

Year 6: Art and Design:

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<u>Key Question:</u>	Evolution - is change necessary?		Is duty more important than belief?		How do we cope with adversity?	
<u>Sketchbooks:</u> Ongoing throughout the year:	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> explain why different tools have been used to create art explain why chosen specific techniques have been used know how to use feedback to make amendments and improvement to art know how to use a range of e-resources to create art <p><u>Skills</u></p> <ul style="list-style-type: none"> Do their sketchbooks contain detailed notes and quotes explaining their drawings and ideas? Do they compare their methods to those of others and keep notes in their sketch books? Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books?, <p><u>GD</u></p> <ul style="list-style-type: none"> Can they demonstrate and articulate an understanding of the 'creative process' by managing time effectively, practising skills and actively enquiring how to make improvements? Are they able to work independently, confidently and take creative risks in their work? Can they explain their own style of art and identify a range of influences e.g., mood, nature, history? 					
<u>Artist Studies</u>	<ul style="list-style-type: none"> *explain the style of art used and how it has been influenced by a famous artist *understand what a specific artist is trying to achieve in any given situation *understand why art can be very abstract and what message the artist is trying to convey 					
<u>Artists to be studied</u>	<u>L.S. Lowry, David Hockney, Karla Gerrard, Linda Woods</u>		<u>Doris Zinkeissen</u>			
<u>Concept:</u>	<u>Painting</u>		<u>Collage</u>		<u>3D - Sculpture - Mod roc/sculpting wire</u>	

<p><u>Vocabulary</u></p>	<p>Colour scheme, colour theory, colour spectrum, tertiary colours, colour swatches, colour washing, properties of paint, types of paint, acrylic, watercolour, brush mark, tools, printing, techniques, brush size, colour match, colour mix, artefact, primary colours, secondary colours, warm colours, cold colours, shade, tint, tone, hue, mood, abstract, composition, analogue colours, complimentary colours, harmony,</p>	<p>Cloth, fray, taffeta, embellished, manipulated, daub, stamp, overlay, decollage, papier colle, montage, photomontage, mixed media,</p>	<p>Carving, surface, manipulate, care, rolling, kneading, shaping, sculpture, malleable, texture, construct, join, natural, man-made, recycled, slip, form, transparent, proportion, surface, texture, scale, composition, structure, construct, flexible, pliable, hollow, solid, angle, ornate, decoration, perspective, texture, three-dimensional, form.</p>
<p><u>Knowledge</u></p>	<p>know which media to use to create maximum impact use a full range of pencils, charcoal or pastels when creating a piece of observational art Controlling and experimenting with colour theory - particularly with qualities of tone, shades and hue. Considering colour for purpose, composition and mood - including accurate tonal matching; warm colours and cool colours.</p>	<p>know which media to use to create maximum impact use a full range of pencils, charcoal or pastels when creating a piece of observational art</p>	
<p><u>Ongoing knowledge</u></p>	<p>*Can they make a record about the styles and qualities in their pieces? *Can they say what their work is influenced by? *Can they include technical aspects in their work? GD</p>		

	<p>*Can they demonstrate and articulate an understanding of the 'creative process' by managing time effectively, practising skills and actively enquiring how to make improvements?</p> <p>*Are they able to work independently, confidently and take creative risks in their work?</p> <p>*Can they explain their own style of art and identify a range of influences e.g., mood, nature, history?</p>		
<p><u>Skills</u></p>	<p>*Do they understand the different properties of the different types of paint?</p> <p>*Can they create a range of shades using different kinds of paints?</p> <p>*Can they create mood in a painting?</p> <p>*Can they use shade to create depth in a painting?</p> <p>*Can they identify different painting styles and how these have artists who are influenced by these styles over time?</p> <p><u>GD</u></p> <p>*Can they demonstrate and articulate an understanding of the 'creative process' by managing time effectively, practising skills and actively enquiring how to make improvements?</p> <p>*Are they able to work independently, confidently and take creative risks in their work?</p> <p>*Can they explain their own style of art and identify a range of influences e.g., mood, nature, history?</p>	<p>*Can they justify the materials they have chosen?</p> <p>*Can they combine pattern, tone and shape?</p> <p>*Can they use collage as a tool as part of a mixed media project?</p> <p><u>GD</u></p> <p>*Can they demonstrate and articulate an understanding of the 'creative process' by managing time effectively, practising skills and actively enquiring how to make improvements?</p> <p>*Are they able to work independently, confidently and take creative risks in their work?</p> <p>*Can they explain their own style of art and identify a range of influences e.g., mood, nature, history?</p>	<p>*Can they create models on a range of scales?</p> <p>*Can they create work which is open to interpretation by the audience?</p> <p>*Can they include both visual and tactile elements in their work?</p> <p><u>GD</u></p> <p>Can they demonstrate and articulate an understanding of the 'creative process' by managing time effectively, practising skills and actively enquiring how to make improvements?</p> <p>Are they able to work independently, confidently and take creative risks in their work?</p> <p>Can they explain their own style of art and identify a range of influences e.g., mood, nature, history?</p>