




Year 6 Art and Design Curriculum Progression			
	Autumn	Spring Spring 2 – DT project Textiles CAD	Summer
<b>Topic</b>	<b>Sculpture</b>	<b>Study of artists work/ collage masks</b>	<b>Digital Media/ Colour</b>
<b>Artist studied</b>	<b>Anthony Gormley and Mayan Masks</b> 	<b>Rousseau</b> <b>Linked to Evolution</b> 	<b>Richard Barnden</b> 'Underwater Photographer of the Year 2019' 
<b>Prior knowledge</b>	Children in LKS2 have experimented with sculpture of human forms. They have experimented with clay and developed their use of detail on a piece.	Children have developed drawing skills in every key stage. They have experimented with a range of different tones using graded pencils and media and have increased their use of detail in drawings.	Children are able to research and record ideas using digital media. Children can experiment with shades and tones of colour.
<b>Prior skills</b>	<b>Sculpture</b> Develop confidence working with clay adding greater detail and texture Add colour once clay is dried Investigate ways of joining clay Introduce 'modroc' Create work on a larger scale as a group Use pipe cleaners/wire to create sculptures of human forms	<b>Collage Linked to D&amp;T unit</b> Create a collage using fabric as a base Develop individual and group collages, working on a range of scales Use a range of stimulus for collage work, trying to think of more abstract ways of showing views  <b>Drawing</b> Use sketchbooks to record drawings from observation Experiment with different tones using graded pencils Include increased detail within work Draw on a range of scales Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink) Use a variety of brushes and experiment with ways of marking with them Develop shadows	<b>Colour</b> Mix and match colours (create palettes to match images) Lighten and darken tones using black and white Begin to experiment with colour to create more abstract colour palettes Experiment with watercolour, exploring intensity of colour to develop shades Explore complementary and opposing colours in creating patterns  <b>Digital Media</b> Explore ideas using digital sources i.e. internet, iPads Record, collect and store visual information digitally Present recorded visual images using software e.g. Photostory, Powerpoint Use a graphics package to create images and effects with lines, shapes, colours and textures to manipulate and create images.
	<b>Creating ideas</b> Engage in open ended research and exploration in the process of initiating and developing their own personal ideas Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.  <b>Evaluating &amp; Exploring Ideas</b> Regularly analyse and reflect on their progress taking account of what they hoped to achieve.  <b>Knowledge and Understanding</b> Research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions. Know how to describe the processes they are using and how they hope to achieve high quality outcomes		
<b>Vocabulary</b>	Terracotta Soldier Muscle Ancient Detail Form Shape	Impressionist Influence Technique Tone Shade Shape Palette Bright Bold Pattern	Photographer Portfolio Exhibition Passion Palette Technique
<b>Statutory requirements</b>	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 – clay To learn about great artists, architects and designers in history	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 – clay To learn about great artists, architects and designers in history	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 –painting- acrylic and watercolour To learn about great artists, architects and designers in history

<b>Skills covered</b>	<p><b>Sculpture-Terracotta Army</b>          Create human forms showing movement          Design and create sculpture, both small and large scale          Use wires to create malleable forms          Build upon wire to create forms which can then be padded out (e.g. with newspaper) and covered (e.g. with modroc)</p>	<p><b>Artist Study</b>          Learn about artists in history          Children to complete artist studies and focus on some of their work.          To improve their mastery of art and design techniques, focussing on drawing using a range of different materials          To use sketchbooks to record observations and use them to revisit and review ideas</p> <p><b>Drawing/ Mark making</b>          Use first hand observations using different viewpoints, developing more abstract representations          Use perspective, fore/back and middle ground Confidently.          Investigate proportions          Use a range of mediums on a range of backgrounds</p> <p><b>Mayan Masks (D&amp;T)</b>          Make masks from a range of cultures and traditions</p>	<p><b>Working with colour</b>          Explore acrylic paint          Develop watercolour techniques          Mark make with paint          Develop fine brush strokes          Develop confidence using limited colour palettes</p> <p><b>Photography/ Digital Media</b>          Explore ideas using digital sources i.e. internet, iPads          Record, collect and store visual information digitally          To improve their mastery of art and design techniques</p>
	<p><b>Creating Ideas</b>          Independently develop a range of ideas which show curiosity, imagination and originality          Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. (for instance. Sketchbooks will show in advance how work will be produced and how the qualities of materials will be used)</p> <p><b>Evaluating &amp; Exploring Ideas</b>          Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work</p> <p><b>Knowledge and Understanding</b>          Know how to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked.          Know about the technical vocabulary and techniques for modifying the qualities of different materials and processes.</p>		
<b>Key performance indicators</b>	<p>I can manipulate clay to create a sculpture that represents the human form          I can name some of the most famous pieces of sculpture produced by Anthony Gormley</p>	<p>I can remember the title of 3 pieces of artwork completed by Rousseau          I can create my own drawing in the impressionist style</p>	<p>I can create a piece of art work using limited colour palettes          I can paint using different medias using fine brush strokes          I can explore acrylic paint and the texture it produces.</p>