



## Y6 art overview 2023-24

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"><li>• To confidently discuss observed art pieces</li><li>• To follow guidance from a tutor (techniques, top-tips)</li><li>• To confidently 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 the history and origins of artists, designers, craft-makers, architects</li><li>• 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</li></ul>	<ul style="list-style-type: none"><li>• Through class teacher led presentations with children note-taking</li><li>• Group research on history and /or origins and of masterpieces from masters in their fields</li></ul>	<b>TERM1:</b>  <b>Portraiture and illustration: composition and media</b>	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>• To confidently research appropriately great artists, craft makers, designers</li><li>• To confidently explore sketch books of professional artists</li><li>• To confidently make comparisons between different genres</li><li>• To confidently investigate the historical and cultural development of art through provided opportunities</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>• To keep and use a sketch book (creative journal, visual diary)</li><li>• To confidently be able to record observations through annotating</li><li>• To be able to plan/ explore/ experiment with designs with confidence</li><li>• To note-take in their sketch books with appropriate detail</li></ul>	<ul style="list-style-type: none"><li>• Class/group sketching activities and provided sources to enable discovering of a variety of sketch books from over time and globally</li></ul>	<ul style="list-style-type: none"><li>• Understanding as to how art keeps traditions alive</li><li>• Understand how art in cultures is used (for example in dance, spiritual, worship, rites of passage, and in wellbeing)</li></ul>	<ul style="list-style-type: none"><li>• Through chosen pieces being presented to class for observation with reasons as to why they have been chosen</li><li>• Through discussion around the background to the selected pieces</li></ul>	<b>TERM3:</b>  <b>Media, drawing and collage-a sense of place: inspiration from British and world masters</b>			
Creating	<ul style="list-style-type: none"><li>• To confidently be able to compose own composition following planned design</li><li>• To confidently compose after an artist’s style</li><li>• To confidently compose in more than medium (paint, textile, design, sculpture, collage, print)</li></ul>	<ul style="list-style-type: none"><li>• Class/group opportunities for field studies and internal compositions from still-life/ stimuli</li></ul>						
Critically Observing/ Evaluating	<ul style="list-style-type: none"><li>• To confidently observe a variety of artworks, identifying particular elements</li><li>• To confidently observe someone else’s chosen art piece</li><li>• To confidently observe and critique other compositions</li><li>• To confidently critically evaluate their 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>• To confidently work with others of different religious, ethnic and socioeconomic backgrounds, according to given briefs wider knowledge of Y6 art curriculum</li><li>• To be able to resolve conflicts and differing opinions with skill should these arise</li><li>• To develop an enjoyment and relaxation that art can offer</li><li>• To confidently use their imagination and creativity</li><li>• To confidently reflect on tasks</li><li>• To confidently investigate and offer views on ethical issues in art studied</li><li>• To confidently explore and understand art from a variety of cultural backgrounds</li></ul>							