



Art and Design

Year 6

Term 6

Topic: Civil Rights

Focus Form: Sculpture/**painting**/drawing

National Curriculum Objectives:

- Taught to develop their techniques, including their control and their use of materials
- Create sketch books to record their observations and use them to review and revisit ideas
- Improve their mastery of art and design techniques with a range of material- sculpture
- Taught about great artists, architects and designers in history

Vocabulary:

Painting, printing, paint, colour, primary colours, warm colours, cool colours, secondary colours, colour mixing, pattern, repeated pattern, random pattern, symmetry, background, foreground, relief printing, fabric, smooth, rough, monoprinting, tessellation, relief printing, impressed printing, Pop Art, impressed printing, screen printing, block printing

Prior Learning:

- See year 5 Natural resources

Techniques:

- Texture
- Pattern
- Printing
-

Materials:

- Poster paint
- Pencils
-

Knowledge:

- Knowledge of significant artists from the African American community.
- Knowledge of street art and its importance in identity
- Knowledge of murals

Skills (from skills progression map):

- Builds up drawings and images of whole or parts of items using various techniques
- Explore printing techniques used by various artists
- Create own abstract pattern to reflect personal experiences and expression
- create pattern for purposes
- explore the use of texture in colour
- colour for purposes
- colour to express feelings

Famous Artists/Artwork:

AfriCOBRA (The African Commune of Bad Relevant Artists)

Key artists:

- Barbara Jones-Hogu
- Jeffrey Donaldson
- Wadsworth Jarrell
- Jae Jarrell
- Gerald Williams

Pieces of art:

- Wall of Respect (1967)
- Liberation Soldiers (1972)
- The Freedom Principle (1969)
- Wake Up (1971)

Other street artists/art:

Banksy

Keith Haring

<https://mymodernmet.com/10-street-artists-you-should/>

Berlin street art

Belfast/Derry street art

Steve McQueen

End Point:

Each child to create a painting in street art style that represents them. When put together is should create a whole class mural.

Cross Curricular Links:

History: Civil Rights

Oracy:

Discussion of their work and how it will match together to create a whole class mural.

Wider Reading

Enrichment

<https://www.crmvet.org/images/imgart.htm>
https://www.brooklynmuseum.org/exhibitions/witness_civil_rights/
<https://www.tate.org.uk/art/art-terms/g/graffiti-art>

<http://streetartcreator.com/>

Children can virtually create street art.