

*Inspiring and enabling our school community to live life to the full*

Through our Art curriculum children develop a “visual language” in order to understand the visual, tactile and spatial world in which they live. It supports the development of well-rounded children by encouraging lateral thinking, imagination and individuality as well as practical problem solving skills. They learn key skills and techniques and are inspired to express their ideas creatively. Children gain an appreciation of our rich cultural heritage through the study of wide range of works by artists from around the world and different eras.



**YEAR 6**

**Subject: ART**  
**UNIT: 3D Collage - Masks**  
**Cultural Study: Masks around the world**  
Artist Study: Pip Hackett/Kei Ito

**Characteristics of an Effective Learner**

Courage  
Commitment  
Collaboration  
Creativity  
Curiosity

**Prior Learning:**

In Year 2 children gain experience of cutting out simple leaf shapes to create collage patterns.  
In Year 4 children create collages by cutting out more complex shapes and overlaying different backgrounds.

**Key Vocabulary taught in this unit:**

Collage, decoupage, design, textile, headwear, contemporary, representation

**Intent: What do we want the children to know, be able to do by the time they complete this unit?**

**To create sketch books to record their observations and use them to review and revisit ideas**

How can a mask represent different aspects of life: personal, social, cultural, practical

**To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]**

Use of collage sketching and decoupage to create required effect  
Consideration of joining techniques

**Impact / Outcome:**

**What will the final product / result be?**

Children produce their own versions of:

- A mask which will represent their time at Crowthorne C of E
- They will evaluate the final product in regard to it finished appearance and in comparison to others they have researched.

**P4C Inquiry (where appropriate) – n/a**