



# Year 6 Art

## Age Related Expectations

All children are assessed against the Age Related Expectations (ARE) within the different curriculum subjects. The ARE's are taken from the National Curriculum but are consolidated to reflect what we expect of a child. For example, three or four national curriculum targets might be summarised in one ARE. Judgements are generally based on a variety of different sources but will generally be a combination of on-going formative assessment in class, book work and formal summative testing.

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. Understand the importance of learning about the work of others. Mastering skills and developing these to suit your own work. Becoming creative in art and going that extra mile to make your work personal and well informed by the work of others.

	Key Performance Indicators	Age Related Expectations
<b>Developing Ideas</b>	<ul style="list-style-type: none"> <li>- Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>- Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li> <li>- Use the qualities of materials to enhance ideas.</li> <li>- Spot the potential in unexpected results as work progresses.</li> <li>- Comment on artworks with a fluent grasp of visual language.</li> </ul>	<p><b>Skill</b> A year 6 child should demonstrate that they can follow instructions carefully when learning new skills with the materials.</p> <p>A year 6 child should develop their knowledge of the design process and revisit ideas. They should develop their knowledge of designing, through observational drawings. They should develop their research skills through secondary design work.</p> <p>A year 6 child should develop understanding of blending and mixing colours with use from the colour wheel. They should develop their knowledge of pattern making. They should start to understand how to produce designs which may be symmetrical and reflective.</p> <p>A year 6 child should develop their knowledge of proportions and making drawings look correct in size. They should understand planning and how to create an effective composition. They should check their work and ensure that scales are appropriate to the final product.</p> <p><b>Creativity and outcome</b> A year 6 child should start to demonstrate that they can use their own imagination to create a piece of work.</p>
<b>Painting</b>	<ul style="list-style-type: none"> <li>- Sketch (lightly) before painting to combine line and colour.</li> <li>- Create a colour palette based upon colours observed in the natural or built world.</li> <li>- Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> <li>- Combine colours, tones and tints to enhance the mood of a piece.</li> <li>- Use brush techniques and the qualities of paint to create texture.</li> <li>- Develop a personal style of painting, drawing upon ideas from other artists.</li> </ul>	
<b>Collage</b>	<ul style="list-style-type: none"> <li>- Mix textures (rough and smooth, plain and patterned).</li> <li>- Combine visual and tactile qualities.</li> <li>- Use ceramic mosaic materials and techniques.</li> </ul>	
<b>Sculpture</b>	<ul style="list-style-type: none"> <li>- Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</li> <li>- Use tools to carve and add shapes, texture and pattern.</li> <li>- Combine visual and tactile qualities.</li> <li>- Use frameworks (such as wire or moulds) to provide stability and form.</li> </ul>	
<b>Drawing</b>	<ul style="list-style-type: none"> <li>- Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> <li>- Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>- Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> <li>- Use lines to represent movement</li> </ul>	
<b>Print</b>	<ul style="list-style-type: none"> <li>- Build up layers of colours.</li> <li>- Create an accurate pattern, showing fine detail.</li> <li>- Use a range of visual elements to reflect the purpose of the work.</li> </ul>	
<b>Textiles</b>	<ul style="list-style-type: none"> <li>- Show precision in techniques.</li> <li>- Choose from a range of stitching techniques.</li> <li>- Combine previously learned techniques to create pieces.</li> </ul>	
<b>Digital Media</b>	<ul style="list-style-type: none"> <li>- Enhance digital media by editing (including sound, video, animation, still images and installations).</li> </ul>	
<b>Taking Inspiration from the greats</b>	<ul style="list-style-type: none"> <li>- Give details (including own sketches) about the style of some notable artists, artisans and designers.</li> <li>- Show how the work of those studied was influential in both society and to other artists.</li> <li>- Create original pieces that show a range of influences and styles.</li> </ul>	