



Year 6

COMPONENT SKILL

To explore and develop art and design ideas.

(Exploring & Developing)

To question, make observations and to offer feedback about their art and design work.	To ask questions and make thoughtful observations about starting points, and to confidently choose ideas and processes to use in their work.
	To provide positive, detailed feedback to ideas and starting points using technical vocabulary.
To use sketchbooks to record ideas, and to review, revisit.	To carefully select and record from first hand observation, experience and imagination through use of sketchbooks, and explore ideas for different purposes. Then review and revisit ideas in their sketchbooks, using previous ideas and sketches to build on new ideas and pieces of work.
To use different methods to improve artwork and to develop ideas.	To adapt their work and refine their ideas with growing confidence according to their views and describe how they might develop it further.
	To use digital technology, with growing confidence, as sources for developing ideas.
To use key vocabulary that demonstrates their knowledge and understanding of exploring and developing ideas.	See vocabulary list below.
COMPONENT SKILL	
To use drawing techniques to express their ideas and experiences.	
(Drawing)	
To be confident in using a variety of tools, media and surfaces.	To confidently use a variety of drawing mediums, including ink and pen.
	To use sketchbooks to create a collection of detailed observational drawings and to develop and revisit ideas.
	To select and combine different drawing materials to suit the task and purpose with increasing confidence.
To use a variety of techniques to create effects.	To manipulate and experiment with line, tone, pattern, texture, form, space, colour and shape with increasing accuracy.
	To use hatching and cross-hatching, with increasing confidence and accuracy, to show tone and texture.
	To use various techniques to add interesting effects such as reflections, shadows, direction of sunlight with increasing confidence and accuracy.

	To develop the effect of light on objects and people from varying directions, using tone and to do so with increasing confidence and accuracy.
To use key vocabulary that demonstrates their knowledge and understanding of drawing.	See vocabulary list below.
COMPONENT SKILL To use painting techniques to express their ideas and experiences. (Painting)	
To name the primary and secondary colours and to mix colours effectively using correct language such as, tint, shade, primary and secondary.	To show a secure knowledge about primary and secondary colours; warm and cool colours; colours that complement each other and colours that contrast.
	To confidently create shades and tints using black and white.
	To carry out preliminary studies, test media and materials and mix appropriate colours – testing colours, what media works best, etc – before committing to a final piece of artwork.
To be confident in using different brushes, a range of paints and other painting tools.	To confidently use a range of paint including acrylic and water colours to create visually interesting pieces of artwork.
	To choose appropriate paint, paper and tools to adapt and extend their work.
	To experiment confidently with qualities of colours, tones and tints to create mood and express feelings.
	To think about artists' use of colour and their application of it.
	To develop a personal style of painting, drawing upon ideas from other artists.
To use a variety of techniques to create shapes, textures, patterns and lines.	To explore the use of texture in colour through the use of sawdust, glue, shavings, sand and on different surfaces.
	To explore the texture of paint – very wet, thin paint; thick and heavy paint through adding PVA glue.
	To show an awareness of how paintings are created (composition)
To use key vocabulary that demonstrates their knowledge and understanding of painting.	See vocabulary list below.
COMPONENT SKILL To use sculpting techniques to express their ideas and experiences. (Sculpting)	
To be confident in using a variety of tools and materials for sculpting.	To use a variety of materials for sculpting (including wood, paper straws, wire and clay) and join, shape, form, model and construct with increasing independence.
	To independently use sketchbooks to inform, plan and develop ideas.
To use a variety of techniques and shapes to create effects.	To develop cutting and joining skills using wire, coils, slabs and slips.

	To understand more about clay modelling and using different tools with clay, in order to carve, add shape, add texture and add pattern.
	To investigate and analyse different forms.
	To plan and design a sculpture with growing confidence and accuracy.
	To discuss and evaluate their own work and that of other sculptors in detail.
To use key vocabulary that demonstrates their knowledge and understanding of sculpting.	See vocabulary list below.
COMPONENT SKILL To use collage and textile techniques to express their ideas and experiences. (Collage & Textiles)	
To select and use a range of materials to create effect.	To make collages and textile work using a range of materials to create effect, and to combine visual and tactile qualities when designing and making pieces of work.
	To be expressive and analytical to adapt, extend and justify their work.
To develop skills in cutting and joining.	To cut and join materials in different ways, with greater accuracy and independence.
To be confident using a variety of techniques and media to create texture, effect and colour.	To build on techniques that have been covered in R, Y1, Y2, Y3, Y4 and Y5 - experiment with weaving, tie dye and batik.
	To combine previously learned techniques to create pieces independently and to show precision in techniques.
	To experiment with batik safely.
To use key vocabulary that demonstrates their knowledge and understanding of collage and textile.	See vocabulary list below.
COMPONENT SKILL To use printing techniques to express their ideas and experiences. (Printing)	
To select and use a range of materials to create effect.	To be confident with printing onto paper and fabric.
	To use a range of visual elements to reflect the purpose of the work.
To use a range of techniques to explore colour, shape, texture and pattern.	To design and create printing blocks and tiles with greater independence and accuracy.
	To develop techniques in mono, block and relief printing.
	To create and arrange an accurate pattern, showing fine detail.
	To describe techniques, including the use of layering, poly-blocks, relief, mono and resist printing.
To use key vocabulary that demonstrates their	See vocabulary list below.

knowledge and understanding of printing.	
COMPONENT SKILL To study and learn from the works of famous artists, craftspeople and designers, from different cultures and backgrounds. (Artists, Craftspeople & Designers)	
To use inspiration from well-known artists to replicate a piece of work.	To create original pieces that show a greater range of influences and style.
To describe and express opinions about work of famous artists.	To understand why art can be very abstract and what message the artist is trying to convey.
	To understand what a specific artist is trying to achieve in any given situation.
	To offer facts about notable artists' artisans' and designers' lives.
To reflect upon their artwork inspired by a famous artist.	To give detailed observations about their own and notable artists' / artisans' / designers' work.
To use key vocabulary that demonstrates their knowledge and understanding of the work of other artists.	See vocabulary list below.
COMPONENT SKILL To evaluate and develop their work and that of others using the language of art, craft and design. (Evaluating)	
To select and record from first hand observation, experience and imagination.	To confidently articulate the purpose and rationale behind their artwork making reference to its place in history. Critique their artwork against work of other artists irrespective of movement or time within art history. Determine how they have used / disregarded certain aspects of the artist's work with explanations.
	To explain how and why colour has been used in their artwork and link this to the work of artists working in differing time periods / movements. Discuss the impact of colour on mood and subject matter, referencing colour properties including colour families. They can explain the personal symbolic references of colour within their work (e.g. I decided to utilise the warm colour family in this area of my acrylic painting as it symbolises a feeling of positivity and optimism for the subject who is struggling within the painting).
	To analyse the use of the elements of art (colour, line, shape, pattern, space, form, texture and tone) within pieces of artwork and produces conceivable reasons as to why the artist has utilised them in this way.
	To talk about the composition of their work, referring to, for example, the foreground, middle ground and background. Also, look closely at the artist's use of proportion, balance, contrast, pattern, rhythm, variety and emphasis, then discuss these areas.
To ask and answer questions about the starting points for	To generate questions and evidence based statements about the content, context and mood of the artwork they are producing and identify the key processes required to carry out this artwork

their work and select ideas to use in their own work.		based upon knowledge of artistic practices that they have previously studied, as well as having an understanding of artistic movements and disciplines.		
To review what they and others have done, to compare ideas and to say how they feel about them.		To compare the diverse range of outcomes the pupils produce from the same starting point – they might have the same activity brief, but their pieces of work might look very different.		
		Annotate work in sketchbooks and stick post its on response partner’s work.		
		To evaluate the suitability of a design.		
		To use appropriate Y6 vocabulary associated with different media and processes.		
To explore a range of artists, craftspeople and designers from different periods in time, cultures and backgrounds; the artwork they created and the purpose of their art.		To explore the artwork, roles and purposes of a range of artists, craftspeople and designers working in different times, cultures and backgrounds.		
Vocabulary				
Exploring & Developing	Drawing	Painting	Sculpting	Collage & Textiles
sketchbook develop refine texture shape pattern structure form	line texture pattern form shape tone smudge blend mark hard soft light heavy mural fresco portrait graffiti	blend mix line tone shape abstract absorb colour impressionism impressionists	form structure texture shape mark soft join tram cast	shape form arrange fix colour fabric weave pattern batik
Printing	Artists, Craftspeople & Designers			
pattern shape tile colour arrange collograph block printing ink inking rollers	Julian Opie; Chris Ofili (Focus Artist); Wassily Kandinsky (Focus Artist); S. Neil Fujita; Berthe Morisot; Clarice Cliff			