

Year 6 ART – Atlantic slave trade

Steps to knowing...							End Point statement
<i>I can describe the work and ideas of various designers, using appropriate vocabulary and referring to historical and cultural contexts</i>	<i>I can develop ideas these through open ended research (sketchbook work) e.g. design own code patterns using appropriate shapes/ representations</i>	<i>I can begin to develop an awareness of composition, scale and proportion in my work.</i>	<i>I can use techniques, colours, tones and effects in an appropriate way to represent things seen – e.g. replicate the patterns used in the quilt codes in a variety of ways</i>	<i>I can use a range of media to create collages.</i>	<i>I can use a range of media to create texture.</i>	<i>I can use colour in an appropriate way to represent things. e.g for emotional impact</i>	<i>In relation to their learning about the Atlantic trade triangle and the impact of the slave trade in Britain, pupils will research the underground railroad quilts that were used to communicate information to African Slaves (in America) about how to escape to freedom. Using their sketchbooks, pupils will investigate patterns linked to the different codes from the quilts and design and create a whole class piece of artwork in response. Collage/ mixed media patchwork tiles?</i>
<i>I can adapt my final work following feedback or discussion based on their preparatory ideas</i>							

Vocabulary

Year 6 ART – Atlantic slave trade

Quilt, message, emotion, effect, code, pattern, symmetry, observer, palette, composition, shape, represent, background, foreground, technique, representation, collage, mixed media, texture, colour combination

History – Marvellous men and women

Geography – Locational knowledge

Maths- Shape and pattern