

ART

Year 6

Autumn 1

Drawing: Making my Voice Heard



Key Vocabulary

aesthetic	As an adjective, it describes something that is pleasing to look at.
commissioned	When someone is asked to create a piece of art.
interpretation	How the meaning of an image is understood.
mural	A painting made directly on a wall or other permanent structure.
symbolic	Conveying a message using symbols.
tone	How light or dark something is.

Artists

Dan Fenelon

Leonardo da Vinci

Banksy

Diego Rivera

Caravaggio

Pablo Picasso

Graffiti



Graffiti is used to describe spray painted words and images that appear on property without permission. It is illegal to graffiti on private and public property.

Guerrilla art



Guerrilla art is similar to graffiti because it is often produced without permission. It usually appears unannounced in unusual places and can have a controversial message.

Mural



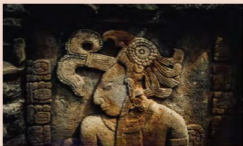
A mural is a large painting that may cover a wall. Artists are usually commissioned to paint them.

Chiaroscuro

Chiaroscuro is an Italian word meaning light and dark. A drawing, painting or photograph is described as using chiaroscuro when dramatic light and shade is the main feature of the image. It is used to make something on a flat surface look more three-dimensional.



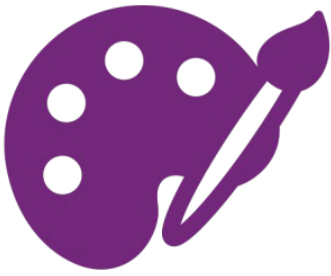
Mayan art



Prior Learning:

Reception - Marvellous Marks. Year 1: Make Your Mark. Year 2: Tell A Story.
Year 3: Growing Artists. Year 4: Power Prints. Year 5: I Need Space



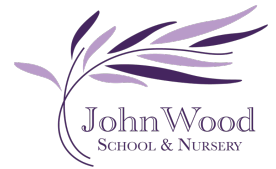


Design and Technology

Year 6

Autumn 2

Textiles: Waistcoats



Key Vocabulary

Adapt	To change or alter something to fit a given purpose, or to improve it.
Annotate	To add notes which explain a plan or design.
Detail	The small features of an object.
Fabric	A natural or man-made woven or knitted material that is made from plant fibres, animal fur or synthetic material.
Fastening	A closing and opening detail on clothing such as buttons, zips and press-studs.
Knot	A join made by tying two pieces of string or rope together.
Properties	The way in which we describe materials for their appearance, strengths and weaknesses. (e.g. absorbent, flexible, transparent).
Running-stitch	A simple style of sewing in a straight line with no overlapping.
Seam	A line along the two edges of cloth that are joined or sewn together.
Sew	To join or fasten by stitches with thread and a needle.
Shape	The form of an object.
Target audience	A particular group of people who the product is aimed at.
Target customer	A particular type of person who the product is aimed at.
Template	A stencil made of metal, plastic, or paper, used for making many copies of a shape or to help cut material accurately. (e.g. biscuit cutter)
Thread	A thin string of cotton, wool or silk used when sewing.
Unique	One of a kind, original.
Waistcoat	A formal vest-type jacket with no arms, usually worn over a shirt and under a jacket. They sometimes have buttons or pocket detailing.
Waterproof	Material that does not allow water pass through it.



Think carefully about your target audience or customer.
What do they like (colour, texture)?
What material would be best?
What type of fastening will you use?

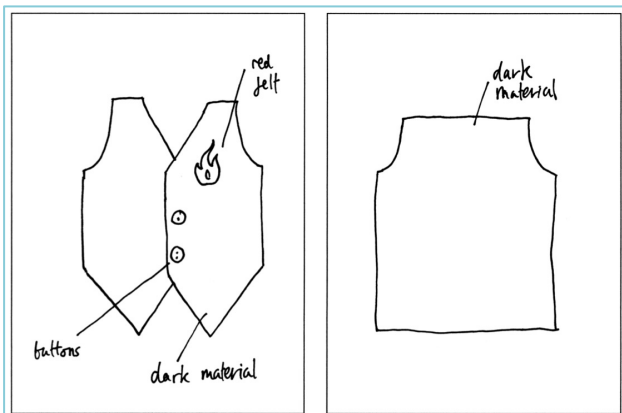


Did you know?

The first waistcoat was created in Britain in 1630 by King Charles II.



⚠ Be careful when sewing your material together. Watch your fingers and ask an adult if you're unsure.



Prior Learning:

Reception - Textiles: Bookmarks. Year 1: Puppets. Year 2: Pouches.
Year 3: Cross-stitch and applique. Year 4: Fastenings. Year 5: Stuffed Toys





ART Year 6 Spring 1



Painting and Mixed Media: Artist Study

Key Vocabulary

abstract	Art that doesn't necessarily look like it does in real-life - use shapes, colours, and gestural marks
analyse	To investigate something in detail to understand it
evaluate	To form an opinion about how good or useful something is
interpret	To understand and explain the meaning of something
medium	The materials used to make a piece of art
mixed-media	Art made from a combination of different materials
narrative	Is a story recalling events whether fictitious or true
respond	To create ideas formed from experiencing art of others
tableau	People recreating a scene from a story, painting in a motionless poses

Artists	
David Hockney	Paula Rego
John Singer Sargent	
Fiona Rae	Lubaina Himid

Describe

What can you see?

What words would use to describe it?

How would you describe the colours, shapes, and people?

How would you describe it to someone who can't see it?

Relate

Does it remind you of anything?

What things do you recognise?

How is this similar to other art you have seen?

How does it make you feel?

What do you find interesting about it?

Analyse

How did the artist create this?

What questions would you ask the artist?

What do you think is the most important part of it?

What does it tell you about the subject, artist or time in history?

Interpret

What would you name the piece and why?

What do you think is happening?

If you could step inside the piece what would you hear, see, smell or feel?

Does it have a message?

What do you think this might be?

Evaluate

What do you think is successful or unsuccessful about it?

What is most memorable about this piece?

What do you think others will think about it?

What might other people say about it?

Respond

What would you write about this art?

What does this piece make you want to say?

What style of art work does this make you want to produce?

What does this inspire you to do?



Prior Learning:

Reception: Paint My World. Year 1: Colour Splash. Year 2: Life In Colour.
Year 3: Prehistoric Painting. Year 4: Light and Dark. Year 5: Portraits



Design and Technology

Year 6

Spring 2

Cooking and Nutrition: Come Dine With Me



Key Vocabulary

Accompaniment	Something which goes well together with other foods and drinks.
Cookbook	A book which contains recipes to make various dishes or foods.
Cross-contamination	Cross-contamination is how bacteria can spread. It happens when liquid from raw meats or germs from unclean objects touch cooked or ready-to-eat foods.
Equipment	Items and objects which are needed to complete a task.
Farm	Land or water used to produce crops or raise animals for food.
Flavour	How food or drink tastes. (e.g. sour, sweet, bitter, salty)
Imperative verb	Also known as 'bossy verbs' because they tell you what to do. You put them at the beginning of a command or action. (e.g. bake, grill, add, heat).
Ingredients	Items that make up a mixture e.g. foods that make a recipe.
Method	A way of carrying out a certain process, following a list of instructions.
Nationality	Belonging to a certain group of people in a particular country.
Preparation	The process of getting ready to make something.
Processed	When foods are passed through multiple processes in a factory to change or preserve it so it keeps for longer.
Reared	To breed and raise livestock. e.g. cows.
Recipe	A set of instructions for making or preparing a food item or dish.
Target audience	A particular group or person who a product is aimed at.
Unit of measurement	The unit which you use to measure a quantity. (e.g. litres)

The five different food groups are:

1. Carbohydrates
2. Fruits and vegetables
3. Protein
4. Dairy
5. Foods high in fat and sugar



Many countries have traditional dishes. For example: India is known for hot curries, whilst England is known for the fish'n'chips which were historically served in newspaper.

Did you know?

Hawaii produces about 1/3 of all pineapples in the world.



! You cannot mix raw meat with other ingredients, it is not safe. Remember to also wash your hands after handling raw meat.



Are you safe?

When is it important to wash your hands?

Is the kitchen, work surfaces and food equipment clean?

How should raw and cooked food be handled and stored?

How would you know how long these foods last?

How can you make sure that microbes do not multiply quickly?

Where should raw meat be kept in a fridge?

Where should these foods be stored?

Enjoy your food!

What should you do before you cook?



Prior Learning:

Reception: Soup. Year 1: Smoothies. Year 2: Balanced Diet.
Year 3: Eating Seasonally. Year 4: Adapting a Recipe. Year 5: Developing a Recipe.