



Art Year 6 Curriculum Overview

Art must be covered in Autumn 1, Spring 1, Summer 1 and is alternated with DT (in remaining half terms)

The Big Picture

Within drawing, in Year 6, children should have lots of opportunities to draw across the curriculum, not just within their art lessons. They will now have develop their own drawing style and will use and adapt this with increasing confidence. They will understand how and when to sketch and when to render more confident line, using a developing ability to skilfully control the outcomes. They will learn how to apply very basic one point perspective. They will continue to work with a range of media with increasing confidence such as wire, wool, straws, cotton buds, feathers, sticky tape. Children will have greater choice over what materials they should use, working to own strengths and personal tastes. They will learn the styles of drawing & how they are used.

They will study significant works of art following the method: Content, Process, Formal elements and Mood. They will make studies of artists work to learn the techniques and processes used.

They will continue to experiment with techniques to see what works and what doesn't work, practise and try out ideas in their sketchbooks. They will record observations and research artists and themes.

What do we already know? What can we already do?

- Draw with an increasingly confident awareness of the 2D and 3D geometric forms that comprise forms and objects.
- Draw lines, shapes, and forms neatly and evenly with more confidence, blending tones from light to dark smoothly.
- Control the amount of force and pressure when drawing to understand the difference between sketching and rendering more deliberate marks.
- Independently select appropriate media for expression and purpose
- Take risks and experiment with drawing media that are harder to control, such as pieces of card, straws and sticks



NC objectives – Key Stage 2

Pupils should be taught:

- 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.
- To create sketch books to record their observations and use them to review and revisit ideas
- 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]
- Know about great artists, architects and designers in history.

Specific unit objectives

Drawing

- To draw with increasing confidence developing their own personal style.
- To know how & when to sketch and when to render more confident line, using a developing ability to skilfully control the outcomes
- To know and apply very basic one-point perspective.
- To work with a range of media with increasing confidence e.g. pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks and other materials such as wire, wool, straws, cotton buds, feathers, sticky tape.
- To have greater choice over what materials they should use, working to own strengths and personal tastes.
- To learn the styles of drawing & how they are used; 1. graphic (cartoon, graffiti, fashion etc.) 2. realistic (portrait, still life etc.) 3. technical (architecture, product design, plans, diagrams) 4. Illustration (books, magazines) 5. Abstract 6. Sculptural (3D, wire, card, architectural models) 7. Digital (using computers, tablets, film) other materials.

Sketchbook- (objectives to cover all year)

- To experiment with techniques to see what works and what doesn't, practise and try out ideas.
- To label their experiments for their own learning and record keeping.
- To record observations and research artists and themes.
- To use a sketchbook for pleasure, recording ideas and expression so their sketchbook becomes a very personal space.

Knowledge- (objectives to cover all year)

- To study significant works of art using the following method:
- Content – Describe the art. Social, historical factors affect the work.
- Process – When & how made? What materials & techniques are used?
- Formal elements – line, tone, colour, shape, form, comp, pattern, texture.
- Mood – what emotions does the work convey?
- To make studies of artist's work to learn the techniques & processes used.

Reflection- (objectives to cover all year)

- To 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.
- To fairly appraise their own work and others work and understand how to improve it, accepting criticism of other pupils.
- To know that most artists struggle with this and that it is a vital part of the art process.

Key vocabulary and understanding for concept connectors

Drawing: personal style, sketch, control, one point perspective, media, choice, strengths. personal taste, graphic, realistic, technical, illustration, abstract, sculptural, digital

Sticky Knowledge

- Perspective creates an illusion of space and depth on a flat surface.
- Line, shape, colour, value, form, texture and space are the 7 elements of art.
- Graphic, Realistic, technical, illustration, abstract, sculptural and digital are different styles of drawing.

Key Questions

- Can they draw with increasing confidence developing their own personal style?
- Can they apply very basic one-point perspective?
- Can they work with a range of media with increasing confidence?
- Can they learn the styles of drawing & how they are used?
- Can they experiment with techniques to see what works and what doesn't, practise and try out ideas?
- Can they study significant works of art using the correct method?
- Can they 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?

Key Artists

Antoni Gaudi, Andy Warhol, Tomás Barceló Castelá



Art Year 6 Curriculum Overview

Art must be covered in Autumn 1, Spring 1, Summer 1 and is alternated with DT (in remaining half terms)

The Big Picture

Children will have developed a confident painting style and will be able to control paint to work in different ways, precise and accurate when needed yet loose and instinctive when required. Children’s confidence will continue to develop as they have more opportunities to create 3D form, depth and distance using colour and tone. They will know different types of paint media and when to use them and be familiar with different papers and surfaces to paint on. They will learn to paint from observation, describing different surfaces and textures using tone, line texture, colour to express mood and feeling. They will confidently mix secondary and tertiary colours, as well as understanding the colour relationships such as complimentary and harmonious colours.

They will study significant works of art following the method: Content, Process, Formal elements and Mood. They will make studies of artists work to learn the techniques and processes used.

They will continue to experiment with techniques to see what works and what doesn’t work, practise and try out ideas in their sketchbooks. They will record observations and research artists and themes.

What do we already know? What can we already do?

- Care for painting tools and equipment
- To develop skills to paint neatly and carefully, without leaving gaps, yet paint in a more creative style when the painting demands
- To control the amount of paint they need to use and/or use water to preserve finer details
- To use different types of paints, know when to use these paints and name their properties, applying this knowledge to their painting
- To experiment with expressive painting techniques such as brush use, applying & combining media, adding things to paint etc
- To know and understand colour relationships such as complementary colours and harmonious colours exploring these.
- To learn that darker and lighter colours can be added to create tints and shades instead of black and white

Year 6 Art- Painting

NC objectives – Key Stage 2

Pupils should be taught:

- 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.
- To create sketch books to record their observations and use them to review and revisit ideas
- 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]
- Know about great artists, architects and designers in history.

Specific unit objectives

Painting

- To be able to control paint to work in different ways; precise and accurate when needed yet loose and instinctive when required.
- To show a more confident ability to create 3D form, depth and distance using colour and tone.
- To know different types of paint media and when to use them and be familiar with different papers and surfaces to paint on and be able to name them.
- To paint from observation, describing different surfaces and textures forms using tone, line, texture, and colour to express mood and feeling.
- To be able to articulate about different artists’ work and painting styles saying which styles they prefer and why they like them.
- To confidently mix secondary and tertiary colours, being able to control these to suit their own purpose.
- To understand colour relationships such as complimentary & harmonious colours (build on from Y5).

Sketchbook- (objectives to cover all year)

- To experiment with techniques to see what works and what doesn’t, practise and try out ideas.
- To label their experiments for their own learning and record keeping.
- To record observations and research artists and themes.
- To use a sketchbook for pleasure, recording ideas and expression so their sketchbook becomes a very personal space.

Knowledge- (objectives to cover all year)

- To study significant works of art using the following method:
- Content – Describe the art. Social, historical factors affect the work.
- Process – When & how made? What materials & techniques are used?
- Formal elements – line, tone, colour, shape, form, comp, pattern, texture.
- Mood – what emotions does the work convey?
- To make studies of artist’s work to learn the techniques & processes used.

Reflection- (objectives to cover all year)

- To 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.
- To fairly appraise their own work and others work and understand how to improve it, accepting criticism of other pupils.
- To know that most artists struggle with this and that it is a vital part of the art process.

Key vocabulary and understanding for concept connectors

Painting: control, precise, accurate, loose, instinctive, 3D form, depth, distance, colour, tone, observation, surfaces, textures, styles, secondary, tertiary, complementary, harmonious.

Sticky Knowledge

- Line, shape, colour, value, form, texture and space are the 7 elements of art.
- Artists’ have and prefer different styles.

Key Questions

- Can they control paint to work in different ways; precise and accurate when needed yet loose and instinctive when required?
- Do they know the different types of paint media and when to use them and be familiar with different papers and surfaces to paint on and be able to name them?
- Can they confidently mix secondary and tertiary colours, being able to control these to suit their own purpose?
- Can they understand colour relationships such as complimentary & harmonious colours (build on from Y5)?
- Can they experiment with techniques to see what works and what doesn’t, practise and try out ideas?
- Can they label their experiments for their own learning and record keeping?
- Can they study significant works of art and learn the techniques and processes used?

Key Artists

Antoni Gaudi, Andy Warhol



Art Year 6 Curriculum Overview

Art must be covered in Autumn 1, Spring 1, Summer 1 and is alternated with DT (in remaining half terms)

The Big Picture

Children will continue to develop their printing skills and techniques. They will demonstrate their experience in printing by using a range of printing techniques of their choosing including relief printing, mono-printing and screen-printing. They will learn how to overlay prints with a range of different media and will learn to print on fabric, using this as a starting point for embroidery. They will learn how to see both positive and negative shapes in print. Children will develop their own style using tonal contrast and mixed media.

They will study significant works of art following the method: Content, Process, Formal elements and Mood. They will make studies of artists work to learn the techniques and processes used.

They will continue to experiment with techniques to see what works and what doesn't work, practise and try out ideas in their sketchbooks. They will record observations and research artists and themes.

What do we already know? What can we already do?

- Understand that mono prints are prints made by drawing through an inked surface, transferring the marks on to another sheet
- Experiment with the use of layers to develop meaning through mono printing
- Understand that artists sometimes use printmaking to create a larger artwork
- Explore and experiment with colour, mixing different hues, and explore composition, working with different shaped elements, before using mono print to layer lines and marks

Year 6 Art- Printing

NC objectives – Key Stage 2

Pupils should be taught:

- 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.
- To create sketch books to record their observations and use them to review and revisit ideas
- 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]
- Know about great artists, architects and designers in history.

Key Questions

- Can they demonstrate experience in a range of printing techniques e.g. mono-printing, relief printing?
- Can they begin to overlay prints with other media?
- Can they see both positive and negative shapes?
- Can they print on fabric, using this as a starting point for embroidery?
- Can they develop their own style using tonal contrast and mixed media?
- Can they experiment with techniques to see what works and what doesn't, practise and try out ideas?
- Can they label their experiments for their own learning and record keeping?
- Can they study significant works of art and learn the techniques and processes used?

Specific unit objectives

Printing

- To demonstrate experience in a range of printing techniques e.g. mono-printing, relief printing.
- To begin to overlay prints with other media.
- To see both positive and negative shapes.
- To print on fabric, using this as a starting point for embroidery.
- To develop their own style using tonal contrast and mixed media.

Sketchbook- (objectives to cover all year)

- To experiment with techniques to see what works and what doesn't, practise and try out ideas.
- To label their experiments for their own learning and record keeping.
- To record observations and research artists and themes.
- To use a sketchbook for pleasure, recording ideas and expression so their sketchbook becomes a very personal space.

Knowledge- (objectives to cover all year)

- To study significant works of art using the following method:
- Content – Describe the art. Social, historical factors affect the work.
- Process – When & how made? What materials & techniques are used?
- Formal elements – line, tone, colour, shape, form, comp, pattern, texture.
- Mood – what emotions does the work convey?
- To make studies of artist's work to learn the techniques & processes used.

Reflection- (objectives to cover all year)

- To 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.
- To fairly appraise their own work and others work and understand how to improve it, accepting criticism of other pupils.
- To know that most artists struggle with this and that it is a vital part of the art process.

Key vocabulary and understanding for concept connectors

Printing: experience, mono-printing, relief printing, overlaying, media, positive shapes, negative shapes, fabric, embroidery, tonal contrast, mixed media

Sticky Knowledge

- Positive shapes are the shapes of actual objects.
- Negative shapes are the areas between these objects
- Mono printing, relief printing and screen printing are all printing techniques.

Key Artists

Andy Warhol



Art Year 6 Curriculum Overview

Art must be covered in Autumn 1, Spring 1, Summer 1 and is alternated with DT (in remaining half terms)

The Big Picture

Children will continue to design and make more complex forms in 3 dimensions using card, wire, paper, found objects, clay or modelling experience, but will do so with more confidence. They will understand how to finish and present their work to a good standard e.g. painting or glazing and will take great care of their achievements. They will learn to add details to their 3D forms, such as handles or shapes. They will develop their confidence at modelling materials, working safely and sensibly, learning to persevere when the work is challenging.

They will study significant works of art following the method: Content, Process, Formal elements and Mood. They will make studies of artists work to learn the techniques and processes used.

They will continue to experiment with techniques to see what works and what doesn't work, practise and try out ideas in their sketchbooks. They will record observations and research artists and themes.

What do we already know? What can we already do?

- Design and make forms in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials
- Add into their work to create patterns, textures and shape, creating details
- Modify and correct things along the way with greater skill
- Be more confident at modelling materials, working safely and sensibly

Year 6 Art- Sculpture

NC objectives – Key Stage 2

Pupils should be taught:

- 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.
- To create sketch books to record their observations and use them to review and revisit ideas
- 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]
- Know about great artists, architects and designers in history.

Key Questions

- Can they design and make more complex forms in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials?
- Do they understand how to finish and present their work to a good standard e.g. paint/ glazing techniques?
- Can they add details to their 3D forms e.g. adding handles?
- Are they confident at modelling materials, working safely and sensibly, persevering when the work is challenging?
- Can they experiment with techniques to see what works and what doesn't, practise and try out ideas?
- Can they label their experiments for their own learning and record keeping?
- Can they study significant works of art and learn the techniques and processes used?

Specific unit objectives

Sculpture

- To design and make more complex forms in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials with confidence.
- To understand how to finish and present their work to a good standard e.g. paint/ glazing techniques.
- To add details to their 3D forms e.g. adding handles.
- To be confident at modelling materials, working safely and sensibly, persevering when the work is challenging.

Sketchbook- (objectives to cover all year)

- To experiment with techniques to see what works and what doesn't, practise and try out ideas.
- To label their experiments for their own learning and record keeping.
- To record observations and research artists and themes.
- To use a sketchbook for pleasure, recording ideas and expression so their sketchbook becomes a very personal space.

Knowledge- (objectives to cover all year)

- To study significant works of art using the following method:
- Content – Describe the art. Social, historical factors affect the work.
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Reflection- (objectives to cover all year)

- To 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.
- To fairly appraise their own work and others work and understand how to improve it, accepting criticism of other pupils.
- To know that most artists struggle with this and that it is a vital part of the art process.

Key vocabulary and understanding for concept connectors

3D form: complex, 3 dimensions, modelling materials, finish, present, good standard, paint, glazing, details, safely, sensibly, preserving, challenging

Sticky Knowledge

- Glazing and painting are two finishing techniques used in sculpture.
- Sculpture can be created using card, wire, paper, found objects, clay or modelling materials.

Key Artists

Tomás Barceló Castelá