



## Year Six

### Key Stage Two Elements of Art Vocabulary

<u>Colour</u>	<u>Line</u>	<u>Tone</u>	<u>Pattern and Texture</u>	<u>Shape and Form</u>
Warm	Broad	Sombre	Drop	Scale
Cold/cool	Narrow	Bleached	Uniform	Spherical
Luminous	Horizontal	Powerful	Geometric	Organic
Vivid	Vertical	Dark	Symmetric	Positive
Contrasting	Outline	Crisp	Motif	Negative
Murky	Geometric	Stark	Irregular	
Radiant	Angular	Blended	Dots	
Vibrant	Fluent		lines	
Intense	Confident			
Deep	Powerful			

### Art Skills Vocabulary

#### Drawing:

tints, tones, shades, texture, perspective, horizon, composition, scale, foreground, middle ground, background, focal point, scale, expression, viewfinder

#### Painting:

Layering, backwash, watercolour, ratio, atmosphere, light effects, hue, neutral, complementary, contrasting, tertiary, translucent, analogous

#### Mixed Media

mono-print, layer, relief print, overlay, block printing, mono-printing, stencils, repeating patterns, surface, pressure, rub, impressed, lino, rotation, symmetrical, Other skills: knitting, weaving, weft, warp, stitching, sewing, appliqué, rip, tear

#### Sculpture:

kneading, pressing, joining, combining, cutting, adapting, modelling, moulding, attaching, fixing, secure, flimsy, coil, pinch



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	<u>Disciplinary Knowledge</u> Big Ideas in Art Develop and share ideas through the form of a thought provoking question. Curiously of the world		<u>Practical Knowledge</u> Elements and style of Art Skill, approach		<u>Artistic links</u>	
<p><b><u>Autumn/Ongoing Colour and Style</u></b></p> <p>This project revisits learning about colour theory, including primary, secondary, tertiary, complementary, analogous, warm and cool colours, hues, tints, shades and tones. They learn about the use of colour in four art movements before using this knowledge to create a painting with personal meaning.</p> <p>This project can be taught at the start of the school year, with sessions being revisited throughout the year as necessary to reinforce an understanding of colour and colour mixing.</p>	<p>What is a tone?</p>	<p>A tone is a colour mixed with grey. The colour stays the same, only less vibrant</p>	<p><b><u>Elements of Art</u></b></p> <p>Colour</p> <p><b><u>Vocab</u></b></p> <p>Tone Tint Horizontal</p>	<p><b><u>Art Skills</u></b></p> <p>Painting Drawing</p> <p><b><u>Technique</u></b></p> <p>Colour mixing Mark making</p>	<p>A tint is a colour mixed with white, which increases lightness, and a shade is a colour mixed with black, which increases darkness.</p> <p>A tone is a colour mixed with grey. The colour stays the same, only less vibrant.</p> <p>Landscape artists include Claude Monet, Peter Graham, Max Liebermann, Robert Spencer and Joseph Mallord William Turner</p>	



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<p><b>Autumn</b>  <b><u>Drawing, painting</u></b>  <b><u>Distortion and abstraction</u></b></p> <p>This project teaches about the concepts of abstraction and distortion. They study the visual characteristics of abstraction and create a musically-inspired, abstract painting.</p>	<p>Does art represent an reaction to an event or events?</p>	<p>Artists use distortion or abstraction to convey feelings and moods rather than to realistically represent things.</p>	<p><b><u>Elements of Art</u></b>          Shape and form          colour</p> <p><b><u>Vocab</u></b>          Distortion          Warping          Orphism style.</p>	<p><b><u>Art skills</u></b>          Drawing          Painting</p> <p><b><u>Technique</u></b>          Trace          Water colour</p>	<p><b>Picasso</b>  <b>Guernica by Pablo Picasso</b>  <a href="http://www.bbc.com/reel/video/p0515qql/a-cheat-s-guide-to-picasso-s-guernica">www.bbc.com/reel/video/p0515qql/a-cheat-s-guide-to-picasso-s-guernica</a></p> <p><b>Sonia Delaunay, 1914</b>  <b>Robert Delaunay</b></p> <p><b><u>Staff CPD</u></b>  <a href="http://www.tate.org.uk/art/artists/sonia-delaunay-993">www.tate.org.uk/art/artists/sonia-delaunay-993</a>          Perspective is the representation of 3-D objects on a 2-D surface. Abstraction refers to art that doesn't depict the world realistically. Figurative art is modern art that shows a strong connection to the real world, especially people. Conceptual art is art where the idea or concept behind the piece is more important than the look of the final piece          Artists use distortion or abstraction to convey feelings and moods rather than to realistically represent things. Distortion (or warping) is the alteration of the original shape (or another characteristic) of</p>	
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					something. In the art world, a distortion is any change made by an artist to the shape, size or visual character of a form to express an idea, convey a feeling or enhance visual impact..	
<p><b><u>Spring Inuit Drawing and sculpture</u></b> This project teaches children about the Inuit way of life, including some of their cultural and artistic traditions.</p>	<p>What has influenced art across cultures and throughout History?</p>	<p>The history of art has mirrored human development. Thought culture belief environment and civilisation</p>	<p><b><u>Elements of Art</u></b> Shape and form Line Colour Pattern and texture</p> <p><b><u>Vocab</u></b> Mood board Montage</p>	<p><b><u>Art skills</u></b> Drawing Sculpture</p> <p><b><u>Techniques</u></b> Cut Carve Shape smooth</p>	<p>Jessie Oonark, Karoo Ashevak, David Ruben Piqtoukun, Lucy Tasseor Tutsweetak and Pitseolak Ashoona</p> <p>In conceptual art, the idea or concept behind a piece of art is more important than the look of the final piece.</p>	
<p><b><u>Summer Drawing/painting/mixed media</u></b> <b><u>Trailblazers, barrier breakers</u></b>  This project teaches children about significant black artists and their work, and provides opportunities to analyse and create</p>	<p>How does art affect social, political or moral issues?</p>	<p>The development of art has mirrored human experiences</p> <p>A mood board is an arrangement of images, materials, text and pictures that</p>	<p><b><u>Elements of art.</u></b> Colour Line form texture pattern</p> <p><b><u>Vocab</u></b> Artavist</p>	<p><b><u>Art skills</u></b> Painting Drawing Mixed media</p> <p>Explain the significance of different artworks from a range of times and cultures and use elements of these to</p>	<p><b><u>Artists, Artistic movements</u></b> Significant black artists and their work, and provides opportunities to analyse and create artwork inspired by them</p> <p>Edmonia Lewis c1844–1907, Henry Ossawa Tanner 1859–1937, Augusta Savage 1892–1962, Gordon Parks 1912–2006, Elizabeth Catlett 1915–2012, Yinka Shonibare 1962–present,</p>	<p><b><u>Computing link</u></b> <b><u>Historical link</u></b> <b><u>Digital art link.</u></b></p>



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<p>artwork inspired by them.</p>		<p>can show ideas or concepts. A montage is a set of separate images that are related to each other and placed together to create a single image</p>		<p>create their own artworks.</p> <p><b>Techniques</b> Use colour palettes and characteristics of an artistic movement or artist in artwork. Perspective is the representation of 3-D objects on a 2-D surface.</p>	<p>Barbara Walker 1964–present, Hurvin Anderson 1965–present and Chris Ofili and Turgo Bastien, both 1968–present.</p> <p>Explain the significance of different artworks from a range of times and cultures and use elements of these to create their own artworks.</p> <p>Different artistic movements often use colour in a distinctive way. Expressionist artists use intense, non-naturalistic colours. Impressionist artists use complementary colours. Fauvist artists use flat areas or patches of colour. Naturalist artists use realistic colours.</p> <ul style="list-style-type: none"><li>•Abstraction refers to art that doesn't depict the world realistically. Figurative art is modern art that shows a strong connection to the real world, especially people. Conceptual art is art where the idea or concept behind the piece is more important than the look of the final piece.</li></ul>	
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Year 6 Art, Craft & Design Knowledge & Skills Progression		Main Progression targets that sequence year on year	
<p><b>Practical Skills</b>  <i>Become proficient in drawing, painting, sculpture and other art, craft, and design techniques</i></p>	<p><b>Drawing</b></p>	<p><b>Skill &amp; Control</b></p>	<p>Draw with increasing confidence developing their own personal style. They know how &amp; when to sketch and when to render more confident line, using a developing ability to skilfully control the outcomes. Learn how to describe form from several different light sources. Know and apply very basic one-point perspective.</p>
		<p><b>Medium</b></p>	<p>Pupils work in a range of media with increasing confidence (pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks and other materials. They have greater choice over what materials they should use, working to own strengths and personal tastes.</p>
		<p><b>Purpose</b></p>	<p>Learn styles of drawing &amp; how it is used; 1. graphic (<i>cartoon, graffiti, fashion etc.</i>) 2. realistic (<i>portrait, still life etc.</i>) 3. technical (<i>architecture, product design, plans, diagrams</i>) 4. Illustration (<i>books, magazines</i>) 5. Abstract 6. Sculptural (<i>3D, wire, card, architectural models</i>) 7. Digital (<i>using computers, tablets, film</i>) other materials.</p>
	<p><b>Painting &amp; Mixed Media</b></p>	<p><b>Skill &amp; Control</b></p>	<p>Pupils should have the skill now to control paint to work in different ways; precise and accurate when needed yet loose and instinctive when required. Pupil's painting should show a more confident ability to create 3D form, depth and distance using colour and tone. They should know different types of paint media and when to use them, they should be familiar with different papers and surfaces to paint on and be able to name them.</p>



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		<b><u>Techniques</u></b>	Paints from observation, describing different surfaces and textures forms using tone, line, texture, and colour to express mood and feeling. Pupils should be introduced to a range of different artists' work and painting styles. They are more confident at articulating which styles they prefer and why they like them.
		<b><u>Formal Elements</u></b>	<p>Colour: Colours should be mixed with care and sensitivity to show feeling and ideas. At this stage they should confidently mix secondary and tertiary colours, being able to control these to suit their own purpose. Understand colour relationships such as complimentary &amp; harmonious colours.</p> <p>Tone/Form: They can control paint to make things appear lighter and further away or with darker, more intense hues to bring them closer, such as when painting landscape. When painting 3D models and forms, they should be aware of the need to prepare the surface for paint &amp; apply paint carefully, thinking about effects &amp; detail. Line/Shape: Uses line with confidence to represent own ideas and compositions. Pattern/Texture: Understands how to apply pattern and texture with confidence to decorate or embellish paintings.</p>
		<b><u>Design</u></b>	Increasingly challenging opportunities to design and make art for different purposes, such as buildings, magazines, logos, digital media, textiles, fashion, and interior design for example. To solve design problems, to invent, create or imagine and see clear links to how this works in the creative industries.
		<b><u>Craft</u></b>	Pupils could gain experience in using collage as an art form; they might explore crafts such as embroidery, sewing, appliqué knitting, felt, weaving, jewellery, batik, pattern, modelling etc.



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	<p><b><u>Other Materials</u></b></p>	<p>Printing Pupils develop more complex mono printing, block printing, relief printing etc. to create artwork that might be singular images or patterns. They use more complex printing blocks with mathematical and visual precision.</p> <p>3D sculpture Design and make more complex Forms in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials, understanding how to finish and present their work to a good standard.</p> <p>Digital: Produce more complex digital art using computers, drawing &amp; painting programmes, vector drawing &amp; photo manipulation for example.</p>
<p><b><u>Creativity</u></b>  <i>Explore ideas, invent, imagine, problem solve</i></p>	<p><b><u>Sketchbooks</u></b></p>	<p>Experiment with techniques in sketchbooks to see what works and what doesn't. They label these experiments for their own learning and record keeping. Sketchbooks are used to practice and try out ideas &amp; techniques. Record observations and research of artists and themes. Use a sketchbook for a range of purposes, pleasure, thoughts, ideas &amp; expression so their sketchbook becomes a very personal space.</p>
	<p><b><u>Experiences, Imagination</u></b></p>	<p>Use materials with increasing spontaneity and confidence, experimenting and taking risks over choices of media</p>
	<p><b><u>Develop Ideas</u></b></p>	<p>Make art from nature, their environment, still life or from photos they have taken. Make art from their aspirations for their future and the future of others, their fears, hopes and dreams for themselves and the world they live in.</p>
<p><b><u>Theoretical knowledge</u></b>  <i>Artists, craft makers designers          Timeline/experiences/stories about</i></p>	<p><b><u>Learn about artists, craftspeople, architects, &amp; designers</u></b></p>	<p>Study significant works of art using the following method:</p> <ul style="list-style-type: none"> <li>• <i>Content</i> – Describe the art. What social, historical factors affect the work?</li> <li>• <i>Process</i> – When &amp; how was the work made? What materials &amp; techniques are used?</li> <li>• <i>Formal elements</i> – line, tone, colour, shape, form, composition, pattern, texture.</li> </ul>



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<p><i>Artists, Craft &amp; Designers.</i> <i>Learn how artists use formal elements</i></p>		<ul style="list-style-type: none"> <li>• <i>Mood</i> – what emotions does the work convey?</li> </ul> <p>Applying: Make studies of artist’s work to learn the techniques &amp; processes used. Use some of what they have learned from their artist’s studies to produce original work.</p>
<p><b><u>Big Questions</u></b> <i>Reflection leads to personal development</i>  <i>Evaluate and Analyse own &amp; others work</i>  <i>Curiosity of the world</i></p>	<p><b><u>Increasing understanding of art purpose &amp; intention</u></b></p>	<p>They should develop greater knowledge about the role of art in society, the many vocations that can be gained through art and its importance to the UK economy.</p>
	<p><b><u>Awareness of choices &amp; decisions</u></b></p>	<p>Understand that the making process is very difficult and so pupils should know that they should not be too self-critical or compare their work to others at their own expense. They should try to fairly appraise their own work and others work and understand how to improve it, accepting criticism of other pupils. They should know that most artists struggle with this and that it is a vital part of the art process.</p>