

## Art Progression Map – Year 6

Term	Autumn 1	Summer 1	Summer 2
Topic	Imagination	Portraits	Still Life
Outcome	Collage	Sculpture	Printing
Learning Objective (from DC Pro)	<p>I can explain how my own personal style of work has been influenced by a famous artist.</p> <p>I can make a record about styles and qualities in my work.</p> <p>I can use software packages to create pieces of digital art and design.</p> <p>I can explain why I have used different tools to create art.</p>	<p>I can explain how my own personal style of work has been influenced by a famous artist.</p> <p>I can make a record about styles and qualities in my work.</p> <p>I can compare my methods with those of others and keep detailed notes and quotes in my sketch book.</p> <p>I keep notes and quotations in my sketchbook to adapt and refine my work and use graphic and text-based research (e.g. magazines) to influence my layout.</p> <p>I can communicate emotions and a sense of self with accuracy and imagination.</p> <p>I can explain why I have chosen specific drawing techniques to create my drawings and paintings.</p> <p>I can explain why I have used different tools to create art.</p>	<p>I can explain how my own personal style of work has been influenced by a famous artist.</p> <p>I can make a record about styles and qualities in my work.</p> <p>I can compare my methods with those of others and keep detailed notes and quotes in my sketch book.</p> <p>I keep notes and quotations in my sketchbook to adapt and refine my work and use graphic and text-based research (e.g. magazines) to influence my layout.</p> <p>I can explain why I have chosen specific drawing techniques to create my drawings and paintings.</p> <p>I can explain why I have used different tools to create art.</p>



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	<b>Generating Ideas</b> Sketchbooks <ul style="list-style-type: none"> <li>• Developing and discuss ideas through sketches</li> <li>• Make personal investigations of interests and record observations in sketchbooks</li> </ul> Inspiration from others <ul style="list-style-type: none"> <li>• Developing personal, imaginative responses to a Theme</li> </ul> Creating Original Artwork <ul style="list-style-type: none"> <li>• Expressing ideas about art through messages, graphics, text and images</li> </ul> <b>Making</b>  Drawing <ul style="list-style-type: none"> <li>• Sketching methods</li> </ul> Materials <ul style="list-style-type: none"> <li>• Creating photomontages, focussing on composition</li> <li>• Creating digital art using photography to create abstract and self-portrait pieces</li> </ul> Evaluation <ul style="list-style-type: none"> <li>• Giving reasoned evaluations of both their own and others’ work which takes account of the starting points, intentions and context behind the work</li> <li>• Using the language of art with greater sophistication to discuss art</li> </ul>	<b>Generating Ideas</b> Sketchbooks <ul style="list-style-type: none"> <li>• Developing and discuss ideas through sketches</li> <li>• Make personal investigations of interests and record observations in sketchbooks</li> </ul> Inspiration from others <ul style="list-style-type: none"> <li>• Record experiments with various media and try out techniques and processes in sketchbooks before applying them</li> </ul> Inspiration from others <ul style="list-style-type: none"> <li>• Learning ways that artists represent their ideas through painting</li> <li>• Developing personal, imaginative responses to a theme</li> </ul> <b>Making</b> Drawing <ul style="list-style-type: none"> <li>• Creating detailed portraits</li> <li>• Developing the continuous line technique</li> <li>• Drawing for expression</li> </ul> Craft <ul style="list-style-type: none"> <li>• Expressing an idea or emotion through 3D clay sculpture</li> <li>• Creating 3D sculptural forms for a purpose</li> </ul> <b>Evaluation</b> <ul style="list-style-type: none"> <li>• Giving reasoned evaluations of both their own and others’ work which takes account of the starting points, intentions and context behind the work</li> <li>• Using the language of art with greater sophistication to discuss art</li> </ul>	<b>Generating Ideas</b> Sketchbooks <ul style="list-style-type: none"> <li>• Developing and discuss ideas through sketches</li> <li>• Make personal investigations of interests and record observations in sketchbooks</li> </ul> Inspiration from others <ul style="list-style-type: none"> <li>• Record experiments with various media and try out techniques and processes in sketchbooks before applying them</li> </ul> Inspiration from others <ul style="list-style-type: none"> <li>• Developing personal, imaginative responses to a theme</li> </ul> Creating Original Artwork <ul style="list-style-type: none"> <li>• Producing personal interpretations of cherished objects</li> <li>• Expressing their own ideas and feelings through pattern</li> </ul> <b>Making</b> Drawing <ul style="list-style-type: none"> <li>• Sketching methods</li> <li>• Chiaroscuro techniques</li> <li>• Still life using charcoal</li> <li>• Drawing using a negative medium, identifying areas of light and dark</li> </ul> Colour <ul style="list-style-type: none"> <li>• Developing colour mixing and tonal shading with colour</li> <li>• Painting in an impressionist style</li> </ul> Painting <ul style="list-style-type: none"> <li>• Further improving skill and control when painting</li> <li>• Creating tonal paintings</li> </ul> Materials <ul style="list-style-type: none"> <li>• Using polyprint tiles to create repeating printed patterns</li> </ul> Pattern <ul style="list-style-type: none"> <li>• Using knowledge and understanding of patterns to represent feelings and emotions</li> <li>• Extending and articulating their knowledge of pattern from multiple sources to create sophisticated original artwork</li> </ul> <b>Evaluation</b> <ul style="list-style-type: none"> <li>• Giving reasoned evaluations of both their own and others’ work which takes account of the starting points, intentions and context behind the work</li> <li>• Using the language of art with greater sophistication to discuss art</li> </ul>

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<p>Key Learning/ Technical Knowledge (Sticky knowledge)</p>	<p><b>Formal elements</b></p> <p>Line</p> <ul style="list-style-type: none"> <li>• Developing continuous line drawing, developing control, expression, shape, form and detail</li> </ul> <p>Texture</p> <ul style="list-style-type: none"> <li>• Understand how artists manipulate materials to create texture in a range of artwork</li> </ul> <p><b>Knowledge of artists</b></p> <p>Learning about photomontage through the work of Hannah Hoch, Peter Kennard and Jerry Uelsmann</p> <p>Analysing the work of Edward Weston, children observe the abstract-looking images created through macro photography before creating their own in a similar style</p>	<p><b>Formal elements</b></p> <p>Form and space</p> <ul style="list-style-type: none"> <li>• Conveying, expressing and articulating a message or emotion through 3D sculpture</li> <li>• Analysing and evaluating an artists' use of form</li> </ul> <p>Line</p> <ul style="list-style-type: none"> <li>• Articulating their deepening knowledge of line to create portraits</li> </ul> <p>Tone</p> <ul style="list-style-type: none"> <li>• Deliberately manipulating tone to portray emotions - using 'halo' and 'chiaroscuro' techniques</li> <li>• Increasing awareness of how to use tone to describe light and shade, contrast and shadow</li> </ul> <p><b>Knowledge of artists</b></p> <p>Frida Kahlo</p> <p>Understanding how her life influenced her work. Learning how to represent emotion through art using her work as an example. Exploring symbolism.</p>	<p><b>Formal elements</b></p> <p>Colour</p> <ul style="list-style-type: none"> <li>• Selecting colours to accurately reflect objects in a still life composition</li> <li>• Expressing feelings, emotions and events through colour mixing</li> <li>• Recreating colours used by impressionist painters</li> </ul> <p>Form and space</p> <ul style="list-style-type: none"> <li>• Analysing and evaluating an artists' use of form</li> </ul> <p>Line</p> <ul style="list-style-type: none"> <li>• Developing continuous line drawing, developing control, expression, shape, form and detail</li> <li>• Adapting the techniques of other artists to create abstract drawings</li> </ul> <p>Shape</p> <ul style="list-style-type: none"> <li>• Sketching the key shapes objects from different angles when drawing still life</li> <li>• Imitating the techniques of other artists, they use simplified shapes and lines to create more abstract drawings</li> </ul> <p>Tone</p> <ul style="list-style-type: none"> <li>• Increasing awareness of how to use tone to describe light and shade, contrast and shadow</li> </ul> <p><b>Knowledge of artists</b></p> <p>Using Paul Cezanne's <i>Still Life with Apples</i>, Jaromir Funke's <i>Composition - glass and ball</i> and Ben Nicholson's <i>1946 (still life)</i> as inspiration for still life composition</p> <p>Using Paul Cezanne's <i>Still Life with Apples</i>, to develop ability to add colour effectively to still life. Researching and adopting the style.</p>
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## Art Progression Map – Year 6

Vocabulary	Contrast, crop (verb), digital, expression, lens, macro, photography, photomontage	Chiaroscuro, Composition, symbolism, Mexico, Tehuana, Indigenous, Culture, Self-Portrait, Surrealism, Symbolic, Realism, Naïve Folk Art, The Two Fridas, Oil-on-canvas, Polio, The Wounded Deer	Abstract art, chiaroscuro, composition, greyscale, hue, negative image, sketching, still life, underpainting
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