

<b>SUBJECT:</b>	Art	<b>YEAR GROUP:</b>	6
<b>PURPOSE OF STUDY</b>			
<p>Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</p>			
<b>THE NATIONAL CURRICULUM FOR ART AND DESIGN AIMS TO ENSURE THAT ALL PUPILS:</b>		<b>NATIONAL CURRICULUM LINKS</b>	
<ul style="list-style-type: none"> <li>• Produce creative work, exploring their ideas and recording their experiences.</li> <li>• Become proficient in drawing, painting, sculpture and other art, craft and design techniques.</li> <li>• Evaluate and analyse creative works using the language of art, craft and design.</li> <li>• Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> </ul>		<ul style="list-style-type: none"> <li>• 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.</li> <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]. Learn about great artists, architects, and designers in history.</li> </ul> <p>Cross curricular links:</p> <ul style="list-style-type: none"> <li>• History – ancient Greek civilisation, Greek pots, Mayan Civilisation</li> <li>• Geography – Greece, local landscapes and how these have changed,</li> <li>• Maths – shapes</li> <li>• DT – Making own instruments selecting and using appropriate materials</li> <li>• English – writing information about artists</li> <li>• Life skills – visiting the local area, researching skills</li> </ul>	
<b>TOPICS COVERED:</b>			

- Greek architecture
- Ancient Art
- Mayan Art
- Mayan Music
- Landscapes
- Pop Art

### INTENT OF SUBJECT:

Within this subject, pupils will develop a greater understanding of art techniques and materials. They will develop a greater understanding of different styles of art including Greek architecture, Greek pots, Mayan art, Mayan music, landscapes and pop art. They will develop awareness of different artists and develop their own artwork inspired by existing artwork, applying skills and techniques they used. Pupils will develop a range of art techniques including drawing and sketching skill such as line work, 3D drawing, shading skills, using a range of materials and textures to create artwork through layering and collage, using a range of clay tools and techniques to create products. Within art, pupils will also develop music skills through learning about music from different cultures, identifying and recognising instruments used in different styles of music and develop this understanding through practical activities, including creating their own music, identifying feelings provoked by music and creating their own instruments.

### SKILLS OVERVIEW BY HALF TERM:

#### AUTUMN ONE

- Use research and discussion skills.
- Use identification from research and apply this within existing artwork.
- Discussion skills based on a range of art styles.
- Use sketching, shading and line work skills.
- Apply textures, colours and techniques to own artwork.
- Use research and existing artwork as inspiration for own art.
- Reflect on own and other people's artwork through peer and self-assessment.
- Select and use techniques and materials, justifying reasons for choices.
- Create mood boards to gather inspiration for own artwork.

#### AUTUMN TWO

- Describe work of a range of artists.
- Research and study ceramics.
- Understand and use vocabulary in historical and cultural contexts.
- Develop awareness of composition scale and proportion.
- Explain and justify preferences towards art styles and artists.
- Produce intricate patterns and textures in malleable media.
- Use different textures, colours and techniques when designing and completing artwork, justifying choices.
- Draw 3D shapes and silhouettes.
- Explain different materials and how they respond to kneading, shaping and firing.
- Explain colours used in historical art and why these were used.

<b>SPRING ONE</b>	<b>SPRING TWO</b>
<ul style="list-style-type: none"> <li>• Research and discuss various artists from different styles of art.</li> <li>• Develop skills using clay including slabs, coils, and slips.</li> <li>• Study and investigate how art is used in different cultures in history.</li> <li>• Learn about murals and subjects and scenes used within these.</li> <li>• Make comparisons about artwork.</li> <li>• Be able to create a mural piece of work using clay and colours inspired by existing artwork.</li> <li>• Be able to use a glue gun.</li> <li>• Know the paintings of a famous artists be able to answer questions on figurative art.</li> <li>• Be able to create a painting with perspective proportions.</li> <li>• Be able to add collage using different colours, papers, and techniques.</li> <li>• Mix colours to express mood, divide foreground from background or demonstrate tones.</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to explain musical vocabulary through using definitions.</li> <li>• Identify pitch, tempo and instruments within music.</li> <li>• Be able to comment on a range of recorded music using technical vocabulary.</li> <li>• Be able to share own thoughts and feelings about recorded music.</li> <li>• Be able to perform musical compositions both individually and as part of an ensemble.</li> <li>• Be able to name and identify instruments and use these with control.</li> <li>• Use instruments to compose a piece of music.</li> <li>• Be able to give and receive feedback about musical compositions and use these to make improvements.</li> <li>• Be able to explain typical music of different cultures with links to history of this and when it is listened.</li> </ul>
<b>SUMMER ONE</b>	<b>SUMMER TWO</b>
<ul style="list-style-type: none"> <li>• Be able to explain artwork by famous artist.</li> <li>• Be able to identify and discuss key features of different styles of art.</li> <li>• Be able to experiment with a style of art, using drawing techniques.</li> <li>• Be able to know, understand and use key vocabulary.</li> <li>• To be able to identify, recognise and apply art techniques used in a style of art. To develop shading skills and skills to add texture to pictures.</li> <li>• Develop 3D drawing skills.</li> <li>• Be able to respond to feedback to add changes to own artwork.</li> <li>• Be able to identify take inspiration different stimuli and include these in a piece of artwork.</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to name famous artists.</li> <li>• To be able to identify inspiration for artwork and when it first started.</li> <li>• To be able to identify techniques and materials used to create a style of art.</li> <li>• To be able to share thoughts and feelings through discussion about artwork created by famous artists.</li> <li>• To be able to use a range of media including chalk, paint and paper to create own artwork.</li> <li>• To develop sketching skills and use these to sketch famous artwork and to create their own artwork.</li> <li>• To be able to use a range of colours, patterns and techniques within artwork.</li> <li>• To be able to evaluate their own and other's artwork, suggesting improvements that could be made.</li> <li>• To be able to make comparisons between artwork, identifying similarities and differences.</li> </ul>

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