






Singleton Church of England Primary School

Progression of Skills and Knowledge

Art - Y6



YEAR 6 ART	Year 6 – Unit 1 Artists Study - Painting and Mixed media 	Year 6– Unit 2 Make my voice heard – drawing 	Year 5 – Unit 3 Making Memories - Sculpture & 3D 
Knowledge of Artists	<p>Know the following artists</p> <ul style="list-style-type: none">• David Hockney or Richard Brakenburg• Paula Rego• Jon Singer Sargent• Fiona Rae or Frank Bowling• Lubaina Himid <ul style="list-style-type: none">• Use subject vocabulary confidently to describe and compare creative works.• Use their own experiences of techniques and making processes to explain how art works may have been made.• Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time.• Art sometimes creates difficult feelings when we look at it	<p>Know the following artists</p> <ul style="list-style-type: none">• Diego Rivera• Dan Fenelon• Vermeer• Da Vinci <ul style="list-style-type: none">• Use subject vocabulary confidently to describe and compare creative works.• Use their own experiences of techniques and making processes to explain how art works may have been made• Know that Artists can use symbols in their artwork to convey meaning. (Diego Rivera)• Know that artists find inspiration in other artist’s work, adapting and interpreting ideas and techniques to create something new. (Dan Fenelon)	<p>Know the following artists</p> <ul style="list-style-type: none">• Louise Nevelson• Joseph Cornell <ul style="list-style-type: none">• Use subject vocabulary confidently to describe and compare creative works.• Use their own experiences of techniques and making processes to explain how art works may have been made• Know Artists can make work by collecting and combining ready-made objects to create ‘assemblage’
KEY VOCABULARY	Artist, Compositions, Evaluation, Medium, Mixed media, Technique, Translate, Analyse, Meaning, Narrative, Interpret, Justify, Inference, Respond, Tableau, Abstract, Convey, Compose, Thought-provoking	Maya, Mayan, Imagery, Mark making, Expressive, Character traits, Symbol, Symbolic, Interpretation, Aesthetic, Representative, Tone, Chiaroscuro, Technique, Graffiti, Guerilla, Mural, Street art, Commissioned, Tone, Tonal, Composition, Impact, Audience	Expression, Self, Identity, Attribute, Symbolic, Literal, Assemblage, sculpture, Manipulate, Relief, Composition, Juxtaposition, Embedded, Tradition, Pitfall, Representation, Originality, Collection
SUBSTANTIVE KNOWLEDGE	<p>Colour</p> <ul style="list-style-type: none">• Know that ‘monochromatic’ artwork uses tints and shades of just one colour.• 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.	<p>Line</p> <ul style="list-style-type: none">• Know how line is used beyond drawing and can be applied to other art forms. <p>Pattern</p> <ul style="list-style-type: none">• Know that pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition. <p>Texture</p> <ul style="list-style-type: none">• 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. <p>Tone</p> <ul style="list-style-type: none">• That chiaroscuro means ‘light and dark’ and is a term used to describe high-contrast images	<p>Form</p> <ul style="list-style-type: none">• Know that the surface textures created by different materials can help suggest form in two-dimensional art work. <p>Shape</p> <ul style="list-style-type: none">• Know how an understanding of shape and space can support creating effective composition.
MAKING CONNECTIONS Key knowledge / key questions	<p>Recall Artists from previous years</p> <p>Year 3 – Prehistoric painting</p> <ul style="list-style-type: none">• What can we remember? — Key questions<ul style="list-style-type: none">○ What is proportion? - how big something looks compared to the rest of it○ What is smudging? – blending a soft drawing on a material surface○ What is natural paint? how did we make them? – Natural pigments○ Who can remember key facts about the colour wheel? – complementary colours opposite <p>Year 4</p> <p>What can we remember? — Key questions</p> <ul style="list-style-type: none">• How do we make a shade?• How do we make a tint?• When would we use shade and tints? And why? <p>Year 5</p> <p>What can we remember? — Key questions</p> <ul style="list-style-type: none">• How are colours used to create atmosphere?• What are warm and cold colours? When would you use them?• What can you tell me about Van Gogh? Did he use warm or cold colours – can you give me an example of a painting?	<p>Recall Artists from previous years</p> <p>Year 3</p> <ul style="list-style-type: none">• What type of patterns can we have? – Man made / natural• Who can give examples?• What is texture? - It can be real – what it feels like or can be made to appear textured in a drawing using shading• Who can give me example of techniques used for shading, hatching, cross hatching, scribbling and stippling <p>Year 4</p> <ul style="list-style-type: none">• What us Pattern? – know pattern can be manmade or natural• How can we add texture to artwork – What is texture?• Shading and blending – what is hatching, cross- hatching, scribbling and tipping? <p>Year 5</p> <ul style="list-style-type: none">• Can you tell me when an artist might use diagonal lines and for what purpose – to draw eye in to centre of the picture• How is pattern used within art? to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.• How can we create texture?	<p>Recall Artists from previous years</p> <p>Year 3</p> <ul style="list-style-type: none">• What are organic / geometric 3D forms?• Who can tell me about negative shapes? - know that negative shapes show the space around and between objects.• What is abstract Art? <p>Year 4</p> <ul style="list-style-type: none">• How can we use colour to create a 3D effect? lighter and darker tints and shades of a colour• How can folding and rolling be used to create 3D forms? <p>Year 5</p> <ul style="list-style-type: none">• What is an art installation? - is often a room or environment in which the viewer ‘experiences’ the art all around them• How does the size and scale of three-dimensional art work change the effect of the piece?• What is a silhouette? a shape filled with a solid flat colour that represents an object.

Key Skills	<p>Generating ideas:</p> <ul style="list-style-type: none">• Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. <p>Sketchbooks:</p> <ul style="list-style-type: none">• Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. <p>Making skills:</p> <ul style="list-style-type: none">• Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.• Combine materials and techniques appropriately to fit with ideas.• Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art. <p>Knowledge of artists:</p> <ul style="list-style-type: none">• Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.• Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces.• Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries. <p>Evaluating and Analysing</p> <ul style="list-style-type: none">• Give reasoned evaluations of their own and others’ work which takes account of context and intention.• Discuss how art is sometimes used to communicate social, political, or environmental views.• Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way.• Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. <p>Formal Elements: Colour</p> <ul style="list-style-type: none">• Mix and apply colours to represent still life objects from observation.• Express feelings and emotions through colour.• Study colours used by Impressionist painters.	<p>Generating ideas:</p> <ul style="list-style-type: none">• Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. <p>Sketchbooks:</p> <ul style="list-style-type: none">• Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. <p>Making skills:</p> <ul style="list-style-type: none">• Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.• Combine materials and techniques appropriately to fit with ideas.• Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art. <p>Knowledge of artists:</p> <ul style="list-style-type: none">• Describe, interpret and 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<p>Formal Elements: Line</p> <ul style="list-style-type: none">• Deepen knowledge and understanding of using line when drawing portraits.• Develop greater skill and control.• Study and apply the techniques of other artists. <p>Formal Elements: Pattern</p> <ul style="list-style-type: none">• Represent feelings and emotions through patterns.• Create sophisticated artwork using their knowledge of pattern. <p>Formal Elements: Texture</p> <ul style="list-style-type: none">• Explore art through a range of different textural mediums. <p>Formal Elements: Tone</p> <ul style="list-style-type: none">• Increase awareness of using tone to describe light and shade, contrast, highlight and shadow.• Manipulate tone for halo and chiaroscuro techniques.	<p>Generating ideas:</p> <ul style="list-style-type: none">• Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. <p>Sketchbooks:</p> <ul style="list-style-type: none">• Using a 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Key Assessment Opportunity	<p>Key Assessment Opportunity Assessment Task in week 7</p> <ul style="list-style-type: none">• I can use sketchbook ideas to translate into a larger piece.• I can select different materials and techniques based on my experiences.• I can continue to explore new ideas and try things out.• I can revisit and evaluate my piece to develop it further.	<p>Key Assessment Opportunity Assessment Task in week 5</p> <p>To apply knowledge and skills to create drawn image to convey a message on a subject they feel passionate about. Consider symbolism, colour, pattern, line and tone for effect and impact on audience</p> <ul style="list-style-type: none">• I can analyse how an artist conveys a message.• I can use my creative work to develop an idea, applying drawing techniques for visual impact and effect.• I can work independently, revisiting and reviewing my work to develop it.	<p>Key Assessment Opportunity To create box sculpture, reflecting on process and personal development as artist</p> <p>Assessment Task in week 5</p> <p>To apply knowledge and skills to create a mixed-media self-portrait.</p> <ul style="list-style-type: none">• I can identify areas of my work to refine.• I can select appropriate tools and materials to improve my work.• I can reflect on my work and personal development as an artist.to convey a message on a subject