

**The Sultan's School Year 6 Medium Term Curriculum plan for Art 2017-18 - Information for parents**

Block	Unit	Key Targets and Learning Objectives	Activities	Key vocabulary
1	<p align="center"><b>Cultural</b></p> <p align="center">Omani Jigsaw</p>	<ul style="list-style-type: none"> <li>• Demonstrate the ability to sketch, showing a very good understanding of line and tone.</li> <li>• Effectively mix colour with white and black to produce a variety of colour tints and tones.</li> <li>• Accurately mix and apply colour tints and shades exact to image.</li> </ul>	<p>Students create a safe place to work by setting classroom rules.</p> <p>They design and make a folder for their work.</p> <p>Students will look at a variety of Omani images of objects, taking note of the main features.</p> <p>They quickly sketch an Omani object using a secondary resource.</p> <p>They mix a variety of tints and shades of a chosen colour.</p> <p>They paint a square, inspired by the secondary resource using a variety of a specific colour tints and shades.</p> <p>They assess their own and others' work using key words.</p>	<p align="center">Line Tone Tints Shades Shape Pattern Colour Texture Form Culture Heritage</p>
2	<p align="center"><b>Material World</b></p> <p align="center">Banksy Lino Cuts</p>	<ul style="list-style-type: none"> <li>• Demonstrate the ability to draw an effective image in the same style of a well known artist.</li> <li>• Skilfully prepare lino in preparation for printing.</li> <li>• Demonstrate the ability to produce a series of clean and accurate prints.</li> </ul>	<p>Students are introduced to a range of work by Banksy.</p> <p>Students replicate an artwork by the artist.</p> <p>They design and draw an image in the same style as the artist.</p> <p>They transfer the image onto lino and use a variety of carving tools in preparation for block printing.</p> <p>Students produce a number of prints.</p> <p>They say what they think and feel about their own and others' work using key words.</p>	<p align="center">Line Colour Tone Shape Pattern Print Space</p>
3	<p align="center"><b>Human Forms</b></p> <p align="center">Wire Sculpture Figures</p>	<ul style="list-style-type: none"> <li>• Accurately draw the correct proportions of a human figure.</li> <li>• Demonstrate understanding of proportions by accurately drawing a series of action figures.</li> <li>• Demonstrate the ability to transfer a two dimensional design into a three dimensional sculpture.</li> </ul>	<p>Teacher demonstrates and students follow drawing a human figure in proportion.</p> <p>Students are introduced to a range of work by Antony Gormley.</p> <p>Students produce a selection of sketches of action drawings.</p> <p>Teacher demonstrates how they make their figures by twisting and sculpting wire.</p> <p>Students create their own sculptures.</p> <p>They say what they think and feel about their own and others' work using key words.</p>	<p align="center">Line Tone Form Pattern Texture</p>

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4	<p align="center"><b>Natural World</b></p> <p>Floral Ceramics</p>	<ul style="list-style-type: none"> <li>• Draw accurately from first-hand experience, using light and dark tones, to give an accurate impression of three dimensions.</li> <li>• Design an effective image inspired by a variety of natural forms.</li> <li>• Demonstrate the ability to produce a detailed and recognisable sculpture.</li> </ul>	<p>Students are introduced to a paintings of flowers by a variety of well-known artists.</p> <p>They draw flowers from direct observation using line and tone.</p> <p>They design an image inspired by a variety of flowers.</p> <p>Students produce colourful paintings.</p> <p>They make a flower sculpted tile using clay.</p> <p>They paint their work.</p> <p>They assess and reflect on their own and others' work.</p>	<p>Pattern</p> <p>Line</p> <p>Tone</p> <p>Shape</p> <p>Texture</p> <p>Colour</p> <p>Sculpture</p> <p>Form</p>
5	<p align="center"><b>Environment</b></p> <p align="center"><b>Imaginative world</b></p> <p>Sweet Inspiration</p>	<ul style="list-style-type: none"> <li>• Demonstrate the ability to create an effective collage using found materials.</li> <li>• Accurately measure and draw a grid.</li> <li>• Demonstrate the ability to control a fine paint brush with accuracy and to paint in detail.</li> </ul>	<p>Students are introduced to pop Art.</p> <p>They create a collage using a variety of chocolate bar and sweet wrappers.</p> <p>Using the grid method they produce a drawing of a section of their collage.</p> <p>They paint their work.</p> <p>They assess and reflect on their own and others' work.</p>	<p>Line</p> <p>Colour</p> <p>Tone</p> <p>Shape</p> <p>Pattern</p> <p>Collage</p> <p>Typography</p>

