

**Art**  
**Year 5 and 6**  
**Summer**

<b>Topic</b> Frida Kahlo						
<b>Rationale</b> The children will have the opportunity to study the life and works of the famous Mexican artist Frida Kahlo. Throughout this term the children will also be studying the country of Mexico in Geography as well as The Maya in History. So, the children will be immersed in Mexican culture taking full opportunity of the cross-curricular links on offer.						
<b>NC Objective</b> To create sketch books to record observations.  To choose media appropriate for the task. To develop skills in painting, drawing and sculpture.  To learn about great artists in history.						
<b>Links to other Subject/Topics.</b> <b>Geography</b> – Mexico <b>History</b> – The Maya <b>Design Technology</b> – Making a Mexican rug.						
<b>Inspiration for Aspiration,</b> artist, decorator, interior designer , printer, fabric/wallpaper designer, web designer, digital artist						
<ul style="list-style-type: none"> <li>• <b>Key Content</b></li> <li>• Who is Frida Kahlo?</li> <li>• What are Kahlo’s most famous works?</li> <li>• How can I record my findings in a sketchbook?</li> <li>• Can I create a body of work in the style of Frida Kahlo?</li> <li>• How can I refine my work?</li> </ul>						
<b>Concepts</b>						
<b>Art</b>	1	2	3	4	5	6
<b>Drawing</b>						
<b>Colour</b>						
<b>Texture</b>						
<b>Form</b>						
<b>Printing</b>						
<b>Pattern</b>						
<b>Skills and Knowledge Year 2</b> <ul style="list-style-type: none"> <li>• Experiment with the potential of various pencils</li> <li>• Close observation</li> <li>• Draw both the positive and negative shapes</li> <li>• Initial sketches as a preparation for painting</li> <li>• Introduce different types of brushes – techniques</li> <li>• Use sketchbook for recording textures/patterns</li> <li>• Interpret environmental and manmade patterns</li> <li>• Identify and draw the effect of light</li> <li>• Scale and proportion</li> <li>• Work on a variety of scales</li> <li>• Computer generated drawings</li> </ul>	<b>Skills and Knowledge Year 5</b> <ul style="list-style-type: none"> <li>• Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;</li> <li>• Depict movement and perspective in drawings;</li> <li>• Start to use a variety of tools and select the most appropriate;</li> <li>• Begin to use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti</li> <li>• Begin to understand the effect of light on objects</li> </ul>			<b>Skills and Knowledge Year 6</b> <ul style="list-style-type: none"> <li>• Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;</li> <li>• Depict movement and perspective in drawings;</li> <li>• Use a variety of tools and select the most appropriate;</li> <li>• Use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti</li> <li>• Understand the effect of light on objects and people from different directions</li> </ul>		

<ul style="list-style-type: none"> <li>• Colour mixing and matching; tint, tone, shade</li> <li>• Observe colours</li> <li>• Use suitable equipment for the task</li> <li>• Colour to reflect mood</li> <li>• Use sketchbook for recording textures/patterns</li> <li>• Explore environmental and manmade patterns</li> </ul>	<p>and people from different directions</p> <ul style="list-style-type: none"> <li>• Interpret the texture of a surface</li> <li>• Begin to produce increasingly accurate drawings of people</li> <li>• Concept of perspective</li> <li>• Hue, tint, tone, shades and mood</li> <li>• Explore the use of texture in colour</li> <li>• Colour for purposes</li> <li>• Colour to express feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret and discuss the texture of a surface</li> <li>• Produce increasingly accurate drawings of people</li> <li>• Concept of perspective</li> <li>• Hue, tint, tone, shades and mood</li> <li>• Explore the use of texture in colour</li> <li>• Colour for purposes</li> <li>• Colour to express feelings</li> </ul>
<p><b>Artistic Vocabulary</b></p> <p>Sketching  Shading  Drawings  Shadow  Reflection  Hatching  Cross-hatching  Pattern  Smudge  Blend  Mark</p>		
<p><b>By the end of the topic the children will:-</b></p> <p>Continue to use a variety of drawing tools using new techniques, e.g. creating perspective. They will become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will use their sketching books to improve their drawing skills.</p> <p>Children will continue to explore a variety of different brushes to see what happens. They will use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children will be more expressive with colour, associating colours with moods.</p> <p>They will produce a piece of work in the style of Frida Kahlo.</p>		
<p><b>Assessment</b></p> <p>Teacher to assess finished pieces of work against skills taught in lessons.</p>		