

YEAR 6 Art CURRICULUM		
<u>Half term 1 and 2</u>	Half term 3 and 4	<u>Half term 5</u>
<p><u>Art and Design Skills</u></p> <p>Generating Ideas (Conceptual Knowledge) Increase awareness of using tone to describe light and shade, contrast, highlight and shadow. Manipulate tone for halo and chiaroscuro techniques. Make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbooks. Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. Express ideas about art through messages, graphics, text and images.</p> <p>Progression of Skills – Making Skills (Procedural Knowledge) Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life. Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work.</p>	<p><u>Make my voice heard</u></p> <p>Generating Ideas (Conceptual Knowledge) Increase awareness of using tone to describe light and shade, contrast, highlight and shadow. Manipulate tone for halo and chiaroscuro techniques. Make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbooks. Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. Express ideas about art through messages, graphics, text and images.</p> <p>Progression of Skills – Making Skills (Procedural Knowledge) Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life. Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work.</p>	<p><u>Photography</u></p> <p>Generating Ideas (Conceptual Knowledge) Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. Express ideas about art through messages, graphics, text and images.</p> <p>Progression of Skills – Making Skills (Procedural Knowledge) Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms.</p> <p>Progression of Skills – Knowledge (Factual Knowledge) Artists, craftspeople, designers – Hannah Hoch, Peter Kennard, Jerry Uelsmann, Jenny Holzer, Edward Weston, Edvard Munch</p> <p>Vocabulary Composition, crop, digital, expression, lens, macro, photography, self-portrait, technique, truism</p>

Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms.

Mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. Study colours used by Impressionist painters.

Express and articulate a personal message through sculpture. Analyse and study artists' use of form.

Deepen knowledge and understanding of using line when drawing portraits.

Develop greater skill and control. Study and apply the techniques of other artists.

Represent feelings and emotions through patterns.

Create sophisticated artwork using their knowledge of pattern.

Fluently sketch key shapes of objects when drawing. Create abstract compositions using knowledge of other artists' work.

Progression of Skills – Knowledge (Factual Knowledge)

Artists, craftspeople, designers – Claude Monet, William Morris, Edward Hopper

Vocabulary

Abstract, herringbone, milliner, mindfulness, pattern, polyprint tile, prototype, realism, symbolism, zentangle pattern

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Progression of Skills – Knowledge (Factual Knowledge)

Artists, craftspeople, designers – Kathe Kollwitz, Pablo Picasso, Mark Wallinger

Vocabulary

Abstract, chiaroscuro, composition, figurative, graffiti, art, parallel lines, serif, symbolism, tag

<u>Half Term 6</u>		
<p style="text-align: center;"><u>Still life</u></p> <p>Generating Ideas (Conceptual Knowledge) Increase awareness of using tone to describe light and shade, contrast, highlight and shadow. Manipulate tone for halo and chiaroscuro techniques. Make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbooks.</p> <p>Progression of Skills – Making Skills (Procedural Knowledge) Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life. Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work. Mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. Study colours used by Impressionist painters. Express and articulate a personal message through sculpture. Analyse and study artists' use of form.</p>		

<p>Deepen knowledge and understanding of using line when drawing portraits. Develop greater skill and control. Study and apply the techniques of other artists. Fluently sketch key shapes of objects when drawing. Create abstract compositions using knowledge of other artists' work. Understand how artists manipulate materials to create texture.</p> <p>Vocabulary Abstract, cartoon, charcoal, colour wheel, composition, cuboid, greyscale, hue, negative image, sketching, still life, underpainting, visual minutes)</p>		
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