



### What are the aims and intentions of this curriculum?

That by the end of KS2, pupils will:

- develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design
- create sketch books to record their observations and use them to review and revisit ideas
- improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- know about great artists, architects and designers in history.

#### Formal elements: Knowledge

<b>Colour</b>	To know that a 'monochromatic' artwork uses tints and shades of just one colour To know that colours can be symbolic and have meanings that vary according to your culture or background, e.g. red for danger or for celebration	<b>Line</b>	To know how line is used beyond drawing and can be applied to other art forms
		<b>Tone</b>	To know that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images
<b>Form</b>	To know that the surface textures created by different materials can help suggest form in two-dimensional art work	<b>Pattern</b>	To know that pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of Van Gogh) or in repeated shapes within a composition
<b>Shape</b>	To know how an understanding of shape and space can support creating effective composition	<b>Texture</b>	To know that applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture



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Unit	Topic	Knowledge and Skills	Vocabulary
1	<p><b>Drawing:</b> <b>Make my voice heard</b></p> <p><b>Artists:</b> Dan Fenelon, Diego Rivera, Leonardo Da Vinci</p>	<p>Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes</p> <p>Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks</p> <p>Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently</p> <p>Apply new drawing techniques to improve their mastery of materials and techniques</p> <p>Push the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques</p> <p>Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work</p> <p>Give reasoned evaluations of their own and others work which takes account of context and intention</p> <p>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work</p>	<p>aesthetic, audience, character traits, chiaroscuro, commissioned, composition, expressive, graffiti, guerrilla, imagery, impact, interpretation, mark making, Maya, Mayan, mural, representative, street art, symbol, symbolic, technique, tone, tonal</p>
2	<p><b>Painting and mixed media:</b> <b>Artist study</b></p> <p><b>Artists:</b> David Hockney, Lubaina Himid, Fiona Rae, Paula Rego, John Singer Sargent, Norman Cornish / Tom McGuinness (Local Artist – Mining Gallery visit)</p>	<p>Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes</p> <p>Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks</p> <p>Manipulate paint and painting techniques to suit a purpose, making choices based on their experiences</p> <p>Work in a sustained way over several sessions to complete a piece</p> <p>Analyse and describe how colour is used in other artists' work</p> <p>Consider materials, scale and techniques when creating collage and other mixed media pieces.</p> <p>Create collage in response to a stimulus and work collaboratively on a larger scale</p>	<p>abstract, analyse, artist, compose, compositions, convey, evaluation, inference, interpret, justify, meaning, medium, mixed media, narrative, respond, tableau, technique, thought-provoking, translate</p>



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		<p>Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work</p> <p>Give reasoned evaluations of their own and others work which takes account of context and intention</p> <p>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work</p>	
3	<p><b>Sculpture and 3D: Making memories</b></p>	<p>Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes</p> <p>Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks</p> <p>Uses personal plans and ideas to design and construct more complex sculptures and 3D forms</p> <p>Combine materials and techniques appropriately to fit with ideas</p> <p>Confidently problem-solve, edit and refine to create desired effects and end results</p> <p>Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work</p> <p>Give reasoned evaluations of their own and others work which takes account of context and intention</p> <p>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work</p>	<p>Artwork, attributes, compare, contrast, expression, identity, literal, memories, self, symbolic, 3-dimensional, assemblage, composition, juxtaposition, manipulate, relief, sculpture, abstract, embedded, influence, inspiration, memory, object, plan, sculpture, tradition, in-process, manipulate, materials, pitfall, reflections, sculpture, tools, evaluation, experimentation, development, reflection, rubric, sculpture</p>
4	<p><b>Craft and design: Photo opportunity</b></p>	<p>Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes</p> <p>Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks</p> <p>Develop personal, imaginative responses to a design brief, using sketchbooks and independent research</p>	<p>album, arrangement, cityscape, composition, Dada, digital, editing, emulate, focus, frame, grid, image, layout, macro, monochromatic, monochrome, photography, photomontage, photorealism,</p>



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	<p><b>Artists:</b> Derek O Boateng, Chuck Close, Albrecht Durer, Hannah Hoch, Graham Holland, Edvard Munch, Chris Plowman, Edward Weston</p>	<p>Justify choices made during a design process, explaining how the work of creative practitioners have influence their final outcome</p> <p>Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work</p> <p>Give reasoned evaluations of their own and others work which takes account of context and intention</p> <p>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work</p>	<p>photorealistic, portrait, pose, prop, proportion, recreate, replacement, saturation, software</p>
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