




# Lancaster Christ Church C of E Primary School

Have Faith... In yourself... In others... In God.

## Year 6: Art & Design Curriculum

### Spring: What is Canal Art? Space / Painting

<p><b>Overview of unit:</b> Pupils will explore the history, style, and techniques of traditional British canal art, focusing on its bold colours, floral motifs, and decorative patterns. They will design, make, and decorate a ceramic or clay tile inspired by canal art traditions.</p>		<p><b>Key vocabulary:</b> Canal art, narrowboat, motif, symmetry, palette, decorative, folk art, brushstroke, glaze, pattern, outline, opaque, layering, composition,</p>
<p><b>Prior learning relevant to the unit:</b></p> <ul style="list-style-type: none"> <li>• <u>Year 3:</u> Autumn 1: 'What can drawings teach us about life in the past?'</li> <li>• <u>Year 3:</u> Spring 1: 'How is water represented in art?'</li> <li>• <u>Year 3:</u> Summer 2: 'What was the purpose of Roman pottery?'</li> <li>• <u>Year 4:</u> Summer 1: 'How can art be used to persuade?'</li> <li>• <u>Year 5:</u> Autumn 1: 'Guess how I feel?'</li> <li>• <u>Year 5:</u> Spring 2: 'How do you paint something which is hidden?'</li> </ul>		 <p><b>Links to future learning:</b></p> <ul style="list-style-type: none"> <li>• KS3 National Curriculum: <i>Pupils should be taught: to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas, to use a range of techniques and media, including painting, to increase their proficiency in the handling of different materials, to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work, about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.</i></li> </ul>
<p><b>Structure of unit:</b></p> <ul style="list-style-type: none"> <li>• <u>Knowledge and Understanding</u> Approx. 4 hours</li> <li>• <u>Generating ideas</u> Approx. 3.5 hours</li> <li>• <u>Making</u> Approx. 3 hours</li> <li>• <u>Evaluating</u> Approx. 0.5 hours</li> </ul> <p><u>Total time for unit:</u> Approx. 11 hours</p>	<p><b>How this unit fits within the National Curriculum for Art &amp; Design:</b> <i>Pupils should be taught:</i></p> <ul style="list-style-type: none"> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</li> <li>• about great artists, architects and designers in history.</li> </ul> <p><b>Links with other learning across the curriculum:</b></p> <ul style="list-style-type: none"> <li>• <u>English:</u> Core text: 'Floodland' (Marcus Sedwick)</li> <li>• <u>Geography:</u> 'Where does the Lancaster Canal go?'</li> <li>• <u>History:</u> 'What was the purpose of the Lancaster Canal?'</li> </ul>	<p><b>End of Year Expectations:</b> <u>Produce creative work, exploring their ideas and recording their experiences:</u></p> <ul style="list-style-type: none"> <li>• Independently investigate a range of starting points for their work, and confidently develop their ideas further.</li> <li>• Record their thoughts and experiences in a sketch book / 'ideas journal', and review and revisit these ideas as their work develops.</li> <li>• Are confident to work creatively, adapting ideas, and taking risks when choosing tools, materials and media.</li> <li>• Confidently use language appropriate to the chosen art form, to help them to explain their ideas.</li> </ul> <p><u>Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms:</u></p> <ul style="list-style-type: none"> <li>• Critically analyse the styles of artists and use this to inform their own work.</li> <li>• Understand how a chosen artist or art form has contributed to the culture and / or history of a specific nation.</li> </ul> <p><u>Become proficient in drawing, painting, sculpture and other art, craft and design techniques:</u></p> <ul style="list-style-type: none"> <li>• Use their knowledge of drawing, painting, sculpture and other art, craft and design techniques, imaginatively to create their own style, e.g. use spray paint on canvas.</li> <li>• Develop their own style when working with a wide range of tools and materials, e.g. working into prints using their own choice of media such as pens, ballpoint pens, paints.</li> </ul> <p><u>Evaluate and analyse creative works using the language of art, craft and design:</u></p>

"For nothing will be impossible with God" Luke 1:37



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		<ul style="list-style-type: none"><li>• Use language specific to a range of techniques to identify effective and ineffective features and use this to inform and evaluate their own work.</li><li>• Use sketch book / 'ideas journal' to adapt and critically evaluate their work as their ideas develop.</li><li>• Annotations reflect their critical evaluations and development of ideas.</li><li>• Reflect on the ways in which their imaginative work has developed from a range of starting points.</li></ul>
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