

# Bream C of E Primary School

Helping all children to become caring, confident and curious young people

**‘Be the best you can be; together we grow from acorns to oaks flourishing in God’s love’**

## **Art & Design Curriculum Skills Progression Document Year 6**

## Year 6

|        |                                                                                                                                                                                                                                                          |                                                                                                                                                                           |                                                                                                                                                            |                                                                                                                                                           |
|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 6 | <b>Self-Portrait - Lubaina Himid</b><br>Activist Art<br>                                                                                                                | <b>Local Link</b><br>Murals, Coleford (and other areas in FoD)<br>                      | <b>Local Link</b><br>Dean Heritage Museum - Cabinets of Curiosities<br> |                                                                                                                                                           |
|        | <b>Drawing</b><br><u>Make my voice heard</u><br>Graffiti/Guerilla Art/Maya Art<br>Banksy<br>                                                                            | <b>Sculpture and 3D</b><br><u>Making memories</u><br>Joseph Cornell (Art in Boxes)<br> |                                                                                                                                                            | <b>Craft and design</b><br><u>Photo opportunity</u><br>Hannah Hoch<br> |
|        | <b>Painting and mixed media</b><br><u>Artist study</u><br>Richard Brakenburgh<br>Frank Bowling<br>Lubaina Himid<br>Paula Rego<br>John Singer Sargent<br>Fiona Rae<br> |                                                                                                                                                                           |                                                                                                                                                            |                                                                                                                                                           |

| Progression of Knowledge                                                                                                                                                                                               |                                                                                                               |                                                                                            |                                                                               |                                                                                                                                                                                |                                                                                                                                        |                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| Colour                                                                                                                                                                                                                 | Form                                                                                                          | Shape                                                                                      | Line                                                                          | Pattern                                                                                                                                                                        | Texture                                                                                                                                | Tone                                                                                                |
| <p>A 'monochromatic' artwork uses tints and shades of just one colour.</p> <p>Colours can be symbolic and have meanings that vary according to your culture or background, e.g. red for danger or for celebration.</p> | <p>The surface textures created by different materials can help suggest form in two-dimensional art work.</p> | <p>How an understanding of shape and space can support creating effective composition.</p> | <p>How line is used beyond drawing and can be applied to other art forms.</p> | <p>Pattern can be created in many different ways, e.g. in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.</p> | <p>Applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.</p> | <p>That chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.</p> |

| Making skills (including formal elements) Methods, Techniques, Media and Materials Year 6 |                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Drawing</b></p> <p><b>Make my voice heard</b></p> <p>Pupils know how to:</p>        | <ul style="list-style-type: none"> <li>• Achieve the tonal technique called chiaroscuro.</li> <li>• Make handmade tools to draw with.</li> <li>• Use charcoal to create chiaroscuro effects.</li> <li>• To know gestural and expressive ways to make marks.</li> <li>• To know effects different materials make.</li> <li>• To know the effects created when drawing into different surfaces</li> </ul> |
| <b>Technical Vocabulary</b>                                                               | chiaroscuro, aesthetic, commissioned, expressive, gestural, interpretation, mural, symbolic, tone                                                                                                                                                                                                                                                                                                       |
| <b>Learning Objective</b>                                                                 | <ol style="list-style-type: none"> <li>1. Experimental mark making</li> <li>2. Symbolic imagery</li> <li>3. Chiaroscuro</li> <li>4. Street Art</li> <li>5. Powerful imagery</li> </ol>                                                                                                                                                                                                                  |

|                                                                                 |                                                                                                                                                                                                                                                                                                                                                     |
|---------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Painting &amp; Mixed Media</b><br><b>Artist study</b><br>Pupils know how to: | <ul style="list-style-type: none"> <li>• Use sketchbooks to research and present information.</li> <li>• Develop ideas into a plan for a final piece.</li> <li>• Make a personal response to the artwork of another artist.</li> <li>• Use different methods to analyse artwork such as drama, discussion and questioning.</li> </ul>               |
| <b>Technical Vocabulary</b>                                                     | abstract, analyse, evaluate, interpret, medium, mixed-media, narrative, respond, tableau.                                                                                                                                                                                                                                                           |
| <b>Learning Objective</b>                                                       | <ol style="list-style-type: none"> <li>1. David Hockney (Option 1) or Richard Brakenburg (Option 2)</li> <li>2. Paula Rego - The Dance</li> <li>3. John Singer Sargent - The Front Line</li> <li>4. Fiona Rae (Option 1) or Frank Bowling (Option 2)</li> <li>5. Lubiana Himid</li> <li>6. Research and planning</li> <li>7. Making art!</li> </ol> |

  

|                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Sculpture &amp; 3-D</b><br><b>Making memories</b><br>Pupils know how to: | <ul style="list-style-type: none"> <li>• Translate a 2D image into a 3D form.</li> <li>• Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping).</li> <li>• Manipulate cardboard to create different textures.</li> <li>• Make a cardboard relief sculpture.</li> <li>• Make visual notes to generate ideas for a final piece.</li> <li>• Translate ideas into sculptural forms.</li> </ul> |
| <b>Technical Vocabulary</b>                                                 | abstract, assemblage, composition, literal, manipulate, memory, relief, sculpture                                                                                                                                                                                                                                                                                                                                          |
| <b>Learning Objective</b>                                                   | <ol style="list-style-type: none"> <li>1. Exploring self</li> <li>2. Relief sculptures</li> <li>3. Memory museum</li> <li>4. Memory sculpture</li> <li>5. Complete and reflect</li> </ol>                                                                                                                                                                                                                                  |

|                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Craft &amp; Design</b><br/><b>Photo Opportunity</b></p> <p>Pupils know how to:</p> | <ul style="list-style-type: none"> <li>• Create a photomontage.</li> <li>• Create artwork for a design brief.</li> <li>• Use a camera or tablet for photography.</li> <li>• Identify the parts of a camera.</li> <li>• Take a macro photo, choosing an interesting composition.</li> <li>• Manipulate a photograph using photo editing tools.</li> <li>• Use drama and props to recreate imagery.</li> <li>• Take a portrait photograph.</li> <li>• Use a grid method to copy a photograph into a drawing.</li> </ul> <p><b><u>Pupils know:</u></b></p> <ul style="list-style-type: none"> <li>• How different materials can be used to produce photorealistic artwork.</li> <li>• That macro photography is showing a subject as larger than it is in real life.</li> </ul> |
| <b>Technical Vocabulary</b>                                                              | arrangement, digital, layout, macro, monochrome, photography, photomontage, photorealism, prop, saturation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Learning Objective</b>                                                                | <ol style="list-style-type: none"> <li>1. Photomontage</li> <li>2. Macro photography</li> <li>3. Digital art</li> <li>4. Recreating paintings</li> <li>5. Photorealistic self-portraits</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

|                     | Drawing                     | Painting and Mixed Media                                                                                | Sculpture and 3D | Craft and Design                                                  |
|---------------------|-----------------------------|---------------------------------------------------------------------------------------------------------|------------------|-------------------------------------------------------------------|
| <b>Key artists:</b> | Lubaina Himid<br><br>Banksy | Richard Brakenburgh<br>Frank Bowling<br>Lubaina Himid<br>Paula Rego<br>John Singer Sargent<br>Fiona Rae | Joseph Cornell   | Hannah Hoch<br>Edward Weston<br>Derrick O. Boateng<br>Chuck Close |

| Meanings                                                                                                                                                                                                                                                                                                                                                                                           | Interpretations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Materials and processes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Themes                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Artists can use symbols in their artwork to convey meaning.</li> </ul> <p><b>Make my voice heard (Diego Rivera)</b></p> <ul style="list-style-type: none"> <li>Sometimes artists add extra meaning to what they create by working in places where they don't have permission to work.</li> </ul> <p><b>Make my voice heard (Graffiti; Guerilla art)</b></p> | <ul style="list-style-type: none"> <li>Artists find inspiration in other artist's work, adapting and interpreting ideas and techniques to create something new.</li> </ul> <p><b>Make my voice heard (Dan Fenelon)</b></p> <ul style="list-style-type: none"> <li>Art can be a form of protest.</li> </ul> <p><b>Make my voice heard (Graffiti, Guerilla art)</b></p> <ul style="list-style-type: none"> <li>Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time.</li> </ul> <p><b>Artist study (David Hockney, Richard Brackenburg, Paula Rego, John Singer Sargent, Lubaina Himid)</b></p> <ul style="list-style-type: none"> <li>Art sometimes creates difficult feelings when we look at it.</li> </ul> <p><b>Year 6 Artist study (John Singer Sargent, Lubaina Himid)</b></p> | <ul style="list-style-type: none"> <li>Artists use techniques like chiaroscuro to create dramatic light and shade when drawing or painting.</li> </ul> <p><b>Make my voice heard (Vermeer, Da Vinci)</b></p> <ul style="list-style-type: none"> <li>Artists can use materials to respond to a feeling or idea in an abstract way.</li> <li>Artists take risks to try out ideas; this can lead to new techniques being developed.</li> </ul> <p><b>Artist study (Fiona Rae, Frank Bowling)</b></p> <ul style="list-style-type: none"> <li>Artists can make work by collecting and combining ready-made objects to create 'assemblage'.</li> </ul> <p><b>Making memories (Louise Nevelson, Joseph Cornell)</b></p> <ul style="list-style-type: none"> <li>Artforms are always evolving as materials and techniques change over time.</li> </ul> <p><b>Photo opportunity (Photorealism - Oscar Ukono, Michael Gaskell)</b></p> | <p>Symbols; Identity; right and wrong</p> <p><b>Make my voice heard</b></p> <p>Stories</p> <p><b>Artist study</b></p> |

| Evaluating and analysing<br>Year 6 | What is art?                                                                                                                                                                                                                                                                                                                                                                                                | Why do people make art?                                                                                                                                                                                                                                                                                                                                                                                  | How do people talk about art?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Pupils know:</b></p>         | <ul style="list-style-type: none"> <li>• Art doesn't have to a literal representation of something, it can sometimes be imagined and abstract.</li> <li>• Art can represent abstract concepts, like memories and experiences.</li> </ul> <p><i>Making memories</i></p> <ul style="list-style-type: none"> <li>• Art can be a digital art form, like photography.</li> </ul> <p><i>Photo opportunity</i></p> | <ul style="list-style-type: none"> <li>• Sometimes people make art to express their views and opinions, which can be political or topical.</li> <li>• Sometime people make art to create reactions.</li> </ul> <p><i>Make my voice heard</i></p> <ul style="list-style-type: none"> <li>• People use art as a means to reflect on their unique characteristics.</li> </ul> <p><i>Making memories</i></p> | <ul style="list-style-type: none"> <li>• Art can change through new and emerging technologies that challenge people to discuss and appreciate art in a new way.</li> </ul> <p><i>Photo opportunity</i></p> <ul style="list-style-type: none"> <li>• People can have varying ideas about the value of art.</li> <li>• Art can be analysed and interpreted in lots of ways and can be different for everyone.</li> <li>• Everyone has a unique way of experiencing art. Artist study,</li> </ul> <p><i>Make my voice heard</i></p> |

| Year 6                                                                                                                  |                                                                                                                                                                                                                                                   | National curriculum<br>Pupils should be taught:                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Generating ideas                                                                                                        | Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.                                                                                                                        | <ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas</li> </ul>                                                                                               |
| Sketch-books                                                                                                            | Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.                                                                                                                                        |                                                                                                                                                                                                                                              |
| Making skills<br>(including Formal elements)                                                                            | Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.                                                                                                | <ul style="list-style-type: none"> <li>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)</li> </ul>                    |
|                                                                                                                         | Combine materials and techniques appropriately to fit with ideas.                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> </ul> |
| Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale. | 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.                           | <ul style="list-style-type: none"> <li>About great artists, architects and designers in history.</li> </ul>                                                                                                                                  |
| Knowledge of artists                                                                                                    |                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                              |
| Evaluating and analysing                                                                                                | Give reasoned evaluations of their own and others work which takes account of context and intention.<br><br>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. | <ul style="list-style-type: none"> <li>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> </ul> |

| Resources and Equipment Year 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Drawing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Painting and Mixed Media                                                                                                                                                                                                                                                                                                                                                                                                                                         | Sculpture and 3D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Craft and Design                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Charcoal</li> <li><input type="checkbox"/> Drawing pencils of various grades e.g. HB, 2B, 4B</li> <li><input type="checkbox"/> A selection of materials to make handmade drawing tools (See Teacher video for further guidance)</li> <li><input type="checkbox"/> Drawing ink or paint</li> <li><input type="checkbox"/> Colouring pencils</li> <li><input type="checkbox"/> Masking tape</li> <li><input type="checkbox"/> Rubbers</li> <li><input type="checkbox"/> Black marker pens</li> <li><input type="checkbox"/> Black fine liner pens</li> <li><input type="checkbox"/> A3 paper (optional)</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Oil and soft pastels</li> <li><input type="checkbox"/> Paint in a variety of colours</li> <li><input type="checkbox"/> Colouring pencils</li> <li><input type="checkbox"/> Crayons</li> <li><input type="checkbox"/> A3 paper (optional)</li> <li><input type="checkbox"/> Marker pens (optional)</li> <li><input type="checkbox"/> Digital cameras or devices with cameras, to share</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Shoe boxes (one per child)</li> <li><input type="checkbox"/> Corrugated cardboard</li> <li><input type="checkbox"/> Recyclable packaging</li> <li><input type="checkbox"/> Coloured paper and card</li> <li><input type="checkbox"/> A selection of materials to construct with (such as: wire, clay, twigs, lollipop sticks, string, natural objects like pine cones)</li> <li><input type="checkbox"/> Ready-mixed or acrylic paint</li> <li><input type="checkbox"/> Masking tape, double sided tape and PVA glue</li> <li><input type="checkbox"/> Collected personal items, could include objects like photos, coins, plastic models</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Magazines to cut images from</li> <li><input type="checkbox"/> Coloured, patterned or textured paper</li> <li><input type="checkbox"/> Digital cameras or devices with cameras, to share</li> <li><input type="checkbox"/> Access to basic photo editing software on laptops, tablets or similar</li> <li><input type="checkbox"/> Plain fabric e.g. old bed sheet or towel (optional)</li> <li><input type="checkbox"/> Fruit and vegetables to photograph</li> <li><input type="checkbox"/> Range of items to use as photographic props (such as: balloons, musical instruments, umbrellas, hats, items of clothing, kitchen utensils)</li> <li><input type="checkbox"/> Photo portraits of the children, to draw from</li> </ul> |

**Kapow**  
Primary

## Teacher guidance: Working with clay



### What type of clay should I use?

Choosing the type of clay to use will have an impact on the cost and the practicalities of this unit of work. There are benefits to both and you will need to choose what works best for your children and school setting. Whichever clay you choose, read and follow the safety instructions and explain to the children how to handle it safely.

#### Standard clay

Standard clay would traditionally be fired in a kiln to make it durable. In school, standard clay can just be dried at room temperature rather than fired. Although it won't be as strong as fired clay, it will be suitable for most primary school projects if you choose a medium-grogged hand-building clay. 'Grogged' just means a clay mix that contains particles that make it stronger and less prone to cracking. Standard clay can actually be easier for children to manipulate and it can be softened to make it more workable. It can also be re-used many times as long as it is stored in an airtight container. This clay can be painted quite successfully once dry.



#### Air-drying clay

Air-dry clay is very convenient if you know that each child will be keeping every piece they make during lessons. It typically dries out faster than standard clay, so needs to be stored for less time while it dries. It is easy to paint a finished piece. It can be trickier to work with as the surfaces dry quickly and it can be more expensive.

#### Equipment for working with clay

Successful clay work with children doesn't require lots of specialist equipment. The tables will need to be protected with a tablecloth of some sort and each child will need a modelling board to work on. You can just work directly on top of wipe-down tablecloths, but using a board makes it easier to move finished work to be dried at the end of a lesson.

A wide variety of plastic and wooden tools are available from educational suppliers. An ideal selection would include rolling pins and modelling tools with different cutting and shaping surfaces. 'Loop tools' are useful for removing smaller areas of clay.

