



# Art Progression of Skills

## Year 6



**Year 6 National Curriculum Objectives for Art: Children will be taught to:**

**Artists/sculptures studied: Pablo Picasso, LS Lowry (Blitzed Site & VE Day [linked to WW2 topic](#) – include other works from war years) and Mayan Art & Sculpture**

### Year 6 Artists and their Work

- Evaluate the work of the listed artists using a developing artistic vocabulary
- Understand the historical/cultural setting in which their chosen artist worked
- Compare the work of their chosen artists saying whose work they prefer and why (Picasso and Lowry both had artwork that depicted war)

### Exploring and Evaluating Ideas

- Create their own sketch books to record observations
- Review and revisit ideas following advice/feedback from others
- Annotate sketches with greater detail e.g. materials needed, colours, methods to be used
- Use a variety of different starting points for their work
- Evaluate and reflect on their work in the light of given criteria

### Drawing

- Begin to use simple perspective in their work by using a single focal point on the horizon. (Lowry)
- Begin to develop an awareness of composition, scale and proportion e.g. foreground, middle ground and background (Lowry)
- Draw figures with increasing accuracy, using shade and colour to represent movement. (Lowry)
- Explore pencils/charcoal/techniques to create different textures/effects e.g. H v B pencils, shading, hatching, blending

### Painting

- Develop a painting from initial sketches/drawing
- Use colour to reflect mood and emotions
- Paint with increasing accuracy and skill, selecting the appropriate tool/brush
- Identify and use primary, secondary, complimentary and contrasting colours

### Use of IT/Digital Media

- Use presentational software to present information about their chosen artist
- Use the internet to research into a given artist/art movement

### 3D Design

- Plan, design and make models/sculptures from observation or imagination (Maya)
- Create sculptures/models that include both visual and tactile elements (Maya)
- Develop skills in working with clay (Maya)
- Work safely and with increasing accuracy and control with a range of tools

### Printing

- Begin to explore printing on different backgrounds e.g. painting, paper, wood. (Maya)
- Make more complex printing blocks e.g. simple picture rather than shape/pattern (Maya)

### Textiles/Collage

- Add collage to printed or painted backgrounds (Picasso – Children's uniqueness)
- Use collage as a means of collecting ideas and information (Picasso – children's collages)
- Use different techniques, colours and textures when designing and making pieces of work (Maya)
- Use a range of media to create collages – justifying the materials they have chosen

### Notes

### Children working below objectives listed above

### Children who are working above objectives listed above