

Y6 – Art Overview



Topic	Painting and mixed media Artist study	Craft and Design Photo opportunity	Sculpture and 3D Making memories
Linked Books	<p>How to steal the Mona Lisa by Bethany Walker</p> <p>Women in Art: 50 Fearless Creatives Who Inspired the World by Rachel Ignotofsky</p> <p>Classroom Art: Drawing, painting, printmaking by Amelia Ruscoe</p> <p>Wonder: The Art and Practice of Beatrice Blue by Beatrice Blue</p> <p>M is for Masterpiece: An Art Alphabet by David Domeniconi</p>		
Prior learning	Painting and mixed media Light and dark	Craft and Design Architecture	Sculpture and 3D Interactive installation
Artist	Frank Bowling Richard Brackenburg David Hockney Lubaina Himid Fiona Rae Paula Rego John Singer Sargent	Derek O Boateng Crosby Chuck Close Albrecht Durer Hannah Hoch Graham Holland Edvard Munch Chris Plowman Edward Weston	Judith Scott Yinka Shinobare Nicola Anthony Louise Nevelson Joseph Cornell
Substantive knowledge	<p>Colour Colours can be symbolic and have meanings that vary according to your culture or background, e.g. red for danger or for celebration.</p> <p>Line How line is used beyond drawing and can be applied to other art forms.</p>	<p>Colour Colours can be symbolic and have meanings that vary according to your culture or background, e.g. red for danger or for celebration.</p> <p>Shape How an understanding of shape and space can support creating effective composition.</p> <p>Line How line is used beyond drawing and can be</p>	<p>Colour Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</p> <p>Form The surface textures created by different materials can help suggest form in two-dimensional art work.</p>

Y6 – Art Overview



<p>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.</p> <p>Texture Applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.</p> <p>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.</p> <p>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. Art sometimes creates difficult feelings when</p>	<p>applied to other art forms.</p> <p>Pattern Pattern can be created in many different ways, e.g. in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.</p> <p>Making skills To know how different materials can be used to produce photorealistic artwork. To know that macro photography is showing a subject as larger than it is in real life. How to create a photomontage. How to create artwork for a design brief. How to use a camera or tablet for photography. How to identify the parts of a camera. How to take a macro photo, choosing an interesting composition. How to manipulate a photograph using photo editing tools. How to use drama and props to recreate imagery. How to take a portrait photograph. How to use a grid method to copy a photograph into a drawing.</p> <p>Knowledge of artists Artists can use symbols in their artwork to convey meaning. Artists use art to tell stories about things that are</p>	<p>Shape How an understanding of shape and space can support creating effective composition.</p> <p>Line How line is used beyond drawing and can be applied to other art forms.</p> <p>Pattern Pattern can be created in many different ways, e.g. in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.</p>
---	--	---

Y6 – Art Overview



	<p>we look at it. Artists can use materials to respond to a feeling or idea in an abstract way.</p> <p>Evaluating and analysing 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</p> <p>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>	<p>important to us. Looking at artworks from the past can reveal thoughts and opinions from that time. Artists take risks to try out ideas; this can lead to new techniques being developed.</p> <p>Evaluating and analysing 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. Art can be a digital art form, like photography. People use art as a means to reflect on their unique characteristics. Art can change through new and emerging technologies that challenge people to discuss and appreciate art in a new way. People can have varying ideas about the value of art.</p>	
<p>Skills</p>	<p>Generating ideas Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p> <p>Using sketchbooks Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p>	<p>Generating ideas Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p> <p>Using sketchbooks Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p>	<p>Generating ideas Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p> <p>Using sketchbooks Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p>

Y6 – Art Overview



	<p>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. 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>	<p>Making skills.. Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p>	<p>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. 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>
<p>Vocabulary</p>	<p>abstract analyse compose compositions convey evaluation inference interpret justify meaning medium mixed media narrative tableau technique thought-provoking</p>	<p>album arrangement cityscape composition Dada digital editing emulate focus frame grid image layout macro monochromatic monochrome</p>	<p>Photography photomontage photorealism photorealistic portrait pose prop proportion recreate replacement saturation software</p> <p>assemblage attribute collection composition embedded expression identity juxtaposition literal manipulate originality relief representation sculpture symbolic tradition</p>