work. Images can be adapted using colour and distortion.		Brushes and other application tools	
Develop Art and Design	To use Art techniques characteristic of a specific genre	Examine a range of surrealist art – discuss initial reactions making notes of things that interest them. Use a small view finder to locate and sketch out areas of interest.	Differentiation by outcome	View finders Sketching pencils Range of surrealist Art	
Develop Computing	To create a stop motion animation	Watch short clips from the film work of Salvador Dali, discuss the themes and the weird and wonderful imagery used. Introduce the programme 2Animate to the children. Demonstrate how to create a stop motion animation. Children to create a short script of each visual stage. <i>Investigate visiting the Word for a workshop.</i> Children work in teams to create a one minute surrealist film, moving an inanimate object using plasticine.	Mixed ability groups (script writing frame available for LAPS)	Torches Ipads Plasticine Salvador Dali film work Script writing frame	
Express	To explain how studying other artists work has influenced and developed their own	Invite parents in to watch animated films and view Art work. Children to explain different work exhibited and answer visitor questions. Children to discuss the tools and techniques used and explain how the work represents their intentions and their emotions. Could be as part of an assembly or stand alone event in classroom.	Mixed ability groups	Animated films Children's sketches and paintings Use of board/projector Invitations ton parents	