



Y6 art overview 2022-23

Art Activity	Building Skills and Disciplinary Knowledge	Approaches to Developing Skills and Disciplinary Knowledge	Building Substantive Knowledge and Understanding	Approaches to Developing Substantive Knowledge and Understanding	Curricula Materials	Assessed through (T1 T2 T3)		
						Responding	Creating	Evaluating Exploring Notating
Responding	<ul style="list-style-type: none"> To confidently discuss observed art pieces To follow guidance from a tutor (techniques, top-tips) To confidently experiment with own compositions 	<ul style="list-style-type: none"> Class/group tuition with technical guidance 	<ul style="list-style-type: none"> Understanding the history and origins of artists, designers, craft-makers, architects 	<ul style="list-style-type: none"> Through class teacher led presentations with children note-taking Group research on history and /or origins and of masterpieces from masters in their fields 	TERM1: Portraiture and illustration: composition and media	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"> To confidently research appropriately great artists, craft makers, designers To confidently explore sketch books of professional artists To confidently make comparisons between different genres To confidently investigate the historical and cultural development of art through provided opportunities 	<ul style="list-style-type: none"> Class/group tuition with reference to historical information, images 	<ul style="list-style-type: none"> To know about different techniques that a variety of artists used to create their art pieces and understand why they chose or explored these techniques 	<ul style="list-style-type: none"> Through involvement in workshops in groups or as a class Through presentations to class/or in whole school worship sessions Through class, then group or individual opportunities to create compositions 				
Designing	<ul style="list-style-type: none"> To keep and use a sketch book (creative journal, visual diary) To confidently be able to record observations through annotating To be able to plan/ explore/ experiment with designs with confidence To note-take in their sketch books with appropriate detail 	<ul style="list-style-type: none"> Class/group sketching activities and provided sources to enable discovering of a variety of sketch books from over time and globally 	<ul style="list-style-type: none"> Understanding the history of art forms and purpose for creations 	<ul style="list-style-type: none"> Through chosen pieces being presented to class for observation with reasons as to why they have been chosen Through discussion around the background to the selected pieces 	TERM2: Textile and Graphic design- Take One Picture: 'A Shipwreck in Stormy Seas' by Claude-Joseph Vernet. Link with English myth			
Creating	<ul style="list-style-type: none"> To confidently be able to compose own composition following planned design To confidently compose after an artist's style To confidently compose in more than medium (paint, textile, design, sculpture, collage, print) 	<ul style="list-style-type: none"> Class/group opportunities for field studies and internal compositions from still-life/ stimuli 	<ul style="list-style-type: none"> Understanding how art reflects a community or culture Understanding as to how art keeps traditions alive 	<ul style="list-style-type: none"> Understand how art in cultures is used (for example in dance, spiritual, worship, rites of passage, and in wellbeing) 				
Critically Observing/ Evaluating	<ul style="list-style-type: none"> To confidently observe a variety of artworks, identifying particular elements To confidently observe someone else's chosen art piece To confidently observe and critique other compositions To confidently critically evaluate their own compositions 	<ul style="list-style-type: none"> Observational opportunities to be part of each lesson 			TERM3: Media, drawing and collage-a sense of place: inspiration from British and world masters			
SMSC	<ul style="list-style-type: none"> To confidently work with others of different religious, ethnic and socioeconomic backgrounds, according to given briefs wider knowledge of Y6 art curriculum To be able to resolve conflicts and differing opinions with skill should these arise To develop an enjoyment and relaxation that art can offer To confidently use their imagination and creativity To confidently reflect on tasks To confidently investigate and offer views on ethical issues in art studied To confidently explore and understand art from a variety of cultural backgrounds 	<ul style="list-style-type: none"> Setting of research opportunities using given websites and researching finding own information Setting of opportunities and briefs that require engagement with others of differing backgrounds 						