



Ferndale Primary and Nursery School

Art and Design: Year 6

<p>Drawing</p> <ul style="list-style-type: none"> -can work in a sustained and independent way - can develop their own style through the development of line, tone, texture, pattern -can develop own style through tonal contrast and mixed media -uses different techniques f e.g shading, hatching -adapts work and can describe how they might develop it further - has developed perspective in their work using a single focal point and horizon - has developed an awareness of composition, scale and proportion - identifies modifications/changes and see how they can be developed further -has explored a range of great artists, architects and designers in history - produces more accurate drawings of people - can observe and use a variety 	<p>Painting-works in a sustained and independent way</p> <ul style="list-style-type: none"> - is developing their own style through use of colour, tone, shade -purposely controls the types of mark made -experiments with different effects and textures including colour blocking, washes -mixes colour, shades, tone with confidence -can identify artists who have worked in a similar way -can control and experiment with particular qualities of tone, shade, hue, mood - considers colour for different purposes -can independently choose materials for a purpose e.g. brush size, paper -considers an artist's use of colour application of it 	<p>Printmaking- -develops ideas from a range of resources</p> <ul style="list-style-type: none"> -can see positive and negative shapes -is developing their own style using tonal contrast and mixed media -uses shape to create patterns -creates own abstract patterns for a purpose e.g. wallpaper, clothes, book covers - has looked at a variety of artists' creation of pattern and discuss effect 	<p>Sculpture 3D- -has experienced rigid and malleable materials</p> <ul style="list-style-type: none"> -works in a safe organised way, caring for equipment -secures work to continue at a later date -models and develops work through a combination of pinch, slab and coils -works around armatures or over constructed foundations -understands the different ways to finish work-glaze, paint, polish -has explored working in relief or freestanding work -recognises sculptural forms in the environment e.g. furniture, buildings -plans how to join parts of a sculpture -confidently carves a simple form -makes jewellery -uses ideas from observation and imagination 	<p>Textiles- -uses a number of different stitches creatively to produce different patterns and textures</p> <ul style="list-style-type: none"> -works in 2d and 3d -can design, plan, and decorate a piece of fabric -recognises different forms of textiles -can use layering and overlapping 	<p>Collage- -has experience in embellishing to complete a piece of work</p> <ul style="list-style-type: none"> -applique: uses drawings, sticking, weaving, layering -can work collaboratively on a large scale 	<p>Digital Media- -explore ideas using digital sources to explore modern and traditional artists and their work</p> <ul style="list-style-type: none"> -record visual information digitally -use a simple graphics package to create images and effects with lines, shapes, colour, texture -uses digital software to manipulate photos, zoom in and out, change colours
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<p>of techniques to show the effect of light on people e.g. a rubber to lighten, pencil to show tone - uses a variety of techniques to show the texture of a surface e.g mark making, paint - produces more detailed preparatory sketches -can work on a variety of scales collaboratively A2/outside</p>						
Language Enrichment	First Hand Experiences		Purpose / Life Skills		Previous Knowledge	
<p>Appraising pieces of art work</p> <p>Peer: Peer appraising and reflecting on improving pieces together</p> <p>Observation, Lines, Marks, Tone, Form, Texture, patterns, shapes within a drawing, contrast, shading, hatching, blending, composition,</p>	<p>Explore aboriginal artefacts and create aboriginal dot art</p> <p>Immersive poetry Lost Words</p> <p>Cheetah masks</p> <p>Harry potter trip and create wands and owls</p> <p>David Hockney landscapes</p> <p>Chinese ink blowing (Highwayman)</p> <p>Watercolour piece inspired by Letters from the lighthouse</p>		<p>Link to class themes of Uluru, Taranaki and Barrier Reef</p> <p>Link to evolution in science (cheetahs), Harry Potter topic (wands and owls), David Hockney (artist study), the Highwayman, lost words poetry.</p>		<p>Start developing own style</p> <p>Complete detailed drawings</p> <p>Using different lines for different purposes e.g. hatching</p> <p>Develop perspective and key elements of their work</p> <p>Show awareness of scale, composition and perspective</p> <p>Understand for/mid/background</p> <p>Review and modify work</p> <p>Explore ideas using digital sources</p> <p>Use environment and townscapes</p> <p>Select and choose materials for a specific outcome</p> <p>Can embellish work</p> <p>Plan a design and make it</p> <p>Work in a safe organised way</p> <p>Join materials</p> <p>Use a range of mono-printing techniques</p> <p>Confidently control marks made</p> <p>Explore use of texture in colour</p>	



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perspective, horizon,
scale, foreground,
middle ground,
background

