

# Art Y5/6 Why fit in when you are born to stand out?

## I can...

- see how artists explore their identity by creating layered and constructed images. I can share my response to their work with my classmates.
- use my curiosity to think about how I might adapt techniques and processes to suit me.
- use my sketchbook to record, generate ideas, test, reflect and record.
- work digitally or physically to create a layered portrait to explore aspects of my identity, thinking about line, shape, colour, texture and meaning.

- share my work with my classmates, articulate how I feel about the journey and outcome. I can listen to feedback from my classmates and respond.
- appreciate the work of my classmates and I can reflect upon the differences and similarities of their work (and experience) to mine. I can share my response to their work.
- take photographs of my artwork, thinking about lighting, focus and composition.

## VOCABULARY

Identity, Layer, Constructed, Realism, Abstract

Image Portraiture Layering Personality

Digital Art, Physical, Imagery, Line, Shape

Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,



## Artists

Mike Barrett  
Frida Kahlo  
Picasso  
Andy Warhol  
Van Gogh



**EXPLORING IDENTITY**  
COLLAGE, DRAWING,  
SKETCHBOOKS



# Art Y5/6

## Individuality, Creativity, Respect, Boundaries

### I can...

- explore the work of contemporary fashion designers and I can see how their interests and experiences feed into their work.
- share my own response to their work, articulating what I like or don't like about their work.
- use my sketchbook to make visual notes to capture key ideas about how the designers work.
- listen to a design brief, and use my sketchbook to generate and test ideas, explore colour, line, shape, pattern in response to the brief.
- use my sketchbook work to inform how I make a 2d (or 3d) design, using paint, paper and collage.

- understand how 2d shapes can become 3d form and the relationship they have to our bodies.
- share my designs and outcomes with my classmates and articulate my journey. I can listen to their feedback and respond.
- appreciate the work of my classmates and reflect upon similarities and differences. I can share my response to their work.
- take photographs of my work, thinking about presentation, lighting and focus.



### VOCABULARY

Contemporary, Historical, Fashion Design, Designers Design Brief, Colour, Texture, Shape, Form, Texture, Material

Body, Wearable, Fit for Purpose, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences



### Artists



Alice Fox, Rahul Mishra, Pyer Moss, Tatyana Antoun, Hormazd Narielwalla



### FASHION DESIGN

FASHION  
PAINTING  
COLLAGE  
SKETCHBOOKS



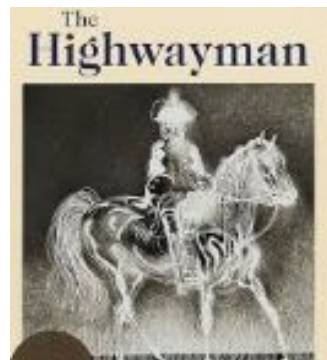
# Art Y5/6

# Application

## Making Monotypes

Printmaking (Monotype),  
Drawing, Painting, Collage,  
Sketchbooks

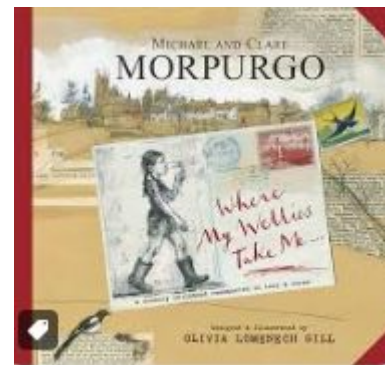
The Highwayman



## Typography and Maps

Typography, Drawing,  
Collage, Sketchbooks

Where my wellies take me



## Nature Journals

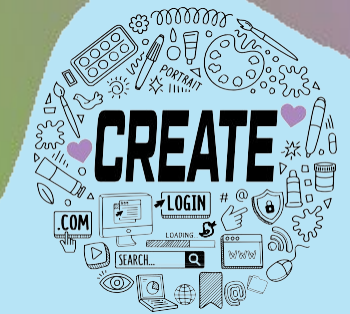
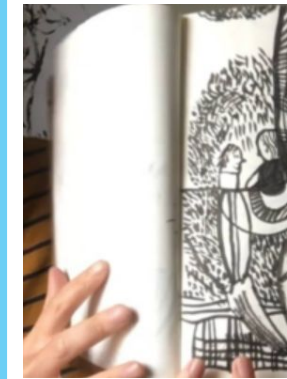
Drawing, Observation,  
pencil, fineliner, watercolour

Botanical Drawing



## Sketchbooks

The Sketchbook Journey



## Pablo Picasso

*Learn the rules like a  
pro, so you can break  
them like an artist.*

