Year 6 - DRAWING			
SKILLS AND KNOWLEDGE	**UNDERSTANDING**	**CULTURAL**	**VOCABULARY**
Children will learn to	*Children will learn that*	*Children will learn to*	
Select from a range of drawing tools and use with increased control to create a specific effect - a distorted or blurred image. **Use drawing as a starting point that may, or may not, be taken forward into work with other media –** designing, planning or producing a sketch. **Draw a figure in action –** Paying attention to proportion, position and movement. **Draw backgrounds that complement a piece of multiple media art.** **Be able to draw a still life in preparation for a painting.**	**Drawing can be used to represent people, places and objects in different ways.** **There is a difference between a stylised and an accurate drawing.** **Drawing from life produces a more accurate representation of a moving figure.** **Objects in a still life may be partially hidden to the eye.** **There are a number of ways a human figure can be posed –** bent knees, curled hands, in profile.	**Look at figure drawing across history and other cultures –** Escher's *Hands,* Leonardo Da Vinci's anatomical sketches. **Look at photographs of performers and athletes in motion and compare with classical sculpture – Photographs by Robert Mapplethorpe (care needed!) compared to Michaelangeo's David.**	**Action Balance Direction Dynamic Imbalance Movement Poised Transition Viewpoint Weight**

Year 6 – PAINTING			
SKILLS AND KNOWLEDGE	**UNDERSTANDING**	**CULTURAL**	**VOCABULARY**
Children will learn to	*Children will learn that*	*Children will learn*	
Develop painting in stages over time – take care in planning and draft stages. **Use a drawn image as a still life or figure.** **Use paint skills to create a piece of work from the imagination.** **To be able to use a colour wheel to create different tones and contrasting colours.** **Use a flat brush to apply tones of paint in order to create a shaded effect.**	**There is a need to experiment.** **To develop skills in colour mixing it is necessary to consolidate prior knowledge.** **Working on a large scale does not necessarily mean working with a large piece of paper.** **Different colours create different effects that may not always be pleasing to everyone..**	**That artists have used still life as a record of a certain place and time -** war art. **Artists across the world have used different approaches to painting still life.**	**Still life** **Traditional** **Modern** **Abstract** **Imaginary** **Natural** **Made** **Inanimate** **Composition** **Arrangement** **Complimentary** **Tonal** **Shading**

Year 6 - PRINTING			
SKILLS AND KNOWLEDGE	**UNDERSTANDING**	**CULTURAL**	**VOCABULARY**
Children will learn to	*Children will learn that*	*Children will learn to*	
Learn to design patterns of increasing complexity - studying how repetition, rotation and symmetry are used. **Plan and explore several alternatives before arriving at a final design.** **Use drawings as a starting point for a printed image.** **Make a printing block from a drawn design.**	**Different processes create different outcomes.** **An original printing block must be created with care and accuracy as the process cannot be reversed.** **The planning process allows for a variation of choice**	**Recognise how the printed pattern has been used in different cultures and times for different purposes -** Victorian, Medieval and Islamic ceramic tiles.	**Aesthetic** **Pattern** **Motif** **Victorian** **Islamic** **Rotation** **Reflection** **Symmetrical** **Repetition**

Year 6 – COLLAGE AND TEXTILES

SKILLS AND KNOWLEDGE	UNDERSTANDING	CULTURAL	VOCABULARY
Children will learn to	*Children will learn that*	*Children will learn to*	
Collect ideas for work in sketchbooks - including photographs, colour swatches and combinations of textiles. **Engage in opportunities to increase awareness of colour, pattern, shape and texture by manipulating and combining textiles –** soft sculpture in a range of matching tones to convey an abstract image of the sea. **Extend skills of changing fabric through dyeing, rolling, twisting and appliqué.**	**Plain cloth may be altered, manipulated and enhanced in a variety of ways -** printing, dying, weaving, stitching, textures, embroidering. **Certain colours and textures complement each other.** **Basic skills must be mastered and built upon in order to achieve a successful result –** neatness and accuracy are essential. **Colours and images from nature can be used as a starting point.**	**Be aware of folk crafts used in design for items around the home -** American quilting tradition, batik.	**Manipulation** **Smocking** **Ruching** **Batik** **Embellish** **Accentuate** **Enhance** **Detract** **Practicality** **Aesthetic**

Year 6 - SCULPTURE			
SKILLS AND KNOWLEDGE	**UNDERSTANDING**	**CULTURAL**	**VOCABULARY**
Children will learn to	*Children will learn that*	*Children will learn to*	
Control modelling with Mod-roc and wire mesh - making an armature for a moving figure and sculpting around it. **Control the use of tools and their suitability for different tasks –** care and safe use of tools and materials.	**The design process is a necessary starting point for sculpture –** sculpture based on previously drawn figures. **Materials have their limitations -** Mod-roc is very wet and messy and takes time to dry. **Sculpture may require different stages of completion.**	**Recognise the work of sculptors working with linear figures on a small scale -** Nelson Nansonn, Alberto Giacometti. **Recognise sculptures of famous sports personalities –** Billy Bremner.	**Line** **Shape** **Pose** **Position** **Gesture** **Repetition** **Sequence** **Dynamic** **Flowing** **Motion** **Rhythm** **Proportion** **Balance**

Year 6 – DIGITAL MEDIA			
SKILLS AND KNOWLEDGE	**UNDERSTANDING**	**CULTURAL**	**VOCABULARY**
Children will learn to	*Children will learn that*	*Children will learn to*	
Explore ideas and collect visual information for their work using digital cameras, scanners and other tools – photos from books and magazines as exemplars. **Extend knowledge of how to combine digital and paint processes with layers of original painted or drawn elements –** create a character board of a person, or period, in history.	**Digital art provides a tool to combine images to create dramatic and aesthetic compositions -** e.g. adding layers to create atmosphere and depth to an image. **Digital Imagery is a flexible art form.** **Ideas for digital imagery need to be organised in a sequential way -** using green screen technology, e.g. to combine real life with digital media.	**Recognise the use of digital technology in the world of design –** the world of publishing, non-fiction books, fact files.	**Cut Paste Cloning Opacity Scale Merge Architecture Structure Detail Textures Layer palette Text box Style**

OPPORTUNITIES FOR ASSESSMENT – YEAR 6		
DRAWING	**PAINTING**	**PRINTING**
Draw a human figure with a sense of movement.	**Paint a still life using tonal shading.**	**Make a printing block to create a Victorian tile pattern.**
COLLAGE & TEXTILES	**SCULPTURE**	**DIGITAL MEDIA**
Make a design with cold Batik and dyes.	**Create an armature for a model of a moving figure.**	**Use a variety of digital techniques to manipulate an image.**