

Y6 Art – Mexborough St John the Baptist C of E Primary School

Showing a rationale for sequencing content: how progress happens. Year 6 Geography planning placed in context of long-term knowledge and skill growth.

Rationale:

Having explored the work of North American artists in Y5, children will compare their work with those of South American artists in Y6. They will be able to discuss the style and intent of the artist and have a secure understanding of different approaches to be able to develop and describe their own style. Children will carry out preliminary studies, test media and materials and mix appropriate colours in preparation for painting tasks. Y6 children will independently research 3D forms using drawings or other preparatory tasks at the planning stage and consider how to combine visual and tactile elements. They will be able to talk about a range of artists from the past and present and from different cultures making links with their own work.

Y6: Drawing

Key Knowledge, building on previously taught skills:

- Demonstrate a wide variety of ways to make different marks with dry and wet media.
- Manipulate and experiment with the elements of art: tone, pattern, texture, form, space, colour, shape, curved and straight lines to show movement
- Look at the effect of light on a shape from different directions.
- Produce increasingly detailed preparatory sketches for painting and other work.

Key Discussion Points:

- Describe a specific element of your piece.
- Explain the tonal quality of this image.
- What qualities of the artwork do you appreciate? What do you like/dislike? Why?
- Using the key vocabulary what do you think the artist has set out to achieve?
- Explain your response to the painting.
- What is happening to the shadows?
- How does the artist depict the light and what effect does this have on the image?

Key Vocabulary:

Element, line, shape, colour, texture, tone, form, expression

Y6: Painting

Key Knowledge, building on previously taught skills:

- Name secondary, tertiary and complementary colours and know how to mix them
- Use preliminary drawings when composing a picture
- Create imaginative work from a variety of sources, including those researched independently
- Develop and explain their own personal style
- Be able to suggest ways they could extend their work

Key Discussion Points:

- How has the artist used paint/colour to express a feeling/emotion?
- How would you alter the tone /tint of the colour shade?
- Explain what you are going to use, inspired by... and why it will be effective
- Looking at famous paintings – what could they artist see, hear, smell and touch?
- Express why have you chosen specific colours, what mood do they create?
- Consider how you would adapt and extend your work

Key Vocabulary:

Layers, vibrant, viewfinder, movement, purpose, shape, colour, form, modify, review

Y6: 3D Form

Key Knowledge, building on previously taught skills:









- Plan a sculpture through drawing or other preparatory tasks e.g producing a maquette
- Use armatures to provide stability & form
- Combine visual & tactile qualities
- Modify and evaluate their work using an art vocabulary



Key Discussion Points:

- Which visual elements do you need to consider?
- Can you show a range of techniques including carving, adding texture or 3D elements?
- How can you modify or extend your work?

Key Vocabulary:

Form, shape, structure, size, material, construct, build, plan, join, attach, tactile, framework, armature

Topic	Art Focus		Exemplified Work	
<p>WWII</p> <p>Drawing</p>	<p>Henry Moore (1898 -1986)</p> <p>Shelter Drawings</p>    		   	

<p>South America: Brazil</p>	<p>Painting</p>	<p>Romero Britto (1963-) Brazilian Artist</p> 	
<p>Aztecs</p>	<p>3D Form</p>	<p>Aztec head sculptures</p> 	<p>Using simple armatures. Providing shape with paper and covering with clay.</p>  <p>Adding character features</p>