



Art and Design

Curriculum Overview

Year 6



Concepts Year 6	Composition	Compare, contrast and evaluate artistic styles (e.g. cubist, pop art, impressionist, contemporary, abstract) using technical language linked to artistic elements. Recreate artists' work in a range of different artistic styles.
	Communication	Justify how choice of artistic elements and styles show expression and emotion in own artwork .
	Comprehension	Investigate how artists' deliberate choices about composition have different effects on the audience, based on their personal experience and values.
NC Objectives: KS2	Pupils should be taught: <ul style="list-style-type: none"> 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] about great artists, architects and designers in history. 	
Generating ideas	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.	
Sketchbooks	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.	
Evaluating and Analysing	Give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work	
Knowledge of artists	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.	
AUTUMN - Drawing - Make My Voice Heard		
Making skills	Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently. Apply new drawing techniques to improve their mastery of materials and techniques. Push the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques.	
Context	On a journey from the Ancient Maya to modern-day street art, children explore how artists convey a message. They begin to understand how artists use imagery and symbols as well as drawing techniques like expressive mark making, tone and the dramatic light and dark effect called 'chiaroscuro'.	
Vocabulary	Maya, Mayan, Imagery, Mark making, Expressive, Character traits, Symbol, Symbolic, Interpretation, Aesthetic, Representative, Tone, Chiaroscuro, Technique, Graffiti, Guerilla, Mural, Street art, Commissioned, Tone, Tonal, Composition, Impact, Audience	

SPRING - Painting and mixed media - Artist Study

Making skills	<p>Manipulate paint and painting techniques to suit a purpose, making choices based on their experiences.</p> <p>Work in a sustained way over several sessions to complete a piece.</p> <p>Analyse and describe the elements of other artists' work, e.g. the effect of colour or composition.</p> <p>Consider materials, scale and techniques when creating collage and other mixed media pieces.</p> <p>Create collage in response to a stimulus. Work collaboratively on a larger scale.</p>
Context	Identifying an artist that interests them, children research the life, techniques and artistic intentions of that individual. Collecting ideas in sketchbooks, planning for a final piece and working collaboratively, they present what they have learnt about the artist.
Vocabulary	Artist, Compositions, Evaluation, Medium, Mixed media, Technique, Translate, Analyse, Meaning, Narrative, Interpret, Justify, Inference, Respond, Tableau, Abstract, Convey, Compose, Thought-provoking

SUMMER 1 - Sculpture and 3D - Making memories

Making skills	<p>Uses personal plans and ideas to design and construct more complex sculptures and 3D forms.</p> <p>Combine materials and techniques appropriately to fit with ideas.</p> <p>Confidently problem-solve, edit and refine to create desired effects and end results.</p>
Context	Creating a personal memory box using a collection of found objects and hand-sculptured forms, reflecting primary school life with symbolic and personal meaning.
Vocabulary	Expression, Self, Identity, Attribute, Symbolic, Literal, Assemblage, sculpture, Manipulate, Relief, Composition, Juxtaposition, Embedded, Tradition, Pitfall, Representation, Originality, Collection

SUMMER 2- Craft and Design - Photo Opportunity

Making skills	<p>Develop personal, imaginative responses to a design brief, using sketchbooks and independent research.</p> <p>Justify choices made during a design process, explaining how the work of creative practitioners have influence their final outcome.</p>
Context	Exploring photography as a medium for expressing ideas, pupils investigate scale and composition, colour and techniques for adapting finished images. They use digital media to design and create photographic imagery for a specific design brief.
Vocabulary	Photomontage, Image, Dada, Composition, Arrangement, Layout, Cityscape, Macro, Photography, Monochrome, Monochromatic, Album, Digital, Saturation, Emulate, Editing, Software, replacement, Focus, Frame, Recreate, Pose, Prop, Portrait, Photorealism, Photorealistic, Grid, Proportion
Opportunities for Recap	<ul style="list-style-type: none"> - Combine a wider range of media, eg photography and digital art effects. - Persevere when constructions are challenging and work to problem solve more independently. - Design and make art for different purposes and begin to consider how this works in creative industries e.g. in architecture, magazines, logos, digital media and interior design.