

Year 6

Statutory requirements (National Curriculum)	Leighton Essentials (skills)	Suggested activities Autumn Spring Summer
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> □ 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 	<p><u>Drawing</u></p> <p>To be able to demonstrate the illusion of depth using line, tone and hatching.</p> <p>To draw using a range of media To look closely during observational drawing.</p> <p>To create the illusion of depth using different tones, white and black with charcoal, chalk and pastel with increasing skill.</p> <p>To use viewing frames to focus on detail. To compose pictures with foreground and background, applying skills of perspective.</p> <p><u>Painting</u></p> <p>To be able to mix any colour needed without help. Learn how to apply paint with increasing control and choose the correct brush size, use different types of paint for effects.</p> <p><u>Sculpture</u></p> <p>Combine wire sculpture and papier mache to create a more robust piece. Embellish with a variety of material in an appropriate way.</p>	<p>Autumn</p> <p>WWII art - show chn illustrations from Rose Blanche. Discuss use of a 'pop' of colour to make an item stand out.</p> <p>Chn sketch a poignant image from the text or create their own, depending on ability.</p> <p>Discuss pencil techniques and shading with chn. Use different pencil types to create tones.</p> <p>Spring</p> <p>Andy Warhol - focus on printing techniques using blotted line.</p> <p>Look at the use of colour and which colour compliment and contrast.</p> <p>Chn use water colour and water colour pencils.</p> <p>Summer - Louis Masai</p> <p>Children to explore the use of scale/proportion/alignment/symmetry when drawing animals.</p>

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		<p>Children to practice drawing lines and shapes to extend into recognisable features.</p> <p>Children are to choose to sketch either the butterfly, seal or heron using lines and shape to extend into recognisable features. Once sketched, they can explore using different medias and colours to add colour.</p>
<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p><u>Colour</u></p> <p>To use black and white to make different tones of one colour .to be able to mix 3 different colours to make a colour e.g. flesh tones</p> <p><u>Pattern</u></p> <p>Combine stitches and sewing techniques to create a product. Embellish using different stitches or with design on binca. Weave a background and embellish with collage and or stitching.</p> <p><u>Texture</u></p> <p>To explore how to layer materials and to create different effect. How to create tone by layering and cut with more accuracy.</p> <p>To use different materials to create different effects , including the use of</p>	<p>Spring</p> <p>Andy Warhol - Look at the use of colour and which colour compliment and contrast.</p> <p>Summer - Louis Masai</p> <p>Children to explore using different types of media within each session to develop texture/layering effect.</p> <p>Children to use pattern and colour to create patchwork art in the style of Louis Masai.</p> <p>Chn to use spray paint using templates in the style of Louis Masai. Children are to use complimentary, bright and opposite colours to make their work stand out.</p> <p>Media types to be evaluated.</p>

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	<p>fabric. To have increasing control of cutting techniques.</p> <p>To use a combination of all printing techniques to create a design. To use increasing skill to create more intricate blocks.</p> <p><u>Line, Shape and Form</u></p> <p>To use precise skills of cutting, layering etc. to create collages using a range of fabrics and materials .</p> <p>To select and apply collage techniques appropriately to satisfy artistic expression.</p>	
<p>· about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making</p> <p>□ about great artists, architects and designers in history.</p>		<p>Spring Andy Warhol</p> <p>Summer - Louis Masai</p> <p>Chn are to be given time to explore Louis Masai's projects based on raising awareness for loss of habitat and endangered creatures:</p> <ul style="list-style-type: none"> • The Art Of Beeing • Endangered 13

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		<p>Children are to research and explore Louis Masai's artistic skills and record their findings creatively.</p> <p>Skills include:</p> <ul style="list-style-type: none">• Sketching whole or part of a painting• Annotating techniques• Using large blocks of colour to create patchwork effects• Types of media used within his paintings (spray paint, acrylic paint, fine tipped pens). <p>Chn are to form opinions on his artwork, what do/don't they like and why?</p>
<p><u>Throughout the Year</u></p> <p>To positively evaluate their own work and others whilst identifying areas for improvement using correct artistic terms.</p> <p>To make sensitive evaluations of their own work and that of others using appropriate artistic language.</p> <p>Provide frequent opportunities to discuss art works brought into the classroom.</p> <p>Express likes and dislikes and give reasons why encourage written evaluations of their thoughts and feelings.</p> <p>Provide opportunities for children to comment on their own work and that of others. Encourage positive comments and also suggestions for further improvements.</p> <p>Encourage correct use of vocabulary.</p> <p>Encourage written evaluations of their work and others.</p>		