

# Art

# Photo opportunity

# Year 6

## What I should already know

- Key questions and metacognition strategies will continue to be used to encourage pupils to recognise the factors that influence their own performance and the different approaches they can use for their learning. These will include setting goals, formative planning, monitoring and controlling learning and assessing the results and strategies used.
- Children have experiences of using I-pads to take photographs.
- Children have knowledge of a variety of famous artists.



## Vocabulary

Arrangement	The composition of visual elements
Digital	Art made using electronic devices and computers
Layout	The arrangement of different elements within a given space
Monochrome	The use of one colour
Photography	The process of producing an image using a device that captures light
Photomontage	A collage of photographs that are arranged or modified
Photorealism	A drawing or painting so detailed that it looks like a photo
Saturation	The intensity or strength of a colour

## Technical Knowledge and skills

- Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.
- Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.

## Sticky Knowledge

Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.

Understanding of shape and space can support creating effective composition.

Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.

Artists take risks to try out ideas; this can lead to new techniques being developed.

