

Cumwhinton School Curriculum - Art Y6 AUT

Year 6	National Curriculum	<p>Key stage 2 Pupils should be taught to 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.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • 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] • about great artists, architects and designers in history.
Year 6	NC Content Breakdown	<p><u>Drawing</u> Draw with increasing confidence developing their own personal style. They know how & when to sketch and when to render more confident line, using a developing ability to skilfully control the outcomes. Learn how to describe form from several different light sources. Know and apply very basic one-point perspective.</p> <p><u>Painting</u> Pupils should have the skill now to control paint to work in different ways; precise and accurate when needed yet loose and instinctive when required. Pupil's painting should show a more confident ability to create 3D form, depth and distance using colour and tone. They should know different types of paint media and when to use them, they should be familiar with different papers and surfaces to paint on and be able to name them.</p> <p><u>Sculpture</u> Design and make more complex Forms in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials, understanding how to finish and present their work to a good standard.</p> <p>Study significant works of art using the following method: <i>Content</i> - Describe the art. What social, historical factors affect the work? <i>Process</i> - When & how was the work made? What materials & techniques are used? <i>Formal elements</i> - line, tone, colour, shape, form, composition, pattern, texture. <i>Mood</i> - what emotions does the work convey? <i>Applying:</i> Make studies of artist's work to learn the techniques & processes used. Use some of what they have learned from their artist's studies to produce original work. Experiment with techniques in sketchbooks to see what works and what doesn't. They label these experiments for their own learning and record keeping. Sketchbooks are used to practice and try out ideas & techniques. Record observations and research of artists and themes. Use a sketchbook for a range of purposes, pleasure, thoughts, ideas & expression so their sketchbook becomes a very personal space. Use materials with increasing spontaneity and confidence, experimenting and taking risks over choices of media Make art from nature, their environment, still life or from photos they have taken. Make art from their aspirations for their future and the future of others, their fears, hopes and dreams for themselves and the world they live in. They should develop greater knowledge about the role of art in society, the many vocations that can be gained through art and its importance to the UK economy. Understand that the making process is very difficult and so pupils should know that they should not be too self-critical or compare their work to others at their own expense. They should try to fairly appraise their own work and others work and understand how to improve it, accepting criticism of other pupils. They should know that most artists struggle with this and that it is a vital part of the art process.</p>

Art and Design

Technical Proficiency - Understanding and Applying knowledge - Creativity - Personal Development

Art and Design across Year 6

	AUTUMN	SPRING	SUMMMER
Technical Proficiency	<p>Drawing Draw with increasing confidence developing their own personal style. They know how & when to sketch and when to render more confident line, using a developing ability to skilfully control the outcomes. Learn how to describe form from several different light sources. Know and apply very basic one-point perspective.</p>	<p>Painting Pupils should have the skill now to control paint to work in different ways; precise and accurate when needed yet loose and instinctive when required. Pupil's painting should show a more confident ability to create 3D form, depth and distance using colour and tone. They should know different types of paint media and when to use them, they should be familiar with different papers and surfaces to paint on and be able to name them.</p>	<p>Sculpture Design and make more complex Forms in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials, understanding how to finish and present their work to a good standard.</p>
Understanding and Applying knowledge	<p>Study significant works of art using the following method: <i>Content</i> - Describe the art. What social, historical factors affect the work? <i>Process</i> - When & how was the work made? What materials & techniques are used? <i>Formal elements</i> - line, tone, colour, shape, form, composition, pattern, texture. <i>Mood</i> - what emotions does the work convey? Applying: Make studies of artist's work to learn the techniques & processes used. Use some of what they have learned from their artist's studies to produce original work.</p>	<p>Study significant works of art using the following method: <i>Content</i> - Describe the art. What social, historical factors affect the work? <i>Process</i> - When & how was the work made? What materials & techniques are used? <i>Formal elements</i> - line, tone, colour, shape, form, composition, pattern, texture. <i>Mood</i> - what emotions does the work convey? Applying: Make studies of artist's work to learn the techniques & processes used. Use some of what they have learned from their artist's studies to produce original work.</p>	<p>Study significant works of art using the following method: <i>Content</i> - Describe the art. What social, historical factors affect the work? <i>Process</i> - When & how was the work made? What materials & techniques are used? <i>Formal elements</i> - line, tone, colour, shape, form, composition, pattern, texture. <i>Mood</i> - what emotions does the work convey? Applying: Make studies of artist's work to learn the techniques & processes used. Use some of what they have learned from their artist's studies to produce original work.</p>
Creativity	<p>Experiment with techniques in sketchbooks to see what works and what doesn't. They label these experiments for their own learning and record keeping. Sketchbooks are used to practice and try out ideas & techniques. Record observations and research of artists and themes. Use a sketchbook for a range of purposes, pleasure, thoughts, ideas & expression so their sketchbook becomes a very personal space. Use materials with increasing spontaneity and confidence, experimenting and taking risks over choices of media Make art from nature, their environment, still life or from photos they have taken. Make art from their aspirations for their future and the future of others, their fears, hopes and dreams for themselves and the world they live in.</p>	<p>Experiment with techniques in sketchbooks to see what works and what doesn't. They label these experiments for their own learning and record keeping. Sketchbooks are used to practice and try out ideas & techniques. Record observations and research of artists and themes. Use a sketchbook for a range of purposes, pleasure, thoughts, ideas & expression so their sketchbook becomes a very personal space. Use materials with increasing spontaneity and confidence, experimenting and taking risks over choices of media Make art from nature, their environment, still life or from photos they have taken. Make art from their aspirations for their future and the future of others, their fears, hopes and dreams for themselves and the world they live in.</p>	<p>Experiment with techniques in sketchbooks to see what works and what doesn't. They label these experiments for their own learning and record keeping. Sketchbooks are used to practice and try out ideas & techniques. Record observations and research of artists and themes. Use a sketchbook for a range of purposes, pleasure, thoughts, ideas & expression so their sketchbook becomes a very personal space. Use materials with increasing spontaneity and confidence, experimenting and taking risks over choices of media Make art from nature, their environment, still life or from photos they have taken. Make art from their aspirations for their future and the future of others, their fears, hopes and dreams for themselves and the world they live in.</p>

Personal Development	Pupils should develop greater knowledge about the role of art in society, the many vocations that can be gained through art and its importance to the UK economy. Understand that the making process is very difficult and so pupils should know that they should not be too self-critical or compare their work to others at their own expense. They should try to fairly appraise their own work and others work and understand how to improve it, accepting criticism of other pupils. They should know that most artists struggle with this and that it is a vital part of the art process.	Pupils should develop greater knowledge about the role of art in society, the many vocations that can be gained through art and its importance to the UK economy. Understand that the making process is very difficult and so pupils should know that they should not be too self-critical or compare their work to others at their own expense. They should try to fairly appraise their own work and others work and understand how to improve it, accepting criticism of other pupils. They should know that most artists struggle with this and that it is a vital part of the art process.	Pupils should develop greater knowledge about the role of art in society, the many vocations that can be gained through art and its importance to the UK economy. Understand that the making process is very difficult and so pupils should know that they should not be too self-critical or compare their work to others at their own expense. They should try to fairly appraise their own work and others work and understand how to improve it, accepting criticism of other pupils. They should know that most artists struggle with this and that it is a vital part of the art process.
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CONCEPTUAL SCHOOL AMBITION DRIVERS

	EYFS & KS1	LKS2	UKS2
AUT	Diversity	Fairness	Individuality
SPR	Truth	Change	Resilience
SUM	Responsibility	Equality	Sustainability

Art and Design- AUTUMN YEAR 6
HUMANITY - INDIVIDUALITY
Technical Proficiency - Understanding and Applying knowledge - Creativity - Personal Development

	NC	CUMWHINTON CURRICULUM
Finding out (Facts & knowledge)	<p>Study significant works of art using the following method:</p> <p><i>Content</i> - Describe the art. What social, historical factors affect the work?</p> <p><i>Process</i> - When & how was the work made? What materials & techniques are used?</p> <p><i>Formal elements</i> - line, tone, colour, shape, form, composition, pattern, texture.</p> <p><i>Mood</i> - what emotions does the work convey?</p> <p><i>Applying</i>: Make studies of artist's work to learn the techniques & processes used. Use some of what they have learned from their artist's studies to produce original work.</p>	<p>MC Escher https://mcescher.com/ https://www.youtube.com/watch?v=Kcc56fRtrKU https://www.stem.org.uk/system/files/elibrary-resources/2020/05/Art%20Year%20Six%20-%20M%20C%20Escher.pdf</p> <p>Is this art, or is this maths? Does it matter? Is it an expression of feelings? Is it creative? What makes it art, and him an artist? What inspired him?</p> <p>Vocab – Style, sketch, forms, light and dark, tessellation, 1 point perspective</p> <p>Skills – Repetition, vanishing points blend tones from light to dark smoothly, control the amount of force and pressure. Being aware of the purpose and intent of marks</p>

<p>Using (Applying & analysing)</p>	<p>Draw with increasing confidence developing their own personal style. They know how & when to sketch and when to render more confident line, using a developing ability to skilfully control the outcomes. Learn how to describe form from several different light sources. Know and apply very basic one-point perspective.</p> <p>Experiment with techniques in sketchbooks to see what works and what doesn't. They label these experiments for their own learning and record keeping. Sketchbooks are used to practice and try out ideas & techniques. Record observations and research of artists and themes. Use a sketchbook for a range of purposes, pleasure, thoughts, ideas & expression so their sketchbook becomes a very personal space.</p> <p>Use materials with increasing spontaneity and confidence, experimenting and taking risks over choices of media</p> <p>Make art from nature, their environment, still life or from photos they have taken. Make art from their aspirations for their future and the future of others, their fears, hopes and dreams for themselves and the world they live in.</p>	<p>Look at house of stairs and take viewpoints of different parts of the picture, Why have they chosen this, Look at the use of light, shade, space, perspective, how it gives an optical illusion.</p> <p>Children to create their own optical illusion using the skills learned</p> <p>Annotating in Sketchbooks for evaluation</p>
<p>Concluding (Evaluating & summarising)</p>	<p>Pupils should develop greater knowledge about the role of art in society, the many vocations that can be gained through art and its importance to the UK economy.</p> <p>Understand that the making process is very difficult and so pupils should know that they should not be too self-critical or compare their work to others at their own expense. They should try to fairly appraise their own work and others work and understand how to improve it, accepting criticism of other pupils. They should know that most artists struggle with this and that it is a vital part of the art process.</p>	<p>Evaluate their sketch book work, looking at which technique is their preferred style and is their technique the most effective for each part of the drawing.</p> <p>Reflect on their own other's work offering advice using formal language as stated above.</p>