# Bewsey Lodge PrIMARY sCHOOL

Learning Outcomes for Art Good knowledge Some prior knowledge Limited or no prior knowledge

Year 6

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| Lesson outcome | River Monsters/ Are dogs super? | Who were the Ancient Greeks  | Is it a classic?/River monsters | Why climb the Himalayas? | What's in the news?  | Fizzics /Step into summer  |
| DRAWING: To work independently to develop a range of ideas which show curiosity, imagination and originality |  |  |  |  |  |  |
| DRAWING: Work in a sustained and independent way to create a detailed drawing.  |  |  |  |  |  |  |
| DRAWING: To suggest what can be done to further develop technical and craft skills to improve mastery of materials and art techniques |  |  |  |  |  |  |
| DRAWING: To create successful finished work independently showing control of medium used. |  |  |  |  |  |  |
| DRAWING: To use a variety of recording methods and techniques, materials and processes to combine and organise line, shape, form and space and apply colour, tone, pattern and texture |  |  |  |  |  |  |
| DRAWING: Begin to use simple perspective in their work using a single focal point and horizon. |  |  |  |  |  |  |
| DRAWING: Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music  |  |  |  |  |  |  |
| DRAWING: To be able to sketch using an understanding of composition and scale using mark making techniques to add shade and tone. |  |  |  |  |  |  |
| DRAWING: Use different techniques for different purposes i.e. shading, hatching within their own work.  |  |  |  |  |  |  |
| DRAWING: Use dry/wet media to make different marks, lines, patterns. |  |  |  |  |  |  |
| DRAWING: Explore colour mixing and blending techniques with coloured pencils.  |  |  |  |  |  |  |
| PAINTING: Develop a painting from a drawing |  |  |  |  |  |  |
| PAINTING: Be able to identify and use primary, secondary, complementary and contrasting colours.  |  |  |  |  |  |  |
| PAINTING: Mix and match colours to create atmosphere and light effects  |  |  |  |  |  |  |
| PRINTING: Create prints with three overlays.  |  |  |  |  |  |  |
| PRINTING: Work into prints with a range of media e.g. pens, colour pens and paints |  |  |  |  |  |  |
| TEXTILES: Use different grades of threads and needles  |  |  |  |  |  |  |
| TEXTILES: Experiment with batik techniques  |  |  |  |  |  |  |
| 3D: Plan a sculpture through drawing and other preparatory work. |  |  |  |  |  |  |
| 3D: Use recycled, natural and man‐made materials to create sculptures  |  |  |  |  |  |  |
| COLLAGE: Add collage to a painted, printed or drawn background  |  |  |  |  |  |  |
| COLLAGE: Use a range of media to create collages  |  |  |  |  |  |  |
|  To describe, interpret and explain the work, ideas and ways of working of some important artists, craftspeople, designers and architects |  |  |  |  |  |  |
|  To include the influence and discuss how an individual or culture has impacted on the way they have worked. |  |  |  |  |  |  |
|  To know the technical vocabulary and techniques to identify the qualities of different materials and processes |  |  |  |  |  |  |
|  Identify artists who have worked in a similar way to their own work.  |  |  |  |  |  |  |
| To give a reasoned evaluation of their own and professionals’ work, which takes into account the intentions and context behind the work. |  |  |  |  |  |  |