

| Areas | | Art and Design Skills | Years 5 and 6 | | | | | | |
|----------------------|---|---|---------------|--|--|--|--|--|--|
| | | Year: | | | | | | | |
| | | Staff: | | | | | | | |
| To Develop Ideas | Develop and imaginatively extend ideas from starting points throughout the curriculum. | | | | | | | | |
| | Collect information, sketches and resources and present ideas imaginatively in a sketch book. | | | | | | | | |
| | Use the qualities of materials to enhance ideas. | | | | | | | | |
| | Spot the potential in unexpected results as work progresses. | | | | | | | | |
| | Comment on artworks with a fluent grasp of visual language. | | | | | | | | |
| To Master Techniques | PAINTING | Sketch (lightly) before painting to combine line and colour. | | | | | | | |
| | | Create a colour palette based upon colours observed in the natural or built world. | | | | | | | |
| | | Use the qualities of watercolour and acrylic paints to create visually interesting pieces. | | | | | | | |
| | | Combine colours, tones and tints to enhance the mood of a piece. | | | | | | | |
| | | Use brush techniques and the qualities of paint to create texture. | | | | | | | |
| | | Develop a personal style of painting, drawing upon ideas from other artists. | | | | | | | |
| | COLLAGE | Mix textures (rough and smooth, plain and patterned). | | | | | | | |
| | | Combine visual and tactile qualities. | | | | | | | |
| | | Use ceramic mosaic materials and techniques. | | | | | | | |
| | SCULPTURE | Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. | | | | | | | |
| | | Use tools to carve and add shapes, texture and pattern. | | | | | | | |
| | | Combine visual and tactile qualities. | | | | | | | |
| | | Use frameworks (such as wire or moulds) to provide stability and form. | | | | | | | |
| | DRAWING | Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). | | | | | | | |
| | | Use a choice of techniques to depict movement, perspective, shadows and reflection. | | | | | | | |
| | | Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). | | | | | | | |
| | | Use lines to represent movement. | | | | | | | |
| | PRINT | Build up layers of colours. | | | | | | | |
| | | Create an accurate pattern, showing fine detail. | | | | | | | |
| | | Use a range of visual elements to reflect the purpose of the work. | | | | | | | |
| | TEXTILES | Show precision in techniques. | | | | | | | |
| | | Choose from a range of stitching techniques. | | | | | | | |
| | | Combine previously learned techniques to create pieces. | | | | | | | |
| | DIGITAL MEDIA | Enhance digital media by editing (including sound, video, animation, still images and installations). | | | | | | | |
| | To Take Inspiration From The Greats | Give details (including own sketches) about the style of some notable artists, artisans and designers. | | | | | | | |
| | | Show how the work of those studied was influential in both society and to other artists. | | | | | | | |
| | | Create original pieces that show a range of influences and styles. | | | | | | | |