

Year 6 - Progression of Knowledge and Skills Art

Term	Knowledge	Skills
<p style="text-align: center;">Autumn 1</p> <p>Topic: Drawing – Expressing Ideas</p>	<p>Making skills:</p> <ul style="list-style-type: none"> • Explore the expressive qualities of line as part of their iterative process. • Consider the desired line quality in their artwork and thoughtfully choose materials and techniques to best achieve this effect. • Further develop shading techniques by creatively selecting and combining tools and techniques to align with their artistic intentions. • Find a point in the distance to draw from (one-point perspective). • Scale drawings up or down while aiming to keep proportion. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Artists can use symbols in their artwork to convey meaning. • Sometimes artists add extra meaning to what they create by working in places where they don't have permission to work. • Art can be a form of protest. 	<p>Generating ideas:</p> <ul style="list-style-type: none"> • Drawing upon their experience of creative work and their research to develop their own starting points for creative outcomes. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> • Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. <p>Making skills:</p> <ul style="list-style-type: none"> • Creating expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. • Combining materials and techniques appropriately to fit with ideas. • Working in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.

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<p style="text-align: center;">Autumn 1</p> <p>Topic: Drawing – Expressing Ideas</p>	<ul style="list-style-type: none"> • Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. • Art sometimes creates difficult feelings when we look at it. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Sometimes people make art to express their views and opinions, which can be political or topical. • Sometime people make art to create reactions. • People can have varying ideas about the value of art. • Art can be analysed and interpreted in lots of ways and can be different for everyone. • Everyone has a unique way of experiencing art. 	<p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Describing, interpreting and evaluating the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Giving reasoned evaluations of their own and others’ work which takes account of context and intention. • Discussing how art is sometimes used to communicate social, political, or environmental views. • Explaining how art can be created to cause reaction and impact and being able to consider why an artist chooses to use art in this way. • Independently using their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.

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Term	Knowledge	Skills
Autumn 2 Topic:		
<p style="text-align: center;">Spring 1 Topic: Painting and Mixed Media – Artist Study</p>	<p>Formal elements:</p> <ul style="list-style-type: none"> • Colour: Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration. • Line: How line is used beyond drawing and can be applied to other art forms. • Pattern: Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition. • Texture: Applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture. • Making skills: • How to use sketchbooks to research and present information. • How to develop ideas into a plan for a final piece. • How to make a personal response to the artwork of another artist. • How to use different methods to analyse artwork such as drama, discussion and questioning. 	<ul style="list-style-type: none"> • Generating ideas: • Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. • • Using sketchbooks: • Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. • • Making skills: • Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. • Combine materials and techniques appropriate to fit with ideas.

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<p style="text-align: center;">Spring 1 Topic: Painting and Mixed Media – Artist Study</p>	<p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Artists can use symbols in their artwork to convey meaning. • Art can be a form of protest. • Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. • Art sometimes creates difficult feelings when we look at it. • Artists can use materials to respond to a feeling or idea in an abstract way. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract. • Art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their views and opinions, which can be political or topical. • People can have varying ideas about the value of art. • Art can be analysed and interpreted in lots of ways and can be different for everyone. 	<ul style="list-style-type: none"> • Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. • Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces. • Evaluating and analysing: • Give reasoned evaluations of their own and others' work which takes account of context and intention.

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<p>Spring 1 Topic: Painting and Mixed Media – Artist Study</p>	<ul style="list-style-type: none"> • Everyone has a unique way of experiencing art. • Talking about plans for artwork, or evaluating finished work, can help improve what artists create. • Comparing artworks can help people understand them better. 	<ul style="list-style-type: none"> • Discuss how art is sometimes used to communicate social, political, or environmental views. • Independently use their knowledge of tools, materials and processes to try alternative
<p>Spring 2 Topic:</p>		
<p>Summer 1 Topic: Sculpture and 3D: Making Memories</p>	<ul style="list-style-type: none"> • Formal elements: • Colour: Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration. • Form: The surface textures created by different materials can help suggest form in two-dimensional art work. • Shape: How an understanding of shape and space can support creating effective composition. • Line: How line is used beyond drawing and can be applied to other art forms. 	<ul style="list-style-type: none"> • Generating ideas: • Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> • Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.

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<p style="text-align: center;">Summer 1 Topic: Sculpture and 3D: Making Memories</p>	<ul style="list-style-type: none"> • Pattern: Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition. • Making skills: • How to translate a 2D image into a 3D form. • How to manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping). • How to manipulate cardboard to create different textures. • How to make a cardboard relief sculpture. • How to make visual notes to generate ideas for a final piece. • How to translate ideas into sculptural forms. • Knowledge of artists: • Artists can use symbols in their artwork to convey meaning. • Art can be a form of protest. • Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. • Artists can use materials to respond to a feeling or idea in an abstract way. 	<p>Making skills:</p> <ul style="list-style-type: none"> • Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. • Combine materials and techniques appropriate to fit with ideas. • Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. • Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces.

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<p style="text-align: center;">Summer 1 Topic: Sculpture and 3D: Making Memories</p>	<ul style="list-style-type: none"> • Artists take risks to try out ideas; this can lead to new techniques being developed. • Artists can make work by collecting and combining ready-made objects to create 'assemblage'. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract. • Art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their views and opinions, which can be political or topical. • Sometimes people make art to create reactions. • People use art as a means to reflect on their unique characteristics. 	<ul style="list-style-type: none"> • Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Give reasoned evaluations of their own and others' work which takes account of context and intention. • Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. • Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. • Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract. • Art can represent abstract concepts, like memories and experiences. • Sometimes people make art to create reactions. • People use art as a means to reflect on their unique characteristics..



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Summer 2 Topic:		