

Art

Make my voice heard

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 understand that there are a variety of different pencils to create different shades and tones.
- Children are able to use a variety of drawing effects.



Vocabulary

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| Aesthetic | As an adjective, it describes something that is pleasing to look at. |
| Commissioned | aesthetic When someone is asked to create a piece of art. |
| Mural | A painting made directly on a wall or other permanent structure. |
| Interpretation | How the meaning of an image is understood |
| Tone | How light or dark something is. |
| Symbolic | Conveying a message using symbols. |

Sticky Knowledge

A 'monochromatic' artwork uses tints and shades of just one colour.

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

The surface textures created by different materials can help suggest form in two-dimensional art work.

How line is used beyond drawing and can be applied to other art forms.

Chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.

Technical Knowledge and skills

- Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.
- Combine materials and techniques appropriate to fit with ideas.
- Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.

