ST PHILOMENA'S PRIMARY SCHOOL **ART AND DESIGN MEDIUM TERM PLANNING – YEAR 6**

2026-2027

Y6 Art and Design MTP
Purpose of study: Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.
Subject cultural capital: In every lesson pupils to evaluate the quality of art work against criteria.
Formative assessment opportunities (minimum expectations for each lesson) are targeted questioning, peer and self-assessment, modelling by teachers and pupils as appropriate
Pupils must be encouraged to take creative risks and to record learning journey in sketchbooks.

NC links: Key stage 2
Create sketchbooks to record observations and develop ideas.
Improve mastery of art and design techniques, including painting and drawing.
Create original artwork inspired by artists and personal ideas.
Analyse and evaluate their own work and the work of other artists.
Use appropriate artistic vocabulary to explain choices and improvements.
Explore how artists use colour, line, simplification, layering and expression to communicate ideas and emotions.

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AUTUMN TERM 1 (Option 1)	**TOPIC: WW2**	**SKILL FOCUS: Drawing**	**SUGGESTED OUTCOME: Battle scene with single focal point and horizon**
Inspirational Figure: Paul Nash			
Cross curricular link: WW2			

DEVELOPMENT CYCLE	LESSON 1: EXPERIMENT Experiment with key skills	LESSON 2: ARTIST Life and work of artist, contribution to history, culture, creativity.	LESSON 3: SKETCH Research and record ideas	LESSON 4: INVENT Replica of inspirational art	LESSON 5: CREATE Create unique piece incorporating skills and knowledge learnt	LESSON 6: EVALUATE Reflect on composition using vocab from sketchbooks
LEARNING EXPERIENCE	Develop perspective in work using a single focal point and horizon.	Identify how the work of Paul Nash contributed to wartime propaganda.	Develop ideas using composition, scale and proportion	Replica of Wire (1932 - 42)	Create unique piece incorporting a single focal point and horizon, using scale and proportion	Evaluate using set criteria
SKILL PROGRESSION	To introduce perspective: foreground, middle ground, background Develop simple perspective in work using a single focal point and horizon. To develop drawings of three dimension and perspective					
VOCABULARY	Action Balance Direction Dynamic Imbalance Movement Poised Transition Viewpoint					
STICKY KNOWLEDGE QUESTION	How do you create a focal point and show horizon when drawing?					

AUTUMN TERM 1 (Option 2)	**TOPIC: WW1**	**SKILL FOCUS: 3D sculpture**	**SUGGESTED OUTCOME: Sculpture of a ship**

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Inspirational Figure: Norman Wilkinson						
Cross curricular link: WW1						
DEVELOPMENT CYCLE	LESSON 1: EXPERIMENT Experiment with key skills	LESSON 2: ARTIST Life and work of artist, contribution to history, culture, creativity.	LESSON 3: SKETCH Research and record ideas	LESSON 4: CREATE Create unique piece incorporating skills and knowledge learnt	LESSON 5: CREATE Create unique piece incorporating skills and knowledge learnt	LESSON 6: EVALUATE Reflect on composition using vocab from sketchbooks
LEARNING EXPERIENCE	Explore pinch slab and coil techniques with clay	Explore how Norman Wilkinson's dazzle camouflage was used to great effect in WW1	Sketch design for ship sculpture from observation	Demonstrate skill using pinch slab and coil techniques when creating sculpture	Demonstrate skill using tint, tone and shade to mix one of the 18 dazzles	Adapt work according to views and describe how they might develop it further
SKILL PROGRESSION	Build using clay and use language to explain skills and techniques Create form from observation and explore different techniques and details Use pinch, slab and coil techniques					
VOCABULARY	Hue, tint, tone, shade, glaze, paint, polish					
STICKY KNOWLEDGE QUESTION	Can you explain different ways of using clay to ensure your build is strong?					

AUTUMN TERM 2	**TOPIC:** **Amazing Americas**	**SKILL FOCUS:** **Textiles**	**SUGGESTED OUTCOME:** **Creating a dream catcher inspired by Leonora Carrington's artwork**
Inspirational Figure: Leonora Carrington			

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Cross curricular link: South & Central America					
DEVELOPMENT CYCLE	LESSON 1: EXPERIMENT Experiment with key skills	LESSON 2: ARTIST Life and work of artist, contribution to history, culture, creativity.	LESSON 3: SKETCH Research and record ideas	LESSON 4 and LESSON 5: CREATE Create unique piece incorporating skills and knowledge learnt	LESSON 6: EVALUATE Reflect on composition using vocab from sketchbooks
LEARNING EXPERIENCE	To experiment with colour, pattern and imaginative shapes inspired by dream-like artwork.	To investigate Leonora Carrington's life, artwork and distinctive artistic style.	To develop and refine an imaginative design inspired by Leonora Carrington.	To apply painting, pattern and weaving techniques to create a finished dream catcher.	To evaluate my finished artwork and explain how it was influenced by Leonora Carrington.
SKILL PROGRESSION	Experiment with colour, pattern, shape and imaginative imagery. Observe, discuss and analyse an artist's work; identify artistic choices. Generate, develop and refine ideas; plan composition, pattern and colour. Apply painting, pattern, weaving and decorative techniques to create a finished piece. Analyse, explain and evaluate artistic choices; identify strengths and areas for improvement.				
VOCABULARY	colour, pattern, shape, texture, imagination, dream-like, character, experiment				
STICKY KNOWLEDGE QUESTION	How is dream-like art work created?				

SPRING TERM 1	**TOPIC:** **WW2**	**SKILL FOCUS:** **Print**	**SUGGESTED OUTCOME:** **Screen print WW2 poster**

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Inspirational Figure: Ernest Wallcousins						
Cross curricular link: WW2						
DEVELOPMENT CYCLE	LESSON 1: EXPERIMENT Experiment with key skills	LESSON 2: ARTIST Life and work of artist, contribution to history, culture, creativity.	LESSON 3: CREATE Create unique piece incorporating skills and knowledge learnt	LESSON 4: CREATE Create unique piece incorporating skills and knowledge learnt	LESSON 5: SKETCH Research and record ideas	LESSON 6: EVALUATE Reflect on composition using vocab from sketchbooks
LEARNING EXPERIENCE	Learn how to screen print in positive and negative space	Discuss how the series of "Keep Calm and Carry on Posters", designed by Ernest Wallcousins, were used as propaganda	Demonstrate skill in screen printing a "Keep Calm and Carry On" poster	Screen print original poster demonstrating skill in both positive and negative space	Sketch ideas for text and shapes to screen print as a poster and screen print own poster	Compare ideas,methods and approaches in their own and others' work and say what they think and feel about them
SKILL PROGRESSION	Learn how to screen print in positive and negative space Stretch and attach a fine mesh fabric to a frame to create a screen for printing. Mix and prepare screen printing ink to the right consistency for your design. Apply consistent pressure and use smooth, even strokes to achieve a clean print. Use appropriate cleaning solutions and techniques to prevent clogging and ensure the screen is ready for future use.					
VOCABULARY	Baren, Bench hook, brayer, collagraph, printing press, proof, stencil, screen print					
STICKY KNOWLEDGE QUESTION	What do we mean by the positive and negative space in screen printing?					

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SPRING TERM 2	**TOPIC:** **Our changing world**	**SKILL FOCUS:** **Digital and new media**	**SUGGESTED OUTCOME:**

Inspirational Figure: Wassily Kandinsky						
Cross curricular link:						
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LEARNING EXPERIENCE	understand what new media art Is and create pixel art	Explore Sound Art and create experiments using sound	Utilise abstract shapes, inspired by sound, in a developed art piece	Utilise abstract shapes, inspired by sound, in a developed art piece	Experiment with algorithms to adapt in next lesson	Develop one algorithm, abstract experiment using negative space
SKILL PROGRESSION	Create patterns that radiate out from a central point, maintaining symmetry around the center. Overlap pattern to create depth and complexity Create abstract and figurative art that is not realistic but stylised.					
VOCABULARY	New media • Digital • Pixel • Sound art • Abstract • Shape • Pattern • Rhythm • Composition • Algorithm • Sequence • Repetition • Negative space • Positive space • Contrast • Balance • Movement • Experiment • Develop • Refine • Interpret					
STICKY KNOWLEDGE QUESTION	What is pixel art and how do you create it?					

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SUMMER TERM 1	**TOPIC:** **Benin Africa**	**SKILL FOCUS:** **Architecture**	**SUGGESTED OUTCOME:** **A 3D building-block house inspired by the architectural ideas and designs of Frank Lloyd Wright.**

Inspirational Figure: Frank Lloyd Wright					
Cross curricular link:					
DEVELOPMENT CYCLE	LESSON 1: EXPERIMENT Experiment with key skills	LESSON 2: ARTIST Life and work of artist, contribution to history, culture, creativity.	LESSON 3: SKETCH Research and record ideas	LESSON 4 and LESSON 5: CREATE Create unique piece incorporating skills and knowledge learnt	LESSON 6: EVALUATE Reflect on composition using vocab from sketchbooks
LEARNING EXPERIENCE	To experiment with building blocks to explore how different shapes and forms can be combined to create structures.	To investigate Frank Lloyd Wright's life, architectural style and influential buildings.	To develop and refine an architectural design using shape, form, pattern and inspiration from Frank Lloyd Wright.	To construct a stable 3D house based on a developed architectural design.	To evaluate a finished architectural model and explain how it was influenced by Frank Lloyd Wright.
SKILL PROGRESSION	Experiment with 2D/3D shapes, form, balance, stability and construction materials. Observe, analyse and discuss architecture; identify how Wright used nature, shapes and surroundings. Generate, develop and refine architectural ideas using shape, proportion, pattern and composition. Translate a 2D design into a 3D structure, selecting and manipulating materials with increasing control. Analyse and evaluate the finished model, explaining artistic/architectural choices and identifying improvements.				
VOCABULARY	architecture, architect, structure, shape, form, block, balance, stability, pattern, design, organic, environment, nature, geometric, horizontal, design, proportion, symmetry, landscape, refine				
STICKY KNOWLEDGE QUESTION	How do you ensure that your 3D structure is stable?				

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SUMMER TERM 2	**TOPIC: Trade and economics**	**SKILL FOCUS: Drawing**	**SUGGESTED OUTCOME: Portrait**
Inspirational Figure: Frank Bowling, Julian Opie and Yoshitomo Nara			
Cross curricular link:			

DEVELOPMENT CYCLE	LESSON 1: EXPERIMENT Experiment with key skills	LESSON 2: ARTIST Life and work of artist, contribution to history, culture, creativity.	LESSON 3: SKETCH Research and record ideas	LESSON 4 and LESSON 5: CREATE Create unique piece incorporating skills and knowledge learnt	LESSON 6: EVALUATE Reflect on composition using vocab from sketchbooks
LEARNING EXPERIENCE	Experiment with colour washes to create mood and communicate feelings.	Explore the life and work of Julian Opie	Use expressive lines and facial features to communicate character and emotion.	Combine colour and line to create an expressive portrait	Complete and evaluate a layered portrait, explaining how colour and paint communicate emotion and identity.

SKILL PROGRESSION	Experimenting with paint, water and pigment; creating colour washes; exploring colour and mood. Developing observational drawing; using line, shape and facial features; experimenting with proportion and expression. Combining techniques; drawing over painted backgrounds; using expressive line and colour together. Mixing tints and tones; layering paint; using contrast; controlling brushwork; making purposeful colour choices. Applying techniques independently; refining composition; making creative decisions; evaluating and improving artwork.
VOCABULARY	Colour wash, pigment, tone, mood, emotion, restraint, atmosphere, portrait, expression, outline, feature, character, emotion, bold, sketch, identity, contrast, layering, pastel tint, restraint, blend, acrylic.
STICKY KNOWLEDGE QUESTION	How would you show emotion through a painting?