



Year 6 Art and Design Curriculum Booklet



National Curriculum for Art and Design: Key Stage 2

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

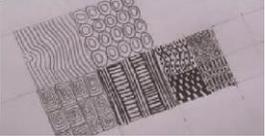
Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Year 6: Autumn Term

Make My Voice Heard

Lesson	Outline	Outcome
<p>Drawing: Zentangle Patterns</p>	<p>Children listen to ambient music while creating small squares of 'Zentangle' patterns; an abstract drawing created using repetitive patterns.</p>	
<p>Graffiti Artists' Tag</p>	<p>Children express their personality, transforming their names into graffiti tags, using block lettering, serifs contrasting colours and shadow.</p>	
<p>Käthe Kollwitz</p>	<p>After viewing the emotive works of Käthe Kollwitz, children draw their own portraits using a series of lines, experimenting with the 'halo' and 'chiaroscuro' techniques.</p>	

<p>Guernica 1: Pablo Picasso</p>	<p>Having learned about the symbolism used in Picasso's 'Guernica', children plan their own composition based upon this famous piece, using symbols reflective of the First World War and plotting contrasting areas of black and white.</p>	
<p>Guernica 2: Pablo Picasso</p>	<p>Continuing with their 'Guernica' inspired compositions from the last lesson, children apply paint in tones of black, white and grey, standing back from their work at regular intervals to ensure that they maintain balance in their piece.</p>	 
<p>Clay Sculpture</p>	<p>Children turn their Käthe Kollwitz inspired drawings from Lesson 2 into sculptures inspired by the work of Mark Wallinger. Children use their sculpting skills to develop the message they wish for their sculpture to portray, through its expression.</p>	  

Year 6 Autumn Term: Ideas to Support Your Child's Learning at Home

Design Matrix:

The design matrix is a grid used to practice the elements of art.

Zentangle Pattern:

A Zentangle pattern is a structured pattern design. The Zentangle method is considered to bring about mindfulness.

Shadow Effect:

Creating a shadow effect involves recreating the highlight, direct light, reflected light, shadow, core shadow and cast shadow.

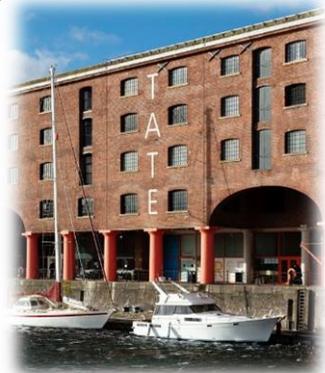
Chiaroscuro:

The dramatic effect of contrasting areas of light and dark in an artwork.

Symbolic Representation:

The practice of using an object or a word to represent an abstract idea.

Talk about our key vocabulary at home.



Visit the Tate Liverpool to view a collection of works by Artist Käthe Kollwitz and Sculptor Mark Wallinger.

Year 6 Autumn Term: Ideas to Support Your Child's Learning at Home



Support your child to create a work of art using the 'chiaroscuro' technique. Follow the link below for inspiration:

<http://arteascuola.com/2019/03/practicing-chiaroscuro-with-colors/>

Work with your child to create a piece of artwork, applying their newly developed skills.

Support your child to create art in the style of Picasso. Follow the link below for a range of Picasso projects:

<https://www.artycraftykids.com/art/picasso-faces-easy-art-for-kids/>



Year 6: Spring Term

Still Life

Lesson	Outline	Outcome
Learning about the Work of Edward Hopper	With a view to empowering children to discuss and explore works of art, children analyse, among others, Edward Hopper's 'Nighthawks'. Children answer questions on some of the fundamental elements of art, including scene, technique and light.	
Still Life Composition	Using a selection of objects meaningful to them, children learn the subtle art of composition, sketching as they go.	
Charcoal Still Life	Employing the same arrangement as in the last lesson, children draw inspiration from the abstract artist Camargo, using charcoals to create a new still life piece.	

<p>Negative Medium Still Life</p>	<p>Learning to see light and shade in a new way, children pick out the shapes of their composition, using erasers on a lightly greyed out background.</p>	
<p>Still Life in Colour</p>	<p>After exploring still life paintings by Cezanne, children mix and apply paint to bring colour to their still life with a range of hues.</p>	
<p>Assembling the Memory Box</p>	<p>Children showcase their still life works by creating a box with a different still-life piece on each face, topped with a graphic representation of the memories they evoke.</p>	

Year 6 Spring Term

Ideas to Support Your Child's Learning at Home

Realism:

The realist movement began in France in the 1850s, after the 1848 Revolution. The main goal of realism was to depict the positives and negatives of everyday life.

Highlights/Shadows:

Highlights are created by using tints of colours to reflect the areas where light hits the object. **Shadows** are created by using shades of colours to show the areas where light is not hitting an object.

Negative Image:

A negative image is created by first darkening an entire canvas before using a complimentary colour to create an image.

Underpainting:

Underpainting is an initial layer of paint applied to a canvas, which serves as a base for subsequent layers of paint. Underpaintings are often monochromatic and help to define color values for later painting.

Talk about our key vocabulary at home.



Visit the Walker Art Gallery to view the collection of still life artworks including 'A mixed bunch' by Teresa Copnall.

Year 6 Spring Term

Ideas to Support Your Child's Learning at Home



Support your child to create a still life work of art. Follow the link below for a step-by-step guide to a still life art project:

<https://www.samanthasbell.com/drawing-a-still-life/>

Work with your child to create a piece of artwork, applying their newly developed skills.

Support your child to create a 3D sculpture before reflecting their creation in a 2D drawing. Follow the link below for inspiration:

https://naea.digication.com/erinevans/Lesson_1/published



Year 6: Summer Term

Photography

Lesson	Outline	Outcome
<p>Painting: Impressionism</p>	<p>Children are given one sixth of 'The Japanese Footbridge' by Claude Monet as a vertical strip, to accurately draw what they see on their fraction of the painting. Children then practise mixing and applying paint to match the original.</p>	
<p>Photomontage</p>	<p>Children are shown the work of different photomontage artists to see the effects that can be created before crafting their own photomontage.</p>	
<p>Truism</p>	<p>After exploring the idea of truism and learning about the work of Jenny Holzer, children create their own piece of art by matching a truism with a powerful photograph to mirror its message.</p>	

<p>Macro Photography</p>	<p>Focusing on the work of Edward Weston, children observe the abstract-looking images created through macro photography.</p>	
<p>Self Portraits</p>	<p>After exploring self-portraits over time, children use photography to create a contemporary self-portrait.</p>	
<p>Expressions in Photography</p>	<p>Children explore 'The Scream' by Edvard Munch, before recreating the image by adding an expressive self-portrait photograph to a background created in another medium.</p>	

Year 6 Summer Term

Ideas to Support Your Child's Learning at Home

Photomontage:

Photomontage is the process and the result of making a composite photograph by cutting, gluing, rearranging and overlapping two or more photographs into a new image.

Opacity:

Opacity refers to a lack of transparency in material (light cannot pass through) or meaning (the meaning is unclear).

Monochromatic/Polychromatic:

Monochromatic photography uses just one colour. By picking different shades of the same color, you can highlight different areas of a photograph.

Polychromatic photography involves the use of multiple colours.

Saturation/Desaturation:

In photography the term **saturation** describes the depth or intensity of color present within an image.

Desaturation is a term used to describe color that is less than saturated, color that has been dulled down.

Talk about our key vocabulary at home.



Visit the Open Eye Gallery; a gallery dedicated to photography and related media.

Year 6 Summer Term

Ideas to Support Your Child's Learning at Home



Support your child to experiment with the art of photography. Follow the link below for a range of photography projects:

<https://expertphotography.com/7-fun-photography-projects-children/>

Work with your child to create a piece of artwork, applying their newly developed skills.

Support your child to undertake a digital media and art project. Follow the link below for inspiration:

<https://www.tts-group.co.uk/blog/2017/07/25/art-illustration-and-photography.html>

