

Raffles International School Long Term Plan
Art and Design 2017 – 2018
Year 6

Week & Unit	Skills & Concepts	Suggested Activities	Resources	Assessment
Term 1				
Week 1 5 th Sep – 7 th Sep	Draw out your name Create a mind map of your interests and hobbies	Classroom rules, expectations and routines Name activity – getting to know the students	Colour pencils Markers Paper Pencils	Teacher assessment – formative Questions and answers
Week 2 10 th Sep – 14 th Sep Week 3 17 th Sep – 21 st Sep Formal Elements Introduction	Identify formal elements of art (colour, line, shape, form, texture & pattern) and explain each element in their own words	The goal of this unit is to introduce students to the basic elements of art (colour, line, shape, form, texture, tone, space, form, pattern) and to show students how artists use these elements in different ways in their work. They will create a brainstorm of ideas which will be reflected in final project/s	Drawing paper Pencils Erasers Fine liners Markers Pencil crayons	Observation Questions and answers One to one Assessment Peer assessment Teacher assessment – formative Final Evaluation (self-assessment)
Week 4 24 th Sep – 28 th Sep Week 5 1 st Oct - 5 th Oct Baseline Testing	Observational drawing assessment	Use formal elements of art and design to draw a still-life composition	Powerpoint Paper Pencils Erasers Visual images for starting points	Observation Questions and answers One to one Assessment Peer assessment Teacher assessment – formative Final Evaluation (self-assessment)
Week 6 8 th Oct– 12 th Oct Week 7 15 th Oct – 19 th Oct Week 8 22 nd Oct – 26 th Oct Unit 1 Formal Elements Final Project	Identify formal elements of art (colour, line, shape, tone, form, texture & pattern) Explain each element in their own words Incorporate formal elements into design work	In the unit, students will create a patterned landscape. They will also look at the works of artist William Morris and learn about warm and cool colours in order to compose their landscape into the two separate colour groups. They will then create an abstract piece of work by cutting up the landscape into squares/rectangles and glue them onto black card in a different arrangement.	Drawing paper Pencils Erasers Fine liners Markers Glue scissors Black card	Observation Questions and answers One to one Assessment Peer assessment Teacher assessment – formative Final Evaluation (self-assessment)
Half Term				
Week 9				
29th Oct – 2nd Nov				
Week 10 5 th Nov – 9 th Nov Unit 1 (to be continued) Formal Elements Final Project	Identify formal elements of art (colour, line, shape, tone, form, texture & pattern) Explain each element in their own words Incorporate formal elements into design work	In the unit, students will create a patterned landscape. They will also look at the works of artist William Morris and learn about warm and cool colours in order to compose their landscape into the two separate colour groups. They will then create an abstract piece of work by cutting up the landscape into squares/rectangles and glue them onto black card in a different arrangement.	Drawing paper Pencils Erasers Fine liners Markers Glue scissors Black card	Observation Questions and answers One to one Assessment Peer assessment Teacher assessment – formative Final Evaluation (self-assessment)
Week 11 12 th Nov – 16 th Nov	Recognise the importance of National Day in the UAE	Students will learn about the importance of UAE National Day. They will learn about the life and	Visual images based on UAE Images of artist work	Observation Questions and answers One to one Assessment

<p>Week 12 19th Nov – 23rd Nov</p> <p>Week 13 26th Nov – 30th Nov</p> <p>Week 14 3rd Dec – 7th Dec</p> <p>Week 15 10th Dec – 14th Dec</p> <p>Unit 2 National Day Mogdigliani Portraits</p>	<p>Identify key facts and characteristics about the work of artist Modigliani</p> <p>Draw elongated features of the human face</p> <p>Create a self-portrait in the style of artist Modigliani</p> <p>Design a pattern for the background using the colours of the UAE flag</p>	<p>works of artist Modigliani and analyse examples of his work and subject matter (portraits). They will identify key characteristics of his work in order to create a self-portrait influenced by his style of portraiture with elongated features and/or tilted head using oil pastels on black card. They will then decorate the background in patterns that reflect the colours of the UAE flag.</p>	<p>on powerpoint Teacher samples of work Black card Drawing paper Oil pastels Pencil crayons Pencils Erasers Mirrors</p>	<p>Peer assessment Teacher assessment – formative Final Evaluation (self-assessment)</p>
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Winter Break
Week 16, 17, 18
17th December – 6th January 2018

Term 2

<p>Week 19 7th Jan – 11th Jan</p> <p>Week 20 14th Jan – 18th Jan</p> <p>Week 21 21st Jan – 25th Jan</p> <p>Week 22 28th Jan – 1st Feb</p> <p>Week 23 4th Feb – 8th Feb</p> <p>Unit 3 Printmaking Coke bottle</p>	<p>Understand what is printmaking</p> <p>Become familiar with the life and works of Stephen Alcorn</p> <p>Transfer original coke bottle drawing to tracing paper and then onto lino</p> <p>Create a lino print using a range of markmaking techniques</p> <p>Use collage techniques to make a selection of printing surfaces</p> <p>Use printing inks to print</p> <p>Experiment with colour mixing and printing techniques</p>	<p>In this unit of work students will learn to create multiple images of coke bottles using the process of printmaking. Students will start by drawing from secondary observation, this will then be traced and transferred onto a printing plate (lino) and etched into using a pointed tool. The printing plate will then be printed onto collaged paper created by the students in a variety of materials. Throughout this unit students will revise prior learning of formal elements of art and apply these to both their drawing, collage and their final prints. They will also learn about printmaking artist Stephen Alcorn who demonstrates intricate patterns in her work. Students will explore her artwork to inspire ideas for their drawings and prints.</p>	<p>Drawing paper Collage paper Lino Pencils Erasers Inks Palettes Rollers Newspaper</p>	<p>Observation Questions and answers One to one Assessment Peer assessment Teacher assessment – formative Final Evaluation (self-assessment)</p>
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Half Term
Week 24
11th Feb – 15th Feb

<p>Week 25 18th Feb – 22nd Feb</p> <p>Week 26 25th Feb – 1st Mar</p> <p>Week 27 4th Mar – 8th Mar</p> <p>Week 28 11th Mar – 15th Mar</p> <p>Week 29 18th – 22nd Mar</p>	<p>Become familiar with the life and work of artist Georges Seurat</p> <p>Be able to identify Seurat's technique of pointillism and develop a basic understanding of how color is perceived by the eye</p> <p>Be able to draw a still life from primary or secondary</p>	<p>In this unit students will learn about the life and works of artist Georges Seurat. They will create a still life drawing from primary or secondary observation paying specific attention to the size, proportion and placement of objects. Students will closely observe the technique and concept of pointillism in which shade and tone are built up through dots. They will understand that tiny, precise brush strokes of different</p>	<p>Images of artist work on powerpoint Teacher samples of work Drawing paper Paints Brushes Pencils Erasers q-tips still life images still life arrangement</p>	<p>Observation Questions and answers One to one Assessment Peer assessment Teacher assessment – formative Final Evaluation (self-assessment)</p>
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<p>Unit 4 Seurat Still Life</p>	<p>observation</p> <p>Be able to render a realistic still life drawing using the concept of pointillism</p>	<p>colors if placed close to one another will blend at a distance with the eye instead of on the paint palette. They will learn to create a range of tones and eventually a realistic still life painting using the concept of pointillism.</p>		
<p>Spring Break Week 30, 31 25th Mar – 7th Apr</p>				
<p>Term 3</p>				
<p>Week 32 8th Apr – 12th Apr</p> <p>Week 33 15th Apr – 19th Apr</p> <p>Week 34 22nd Apr – 26th Apr</p> <p>Unit 4 (to be continued) Seurat Still Life</p>	<p>Become familiar with the life and work of artist Georges Seurat</p> <p>Be able to identify Seurat's technique of pointillism and develop a basic understanding of how color is perceived by the eye</p> <p>Be able to draw a still life from primary or secondary observation</p> <p>Be able to render a realistic still life drawing using the concept of pointillism</p>	<p>In this unit students will learn about the life and works of artist Georges Seurat. They will create a still life drawing from primary or secondary observation paying specific attention to the size, proportion and placement of objects. Students will closely observe the technique and concept of pointillism in which shade and tone are built up through dots. They will understand that tiny, precise brush strokes of different colors if placed close to one another will blend at a distance with the eye instead of on the paint palette. They will learn to create a range of tones and eventually a realistic still life painting using the concept of pointillism.</p>	<p>Images of artist work on powerpoint Teacher samples of work Drawing paper Paints Brushes Pencils Erasers q-tips still life images still life arrangement</p>	<p>Observation Questions and answers One to one Assessment Peer assessment Teacher assessment – formative Final Evaluation (self-assessment)</p>
<p>Week 35 29th Apr – 3rd May</p> <p>Week 36 6th May – 10th May</p> <p>Week 37 13th May – 17th May</p> <p>Week 38 20th May – 24th May</p> <p>Week 39 27th May – 31st May</p> <p>Week 40 3rd Jun – 7^h Jun</p> <p>Week 41 10th Jun – 14th Jun</p> <p>Unit 5 Pop Art Coke Bottle</p>	<p>Identify Andy Warhol and Roy Lichtenstein as a pop artists</p> <p>Recognize key characteristics of pop art</p> <p>Draw a symmetrical coke bottle</p> <p>Create an abstract composition for the background using the influence of pop art</p>	<p>In this unit students will learn about pop art artists Andy Warhol and Roy Lichtenstein and analyse examples of their work in order to identify key features of pop art. They will start by drawing line of symmetry, then draw outline and finally add tone to each side of the bottle. Cut out the bottle which will be mounted onto an abstract patterned background.</p>	<p>Images of artist work on powerpoint Teacher samples of work Photographs of coke bottles Drawing paper Pencils Erasers Black fine liners Watercolours Brushes Glue Scissors</p>	<p>Observation Questions and answers One to one Assessment Peer assessment Teacher assessment – formative Final Evaluation (self-assessment)</p>
<p>Week 42 17th Jun 21st Jun</p> <p>Week 43 24th Jun – 28th Jun</p> <p>Week 44 1st July – 5th July</p>	<p>Create art folders Organize work into folders Decorate folders</p>	<p>Students will appreciate and re-cap the work they have done during the year. They will have the opportunity to add finishing touches to their work and/or complete any unfinished work and take their artwork home.</p>	<p>Folders Markers Colour pencils</p>	<p>N/A</p>

Extension Unit Completing unfinished projects, making art folders and distribution of student work				
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