

Class: Year 6

Unit	WTS	EXS	GDS
<p>Aut 1/2 Unit title: Craft and Design – Photo Opportunity</p>	<p><u>National Curriculum coverage</u></p> <ul style="list-style-type: none"> - Explain how a new image can be created using a combination of other images - Understand what photomontage is and recognise how artists use photography - Select relevant images and cut them with confidence and a level of control - Demonstrate a competent knowledge of effective composition, discussing their ideas - Use recording devices and available software with confidence - Demonstrate a confident understanding of Edward Weston’s style through their artistic choices - Discuss the features of a design, e.g. explaining what is effective about a composition - Select a suitable range of props, considering the design brief and their initial ideas - Use the viewfinder to set up an effective composition, thinking about the scale and positioning of objects - Use editing software to change their image, reflecting an artist’s style - Choose a suitable painting and suggest appropriate ways to recreate it photographically with props - Set up a composition and think about a space that will provide good lighting levels - Take a portrait that is focused and appropriately framed - Draw an accurately measured grid, with some support, understanding how it can support them with their drawing - Use the grid to translate a photograph to a drawn image that is mostly correctly proportioned - Create a final painting or drawing with tonal differences that create a photo-realistic effect 	<p><u>Key artistic skills</u></p> <p>Generating ideas:</p> <ul style="list-style-type: none"> - Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes <p>Using sketchbooks:</p> <ul style="list-style-type: none"> - Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks <p>Making skills:</p> <ul style="list-style-type: none"> - Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently <p>Knowledge of artists:</p> <ul style="list-style-type: none"> - Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work - Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces - Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> - Give reasoned evaluations of their own and others’ work which takes account of context and intention - Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way - Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work 	
<p>Spr 1/2 Unit title: Sculpture and 3D – Making Memories</p>	<p><u>National Curriculum coverage</u></p> <ul style="list-style-type: none"> - Discuss the work of artists that appreciate different artistic styles - Create a sculpture to express themselves in a literal or symbolic way - Reflect verbally or in writing about creative decisions - Suggest ways to represent memories through imagery, shapes and colours - Draw a composition of shapes developed from initial ideas to form a plan for a sculpture - Competently use scissors to cut shapes accurately. - Talk about artists’ work and explain what they might use in their own work - Produce a clear sketchbook idea for a sculpture, including written notes and drawings to show their methods and materials needed - Successfully translate plans to a 3D sculpture - Work mostly independently, experimenting and trying new things - Identify and make improvements to their work - Produce a completed sculpture demonstrating experimentation, originality and technical competence - Competently reflect on successes and personal development 	<p><u>Key artistic skills</u></p> <p>Generating ideas:</p> <ul style="list-style-type: none"> - Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes <p>Using sketchbooks:</p> <ul style="list-style-type: none"> - Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks <p>Making skills:</p> <ul style="list-style-type: none"> - Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently - Combine materials and techniques appropriate to fit with ideas - Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art <p>Knowledge of artists:</p> <ul style="list-style-type: none"> - Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work - Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces 	

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<p>Sum 1/2 Unit title: Drawing – Expressing Ideas</p>	<p><u>National Curriculum coverage</u></p> <ul style="list-style-type: none"> - Identify key features of street art and murals. - Discuss the intention and impact of street art. - Use various shading techniques to show texture, tone, form and depth. - Apply one point perspective in their work. - Enlarge a drawing by scaling using an accurately drawn grid. - Show an understanding of perspective, scale and proportion with a level of accuracy across their design. - Choose appropriate materials for their design and explain their choices and intention. - Use space effectively to enhance visual impact of their graffiti tag. 	<p><u>Key artistic skills</u></p> <p>Generating ideas:</p> <ul style="list-style-type: none"> - Drawing upon their experience of creative work and their research to develop their own starting points for creative outcomes. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> - Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. <p>Making skills:</p> <ul style="list-style-type: none"> - Creating expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. - Combining materials and techniques appropriately to fit with ideas. - Working in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> - Describing, interpreting and evaluating the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> - Giving reasoned evaluations of their own and others' work which takes account of context and intention. - Discussing how art is sometimes used to communicate social, political, or environmental views. - Explaining how art can be created to cause reaction and impact and being able to consider why an artist chooses to use art in this way. - Independently using their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.