

## Cumwhinton School Curriculum – Art Y6 SUM

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"> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• 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]</li> <li>• about great artists, architects and designers in history.</li> </ul>
Year 6	NC Content Breakdown	<p><u>Drawing</u> Draw with increasing confidence developing their own personal style. They know how &amp; 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 &amp; how was the work made? What materials &amp; techniques are used?  <i>Formal elements</i> – line, tone, colour, shape, form, composition, pattern, texture.  <i>Mood</i> – what emotions does the work convey?</p> <p>Applying: Make studies of artist's work to learn the techniques &amp; processes used. Use some of what they have learned from their artist's studies to produce original work.</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 &amp; techniques. Record observations and research of artists and themes. Use a sketchbook for a range of purposes, pleasure, thoughts, ideas &amp; 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>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.</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.</p> <p>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**

	<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMMER</b>
<b>Technical Proficiency</b>	<p><b>Drawing</b> Draw with increasing confidence developing their own personal style. They know how &amp; 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><b>Painting</b> 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><b>Sculpture</b> 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>
<b>Understanding and Applying knowledge</b>	<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 &amp; how was the work made? What materials &amp; 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 &amp; 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 &amp; how was the work made? What materials &amp; 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 &amp; 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 &amp; how was the work made? What materials &amp; 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 &amp; processes used. Use some of what they have learned from their artist's studies to produce original work.</p>
<b>Creativity</b>	<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 &amp; techniques. Record observations and research of artists and themes. Use a sketchbook for a range of purposes, pleasure, thoughts, ideas &amp; expression so their sketchbook becomes a very personal space. Use materials with increasing spontaneity and confidence, experimenting and taking risks over choices of media</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 &amp; techniques. Record observations and research of artists and themes. Use a sketchbook for a range of purposes, pleasure, thoughts, ideas &amp; 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</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 &amp; techniques. Record observations and research of artists and themes. Use a sketchbook for a range of purposes, pleasure, thoughts, ideas &amp; 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</p>

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<b>Personal Development</b>	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.

**CONCEPTUAL SCHOOL AMBITION DRIVERS**

	<b>EYFS &amp; KS1</b>	<b>LKS2</b>	<b>UKS2</b>
AUT	Diversity	Fairness	Individuality
SPR	Truth	Change	Resilience
SUM	Responsibility	Equality	Sustainability

Art and Design – SUMMER YEAR 6

The World – SUSTAINABILITY

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

	NC	CUMWHINTON CURRICULUM
<p>Finding out (Facts &amp; knowledge)</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 &amp; how was the work made? What materials &amp; 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 &amp; processes used.                      Use some of what they have learned from their artist's studies to produce original work.</p>	<p><a href="#">Who is Alexander Calder?   Tate Kids</a>                      Who inspired him? Look at the artists he visited in his early career and how it affected his work and designs.                      What other artist influences would have changed his designs, if he had been born much earlier, much later?                      What techniques did he use to create his sculptures? What materials did he use? How does his university years help him understand the structure to his work? What is Kinetic art? How does this compare to other sculptors they have studied?  <b>Key Vocab: As previous years and</b>  <b>Line, Shape, Pose, Position, Gesture, Repetition, Sequence, Dynamic, Flowing, Motion, Rhythm, Proportion, Balance, Kinetic</b></p>
<p>Using (Applying &amp; analysing)</p>	<p><b>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.</b>                      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 &amp; techniques. Record observations and research of artists and themes. Use a sketchbook for a range of purposes, pleasure, thoughts, ideas &amp; expression so their sketchbook becomes a very personal space.</p>	<p>Create own design inspired by Calder in their sketchbooks. What inspired them for this design, nature, other artists, real or abstract? They will need to think about how movement in their design will add an extra element to the overall effect.                      Use paper to create and basic their original to decide if it works, use this time to develop their design, look at how it moves and how it will need to be displayed.                      For their final piece, they will be using modelling wire. How does the weight of this change the movement of their sculpture? Will they have to adapt and change. What techniques will they use to manipulate the material. Do they want to use other materials in their design to add colour and texture?</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><b>Concluding</b> (Evaluating &amp; summarising)</p>	<p>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.</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.</p> <p>They should know that most artists struggle with this and that it is a vital part of the art process.</p>	<p>Display their final piece. How does their work make them feel, have they conveyed the meaning of their art to others. Does it need a title to help others interpret what they are displaying? Does it matter if other people interpret their work in a different way?</p> <p>Does the placing of the sculpture make a difference to your work. In doors, outdoors, high so you are looking up at it or eye level? Which do you like and Why?</p>