



## Y6 art overview 2019-20 *Portraiture & Illustration; Textile design & Graphic Art Design; Photographic Media Collage & Drawing*

Musical Activity	Desired Skills	Approaches to Developing Skills	Desired Knowledge and Understanding	Approaches Developing Knowledge and Understanding	Curricula Materials	Assessed through (T1 T2 T3)				
						Responding Exploring	Creating Notating	Evaluating		
Responding	<ul style="list-style-type: none"> <li>Discuss observed art pieces</li> <li>Follow guidance from tutor (techniques, top-tips)</li> <li>Experiment with own compositions</li> </ul>	<ul style="list-style-type: none"> <li>Class/group tuition with technical guidance</li> </ul>	<ul style="list-style-type: none"> <li>Understanding history/origins of artists, designers, craft-makers, architects</li> <li>Understanding history of art forms and purpose</li> <li>Understanding how art reflects a community/culture</li> <li>Understand it keeps their traditions alive</li> <li>Understand how art in cultures is used (dance, spiritual, worship, rites of passage, wellbeing)</li> </ul>	<ul style="list-style-type: none"> <li>Class teacher led presentations with children note-taking</li> <li>Group research on history/ origins etc and masterpieces from masters in their fields</li> </ul>	<b>TERM1:</b> <ul style="list-style-type: none"> <li><a href="#">Portraiture &amp; Illustration</a> (link to National Portrait Gallery workshop; Tales from our Community) video clips</li> <li>Research websites for projects (zig-zag booklet storyboard on artist)</li> <li>Masterpieces of Portraiture &amp; illustration for observation</li> <li>Materials and stimuli for compositions</li> <li>Sketch books</li> <li><b>RE DT /ART DAY WHOLE SCHOOL: Prayer Spaces: Wire sculpturing</b></li> </ul>	Most children will be able to... (working at)	Some children will not yet be able to...(working towards)	Some children are confidently able to... (exceeding)		
Exploring	<ul style="list-style-type: none"> <li>Know about great artists, craft makers, designers</li> <li>Explore sketch books of professional artists. Make comparisons between genres</li> <li>Understand historical and cultural development of art</li> </ul>	<ul style="list-style-type: none"> <li>Class/group tuition with reference to historical information, images</li> </ul>								
Designing	<ul style="list-style-type: none"> <li>Keep sketch book (creative journal, visual diary)</li> <li>Record observations</li> <li>Plan/ explore/ experiment with designs</li> <li>Note-take in sketch book</li> </ul>	<ul style="list-style-type: none"> <li>Class/group sketching activities</li> </ul>								
Creating	<ul style="list-style-type: none"> <li>Compose own composition following planned design</li> <li>Compose after an artist's style</li> <li>Compose in more than medium (paint, textile, design, sculpture, collage, print)</li> </ul>	<ul style="list-style-type: none"> <li>Class, then group opportunities for field studies and internal compositions from still-life/ stimuli</li> </ul>							<ul style="list-style-type: none"> <li>Workshops in groups / as a class</li> <li>Presentations to class/assemblies</li> <li>Class, then group/ individual opportunities to create compositions</li> </ul>	<b>TERM2:</b> <ul style="list-style-type: none"> <li><a href="#">Textile design &amp; Graphic art design</a> video clips (link to book week?)</li> <li>Materials for composition (fabric, lino)</li> <li>Research websites for projects (Tentmakers of Cairo film (Youtube clip) <a href="https://www.visitwiltshire.co.uk/salisbury/w-hats-on/talk-from-the-traditional-to-the-surreal-the-tentmakers-of-cairo-p2724293">https://www.visitwiltshire.co.uk/salisbury/w-hats-on/talk-from-the-traditional-to-the-surreal-the-tentmakers-of-cairo-p2724293</a>, <a href="http://www.jennybowker.com/tentmakers/">http://www.jennybowker.com/tentmakers/</a>, Fashion and Textile museum <a href="https://www.ftmlondon.org/">https://www.ftmlondon.org/</a></li> <li>Sketch books</li> <li><b>RE ART DAY WHOLE SCHOOL: Prayer of Thanks: Plants of our Garden</b></li> </ul>
Critically Observing/ Evaluating	<ul style="list-style-type: none"> <li>Observe a variety of artworks, identifying particular elements</li> <li>Observe someone else's chosen art piece</li> <li>Observe and critique other compositions</li> <li>Critically evaluate own compositions</li> </ul>	<ul style="list-style-type: none"> <li>Observational opportunities to be part of each lesson</li> </ul>								
SMSC	<ul style="list-style-type: none"> <li>Research in pairs or individually according to given briefs wider knowledge of Y6 art curriculum</li> <li>Enjoyment and relaxation art can offer</li> </ul>	<ul style="list-style-type: none"> <li>Research using given websites and researching finding own information</li> </ul>								