

## Cumwhinton School Curriculum – Art Y6 SPR

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 - SPRING YEAR 6  
INNOVATION - RESILIENCE**

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

	<b>NC</b>	<b>CUMWHINTON CURRICULUM</b>
<p><b>Finding out</b> (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?  <i>Sketchbooks are used to practice and try out ideas &amp; techniques. Record observations and research of artists and themes.</i></p>	<p>Look at the artist <i>Georgia O'Keefe</i>. Why was she heralded as a pioneer?            What was her inspiration for her art work? What were the techniques she used to create her paintings?            How did Arthur Wesley Dow inspire her compared to her studies at art college            What is the importance of composition in her work? How did she experiment with shape, colour and marks.            What is abstract art?            What emotions does her art convey?  <a href="#">Who is Georgia O'Keefe?   Tate Kids</a>            Key vocab : KS1 vocab - Texture, shade, shape, wash, Primary colours and secondary colours, warm and cool colours, medium, materials, technique, tone, tint, Portrait, background, foreground, perspective            annotate, emotion, form, movement, composition</p>
<p><b>Using</b> (Applying &amp; analysing)</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.  <i>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.</i>  <i>Experiment with techniques in sketchbooks to see what works and what doesn't. They label these experiments for their own learning and record keeping. Use a sketchbook for a range of purposes, pleasure, thoughts, ideas &amp; expression so their sketchbook becomes a very personal space.</i>  <i>Use materials with increasing spontaneity and confidence, experimenting and taking risks over choices of media</i>  <i>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.</i></p>	<p>Children to use photography to zoom in on natural resources, eg. Bones, plants, rocks, soil and use these viewpoints to create paintings in the style of <i>O'Keefe</i>, they can be using her abstract style or her use of choice of perspective and composition.</p> <p>Practise with the two skills of precise and accurate to create their art work and loose and instinctive. Create small delicate paintings and bigger bolder pieces where they have to consider depth and distance. What is going to be the focus of these larger pieces? How can they make this a personal reflection of their dreams and aspirations?</p> <p>Use sketch books to collect ideas for their larger pieces.</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. They should know that most artists struggle with this and that it is a vital part of the art process.</p>	<p>How did O'Keefe, helped to with the perceived role of women in society.</p> <p>What do they like about their work? Why, why did they use some of their ideas from their sketch books, yet discard others? Do they prefer doing smaller, more delicate art work, or freer larger pieces?</p> <p>What inspired them? Why?</p>
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