Year 6

Art Curriculum

Year 6 Art - How we 'work' and 'think' like an artist.

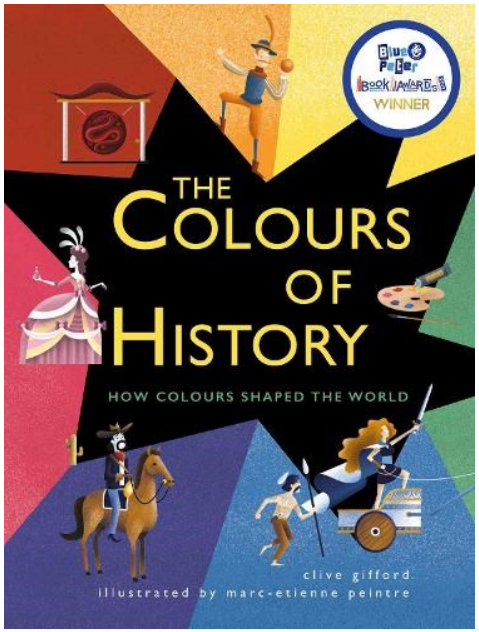
Topics of Study

- Drawing: Anatomical heart drawings
- Mosaic: Ancient Mayan landscape
- Painting: Coastal landscape
- Painting: Edvard Munch
- Printing: Pablo Picasso

Vocabulary

acrylic, fine liner, complimentary/analogous, marks, accurate proportions, overprint, mosaic, achieve, effectiveness

Quality Literature Links



Key Art Knowledge and Understanding

⇒Know that a monochromatic artwork uses tints and shades of just one colour.

⇒Know that the surface textures created by different materials can help suggest form in two-dimensional art work.

⇒Know how an understanding of shape and space can support creating effective composition.

⇒Know that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.

⇒Know that colours can be symbolic and have meanings that vary according to your culture or background e.g. red for danger or for celebration.

⇒Know how line is used beyond drawing and can be applied to other art forms.

⇒Know that pattern can be created in many different ways e.g. in the rhythm of brushstrokes or in repeated shapes within a composition.

⇒Know that applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.

Year 6 Art - Broader Curriculum Aims and Objectives

Progression of Skills

Painting	Drawing	Printing	Mosaic	Colour
⇒ Paint using poster paints and watercolours to create all of the colours they need by choosing from a range of brushes for effect ⇒ Paint using acrylic paints and experimenting with how they can be used to create different effects	⇒ Practise how to draw using a full range of drawing pencils to shade for effect considering which grades are the most appropriate ⇒ Practise how to draw using fine liner pens, using a range of techniques to create a desired effect	⇒ Know how to make a printing block and use it to make a repeating pattern ⇒ Overprint using their own printing block by creating all of the colours that they need	⇒ Know how to overlap and layer materials to collate ideas (collage) ⇒ Use paper mosaic squares to create a final piece of artwork	⇒ Be able to identify primary, secondary, warm and cool colours and identify them on the colour wheel. Use tertiary colours by mixing. ⇒ Mix tints (white), tones (grey) and shades (black) to create all of the colours they need ⇒ Identify and use complimentary and analogous colours using the colour wheel to create a desired mood
Texture	**Line**	**Shape**	**Artist study**	**Sketchbooks**
⇒ Use different grades of pencil to show textures ⇒ Use different grades of pencil to show tones and textures ⇒ Use charcoal techniques to create texture ⇒ Use marks and lines to show texture in art	⇒ Use and name a variety of lines and create different thicknesses ⇒ Draw outlines of forms with increasing accuracy ⇒ Use lines to draw figures in movement ⇒ Use fine liner pens to create a range of lines, thinking about direction,	⇒ Create a symmetrical shape ⇒ Identify shapes needed in their artwork, including their proportions ⇒ Draw shapes with accuracy, editing their shapes to improve ⇒ Draw all shapes required for their art with accuracy and with the correct proportions	⇒ Identify the techniques used by artists, how they were developed and consider why they have used them. ⇒ Understand and explain what an artist is trying to achieve by producing their art	⇒ Explain what skills have been used in their artwork ⇒ Describe likes and dislikes of their artwork ⇒ Suggest improvements to their own work through self -evaluation ⇒ Consider skills used and make decisions about the effectiveness.

Year 6 Art - Artist Studies and Sketchbook Skills

Progression of Skills

PRIOR SKILLS-ARTIST STUDY

YEAR 1: Describe what can be seen in a piece of artwork

YEAR 2: Describe how artists have used skills within their artwork.

YEAR 3: Know how to create a piece of artwork in response to the work of another artist.

YEAR 4: Identify the techniques used by artists and consider why they have used them.

YEAR 5: Know how different artists developed their techniques.

Year 6 Artist Study

Understand and explain what an artist is trying to achieve by producing their art.

FUTURE SKILLS—ARTIST STUDY

PRIOR SKILLS-SKETCHBOOKS

YEAR 3: Explain what skills have been used in their artwork.

YEAR 4: Describe likes and dislikes of their artwork.

YEAR 5: Suggest improvements to their own work through self-evaluation.

Year 6 Sketchbooks

Consider skills used and make decisions about the effectiveness.

FUTURE SKILLS—SKETCHBOOKS

Edvard Munch

Key Artwork

The Scream

Pablo Picasso

Key Artwork

Weeping Woman

PRIOR LEARNING LINKS

YEAR 1 PAINTING: Paul Klee inspired castle painting and a Wassily Kandinsky inspired painting.

YEAR 2 PAINTING: Children identified warm and cool colours and chose between two brushes to create effects for a Great Fire of London painting.

YEAR 3 PAINTING: Children used watercolour paints to paint in the style of Henri Rousseau, using the colour wheel to make their choices.

YEAR 4 PAINTING: Children explored tints, tones and shades to create a landscape painting of the rainforest, considering which paint brushes will be needed for each aspect.

YEAR 5 PAINTING: Children painted in the style of Georgia O'Keefe using watercolour paints.

Year 6 Art

Art School Themes: Painting

Unit of Learning:

Can we consider shape when painting a coastal landscape using acrylic paints?

Can we create an Edvard Munch inspired painting?

FUTURE LEARNING LINKS

How can we use acrylic paints to make different textures when painting?

How does using marks and lines change the effects?

T

Can we use acrylic paints to create a coastal landscape?

What textures will suit each element?

T F

What are analogous colours?

Where are they located on the colour wheel?

How can they be used to create mood in paintings?

T F

Artist Study - Edvard Munch

What are the shapes in Munch's 'The Scream' painting?

Are proportions important in artwork?

Sp F

Can we create a Edvard Munch inspired painting?

Which paints will we use?

How can we use our knowledge of colour theory and shape to make decisions?

C Sh

How we 'work' and 'think' like an artist.

Colour - **C**	Line - **L**	Texture - **T**	Shape - **Sh**	Space - **Sp**	Pattern - **P**	Form - **F**	**Artist Study**
Understanding how colour can be used within art work to create a desired effect	Understanding how lines can be used in different ways to create effects	Understanding the importance of showing texture in artwork and its impact	Understanding the importance of considering shape when drawing to achieve accuracy	Using the space effectively when producing artwork	Choosing and creating patterns to achieve a desired style	Considering the importance of the form of what artwork depicts	Understanding the styles of a range of artists and using their work as inspiration

PRIOR LEARNING LINKS

YEAR 1 DRAWING: Children drew a landscape as part of design technology and completed a seasonal tree picture using different lines.

YEAR 2 DRAWING: Children drew a self-portrait and nature inspired drawings, considering which types of line and space.

YEAR 3 DRAWING: Children used charcoal to draw prehistoric artwork. They draw a landscape inspired by Lucy Pittaway considering shape.

YEAR 4 DRAWING: Children drew musician in the style of Andy Warhol and they drew the digestive organs.

YEAR 5 DRAWING: Children will draw Greek vases using charcoal techniques and a landscape of a volcanic eruption.

Year 6 Art

Art School Themes: Drawing

Unit of Learning:

Can we use fine liner pen to draw the anatomy of a human heart?

FUTURE LEARNING LINKS

Can we use fine liner pens to create a range of lines?

How does direction, thickness and style impact what the lines could be used to depict?

L

What techniques can we discover when drawing with fine liners?

What could each technique be used to draw?

T L

How can we use fine liner pens to draw the anatomy of a human heart?

Which shapes and lines will we include to make our drawing accurate?

Sh L F

How we 'work' and 'think' like an artist.

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PRIOR LEARNING LINKS

Y4 PRINTING: Children created William Morris inspired printing blocks and used them to create a repeating pattern.

Year 6 Art

Art School Themes: Printing

Unit of Learning:

Can we create an abstract Pablo Picasso inspired self-portrait?

FUTURE LEARNING LINKS

Artist Study - Pablo Picasso

Can we create a background for our printing?

Can we draw and cut geometric shapes to create a stencil to print with?

How does printing onto different media effect the outcome of the print?

Sh T

Can we create an abstract self-portrait using printing techniques inspired by Pablo Picasso?

What is mono-printing? What resources will we use?

How can use mono-printing and our knowledge of shape to print a self-portrait?

F Sh L C

How we 'work' and 'think' like an artist.

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PRIOR LEARNING LINKS

YEAR 2 SHAPE: Children drew and cut geometric shapes to create a Paul Klee inspired scene.

YEAR 5 COLLAGE: Children overlapped materials to create a collage with a Middlesbrough theme.

Year 6 Art

Art School Themes: Mosaic

Unit of Learning:

Can we create an Ancient Mayan civilisation mosaic?

FUTURE LEARNING LINKS

What are mosaics?

Can we plan a mosaic design?

How could we use squared paper to plan our design?

F Sh C

Can we create an Ancient Mayan city landscape mosaic using paper squares ?

How can we use our knowledge of colour theory to choose appropriate hues?

F Sh C

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