**Art in Year 6**

Topics: Painting (Term 1 & 2), Sketching (Terms 3 & 4), Painting and Mixed Media (Term 5 & 6)

**Terms 1 & 2: Painting (Banksy Graffiti)**

**National Curriculum Objectives:**

* Pupils should be taught 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]
* Pupils should be taught about great artists, architects and designers in history
* Pupils should be taught to create sketchbooks to record their observations and use them to review and revisit ideas

**Substantive Knowledge:**

* Independently develop a range of ideas which show curiosity, imagination and originality
* Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches
* Create original, knowledge informed, outcomes
* Analyse and evaluate own artwork and the work of others, making links and comparisons
* Understand that artwork is made for a purpose and has a specific audience

**Disciplinary and Procedural Knowledge (the skills to *think* and *work* like an artist):**

* Visual Literacy:
* Describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts
* Reflect upon the artist’s work and share responses verbally (I liked… I didn’t understand… It reminded me of… It links to…)
* Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate own learning
* Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work
* Generating ideas:
* Independently take action to refine technical and craft skills in order to improve their mastery of materials and techniques
* Creating:
* Select, and use appropriately, a variety of materials and techniques in order to create their own work in response to a brief.
* Use acquired technical expertise to make work which effectively reflects ideas and intentions
* Independently select and use relevant processes in order to create successful work.
* Painting:
* Test media and materials before independently employing a range of effects, including texture with sand and sawdust
* Demonstrate knowledge about primary and secondary colours, warm and cold, complimentary and contrasting colours
* Create shades independently using black and white
* Show the effect of light and colour, texture and tone on natural and man-made materials
* Create imaginative work from a range of sources and show an awareness of painting composition
* Use a sketchbook to research, collect, record and develop ideas independently, including the use of mixed media.

**Assessment Questions:**

* Can pupils reflect the style of Banksy in their work?
* Is pupils’ work imaginative and drawn from a range of sources?
* Can pupils add texture within their painting – eg: through adding sand/sawdust in the paint?
* Are pupils able to independently refine their work in order to create the best outcomes?

**Art in Year 6**

Topics: Painting (Term 1 & 2), Sketching (Terms 3 & 4), Painting and Mixed Media (Term 5 & 6)

**Terms 3 & 4: Drawing**

**National Curriculum Objectives:**

* Pupils should be taught 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]
* Pupils should be taught about great artists, architects and designers in history
* Pupils should be taught to create sketchbooks to record their observations and use them to review and revisit ideas

**Substantive Knowledge:**

* Independently develop a range of ideas which show curiosity, imagination and originality
* Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches
* Create original, knowledge informed, outcomes
* Analyse and evaluate own artwork and the work of others, making links and comparisons
* Understand that artwork is made for a purpose and has a specific audience

**Disciplinary and Procedural Knowledge (the skills to *think* and *work* like an artist):**

* Visual Literacy:
* Describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts
* Reflect upon the artist’s work and share responses verbally (I liked… I didn’t understand… It reminded me of… It links to…)
* Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate own learning
* Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work
* Generating ideas:
* Independently take action to refine technical and craft skills in order to improve their mastery of materials and techniques
* Creating:
* Select, and use appropriately, a variety of materials and techniques in order to create their own work in response to a brief.
* Use acquired technical expertise to make work which effectively reflects ideas and intentions
* Independently select and use relevant processes in order to create successful work.
* Drawing:
* Make and explain informed choices about use of media and draw parallels between own drawings and those of other people (including annotating the art of other people)
* Draw the effect of light on people and objects from different directions and develop the concept of perspective
* Produce increasingly accurate drawings of people, landscapes and a range of other 3D objects
* Use a sketchbook to research, collect, record and develop ideas independently, including the use of mixed-media.

**Assessment Questions:**

* Do pupils make and explain informed choices about their selections of media and techniques?
* Can pupils independently select the most relevant and effective processes for successful work?
* Are pupils’ drawings increasingly accurate, using three-dimensional techniques?

**Art in Year 6**

Topics: Painting (Term 1 & 2), Sketching (Terms 3 & 4), Painting and Mixed Media (Term 5 & 6)

**Terms 5 & 6: Painting and Mixed Media**

**National Curriculum Objectives:**

* Pupils should be taught 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]
* Pupils should be taught about great artists, architects and designers in history
* Pupils should be taught to create sketchbooks to record their observations and use them to review and revisit ideas

**Substantive Knowledge:**

* Independently develop a range of ideas which show curiosity, imagination and originality
* Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches
* Create original, knowledge informed, outcomes
* Analyse and evaluate own artwork and the work of others, making links and comparisons
* Understand that artwork is made for a purpose and has a specific audience

**Disciplinary and Procedural Knowledge (the skills to *think* and *work* like an artist):**

* Visual Literacy:
* Describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts
* Reflect upon the artist’s work and share responses verbally (I liked… I didn’t understand… It reminded me of… It links to…)
* Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate own learning
* Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work
* Generating ideas:
* Independently take action to refine technical and craft skills in order to improve their mastery of materials and techniques
* Creating:
* Select, and use appropriately, a variety of materials and techniques in order to create their own work in response to a brief.
* Use acquired technical expertise to make work which effectively reflects ideas and intentions
* Independently select and use relevant processes in order to create successful work.
* Painting:
* Test media and materials before independently employing a range of effects, including texture with sand and sawdust
* Demonstrate knowledge about primary and secondary colours, warm and cold, complimentary and contrasting colours
* Create shades independently using black and white
* Show the effect of light and colour, texture and tone on natural and man-made materials
* Create imaginative work from a range of sources and show an awareness of painting composition
* Use a sketchbook to research, collect, record and develop ideas independently, including the use of mixed media.
* Mixed Media:
* Use a wide range of techniques, complimentary/contrasting colours and textures when designing and making, including tie & dye
* Choose to join fabrics in different ways- eg: stitching with different threads and needles appropriate to the task, stapling, pinning
* Use a wide variety of media to independently create a collage, including overlapping and layering
* Select and use a range of cutting tools
* Embellish decoratively using more layers of found materials to build complexity to collage
* Collect, refine, adapt, extend and evaluate ideas

**Assessment Questions:**

* Do pupils use complete independence when selecting from a range of previously-learned techniques?
* Do pupils show an awareness of painting composition, which uses perspective accurately?
* Can pupils evaluate their own work in order to refine, adapt and extend it?