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| Art Curriculum Planning KS2  Being Our Best Selves  End points | | | |
| Year group | Autumn Term | Spring Term | Summer term |
| 6 | **Drawing: Make my voice heard**  From the Ancient Maya to modern-day street art, children look at how artists convey a message. Exploring imagery, symbols, expressive mark making, and ‘chiaroscuro’ children consider audience and impact to create powerful drawings to make their voices heard. | **Craft and design: Photo opportunity**  Developing photography skills and techniques to design a range of creative photographic outcomes. | **Painting and mixed media: Artist study**  Exploring a selection of paintings through art appreciation activities. Collecting ideas in sketchbooks and planning for a final piece after researching the life, techniques and artistic intentions of an artist that interests them. |
|  | Pupils who are **secure** will be able to:   * Collect a good range of imagery, adding annotated notes and sketches. * Make relevant comparisons between different styles of art. * Use tools effectively to explore a range of effects. * Respond to the meaning of a spirit animal through drawing. * Generate symbols that reflect their likes and dislikes with little support. * Create a tile that is full of pattern, symbols and colours that represents themselves. * Discuss ideas to create light and dark through drawing techniques. * Explain the term chiaroscuro. * Apply chiaroscuro to create light and form through a tonal drawing. * Understand the impact of using techniques for effect. * Participate in a discussion that examines the similarities and differences between different styles of art. * Form their own opinions about what art is, justifying their ideas. * Identify a cause and decide what message they want to convey. * Understand artist’s choices to convey a message. * Review sketchbook and creative work to develop a drawn image. * Review and revisit ideas to develop their work. | Pupils who are **secure** will be able to:   * Explain how a new image can be created using a combination of other images. * Understand what photomontage is and recognise how artists use photography. * Select relevant images and cut them with confidence and a level of control. * Demonstrate a competent knowledge of effective composition, discussing their ideas. * Use recording devices and available software with confidence. * Demonstrate a confident understanding of Edward Weston’s style through their artistic choices. * Discuss the features of a design, e.g. explaining what is effective about a composition. * Select a suitable range of props, considering the design brief and their initial ideas. * Use the viewfinder to set up an effective composition, thinking about the scale and positioning of objects. * Use editing software to change their image, reflecting an artist’s style. * Choose a suitable painting and suggest appropriate ways to recreate it photographically with props. * Set up a composition and think about a space that will provide good lighting levels. * Take a portrait that is focused and appropriately framed. * Draw an accurately measured grid, with some support, understanding how it can support them with their drawing. * Use the grid to translate a photograph to a drawn image that is mostly correctly proportioned. * Create a final painting or drawing with tonal differences that create a photo-realistic effect. | Pupils who are **secure** will be able to:   * Understand a narrative and use descriptive language to tell a story. * Suggest ideas for the meaning behind a picture. * Identify different features within a painting and use the formal elements to describe it. * Be creative and imaginative in finding their own meaning in a painting. * Use their own art or personal experiences to justify their ideas. * Read a picture well and see beyond the first glance, analysing and evaluating it successfully. * Reflect on personal experiences to convey through their own piece of abstract art. * Contribute to discussions to either the class, group or talk partner. * Understand and choose a meaningful message to convey through imagery, creating some different composition ideas. * Select an appropriate artist. * Collect a range of information that is presented in an interesting and pleasing way in sketchbooks. * Generate an idea for a final piece, demonstrating some inspiration from their chosen artist. * Produce a final piece of work, selecting appropriate tools and materials to create an intended effect. * Experiment and revisit ideas, drawing on creative experiences. * Work in a sustained way to complete a piece, making evaluations at each stage. |