

Year 6 - DRAWING			
SKILLS AND KNOWLEDGE	UNDERSTANDING	CULTURAL	VOCABULARY
<i>Children will learn to</i>	<i>Children will learn that</i>	<i>Children will learn to</i>	
<p>Select from a range of drawing tools and use with increased control to create a specific effect - a distorted or blurred image.</p> <p>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.</p> <p>Draw a figure in action – Paying attention to proportion, position and movement.</p> <p>Draw backgrounds that complement a piece of multiple media art.</p> <p>Be able to draw a still life in preparation for a painting.</p>	<p>Drawing can be used to represent people, places and objects in different ways.</p> <p>There is a difference between a stylised and an accurate drawing.</p> <p>Drawing from life produces a more accurate representation of a moving figure.</p> <p>Objects in a still life may be partially hidden to the eye.</p> <p>There are a number of ways a human figure can be posed – bent knees, curled hands, in profile.</p>	<p>Look at figure drawing across history and other cultures – Escher's <i>Hands</i>, Leonardo Da Vinci's anatomical sketches.</p> <p>Look at photographs of performers and athletes in motion and compare with classical sculpture – Photographs by Robert Mapplethorpe (care needed!) compared to Michaelangelo's David.</p>	<p>Action</p> <p>Balance</p> <p>Direction</p> <p>Dynamic</p> <p>Imbalance</p> <p>Movement</p> <p>Poised</p> <p>Transition</p> <p>Viewpoint</p> <p>Weight</p>

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

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

Year 6 – COLLAGE AND TEXTILES			
SKILLS AND KNOWLEDGE	UNDERSTANDING	CULTURAL	VOCABULARY
<i>Children will learn to</i>	<i>Children will learn that</i>	<i>Children will learn to</i>	
<p>Collect ideas for work in sketchbooks - including photographs, colour swatches and combinations of textiles.</p> <p>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.</p> <p>Extend skills of changing fabric through dyeing, rolling, twisting and appliqué.</p>	<p>Plain cloth may be altered, manipulated and enhanced in a variety of ways - printing, dying, weaving, stitching, textures, embroidering.</p> <p>Certain colours and textures complement each other.</p> <p>Basic skills must be mastered and built upon in order to achieve a successful result – neatness and accuracy are essential.</p> <p>Colours and images from nature can be used as a starting point.</p>	<p>Be aware of folk crafts used in design for items around the home - American quilting tradition, batik.</p>	<p>Manipulation Smocking Ruching Batik Embellish Accentuate Enhance Detract Practicality Aesthetic</p>

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

Year 6 – DIGITAL MEDIA			
SKILLS AND KNOWLEDGE	UNDERSTANDING	CULTURAL	VOCABULARY
<i>Children will learn to</i>	<i>Children will learn that</i>	<i>Children will learn to</i>	
<p>Explore ideas and collect visual information for their work using digital cameras, scanners and other tools – photos from books and magazines as exemplars.</p> <p>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.</p>	<p>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.</p> <p>Digital Imagery is a flexible art form.</p> <p>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.</p>	<p>Recognise the use of digital technology in the world of design – the world of publishing, non-fiction books, fact files.</p>	<p>Cut Paste Cloning Opacity Scale Merge Architecture Structure Detail Textures Layer palette Text box Style</p>

OPPORTUNITIES FOR ASSESSMENT – YEAR 6

DRAWING	PAINING	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.