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| Art Curriculum Planning KS2Being Our Best SelvesEnd 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.
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