



Year 6 Progressions of Skills - Art

2025/26	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of work	Craft and Design:Photo Opportunity		Drawing: Express my ideas		Sculpture and 3D: Making memories	
Enrichment opportunities	Craftermoons with parents each term.					
Knowledge						
Pupils know:	Shape: <ul style="list-style-type: none"> How an understanding of shape and space can support creating effective composition. Line: <ul style="list-style-type: none"> How line is used beyond drawing and can be applied to other art forms. Pattern: <ul style="list-style-type: none"> 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. 		Colour: <ul style="list-style-type: none"> 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. Form: <ul style="list-style-type: none"> The surface textures created by different materials can help suggest form in two-dimensional art work. Line: <ul style="list-style-type: none"> How line is used beyond drawing and can be applied to other art forms. 		Form: <ul style="list-style-type: none"> The surface textures created by different materials can help suggest form in two-dimensional art work. 	



		<p>Tone:</p> <ul style="list-style-type: none">• That chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.	
Skills			
Craft and Design	<p>Pupils know how to:</p> <ul style="list-style-type: none">• Use different materials to produce photorealistic artwork.• Use macro photography is showing a subject as larger than it is in real life.• Create a photomontage.• Create artwork for a design brief.• Use a camera or tablet for photography.• Identify the parts of a camera.• Take a macro photo, choosing an interesting composition.• Manipulate a photograph using photo editing tools.• Use drama and props to recreate imagery.• Take a portrait photograph.		



	<ul style="list-style-type: none">• Use a grid method to copy a photograph into a drawing. <p>So that they can:</p> <ul style="list-style-type: none">• 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 appropriately to fit with ideas.		
Drawing		<p>Pupils know how to:</p> <ul style="list-style-type: none">• Gestural and expressive ways to make marks.• Effects different materials make.• The effects created when drawing into different surfaces• To use symbolism as a way to create imagery.• Combine imagery into unique compositions.• Achieve the tonal technique called chiaroscuro.	



		<ul style="list-style-type: none">• Make handmade tools to draw with.• Use charcoal to create chiaroscuro effects. <p>So that they can:</p> <ul style="list-style-type: none">• 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 appropriately to fit with ideas.• Work in a sustained way over several sessions to complete a piece	
Sculpture and 3D			<p>Pupils know how to:</p> <ul style="list-style-type: none">• Translate a 2D image into a 3D form.• Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping).• Manipulate cardboard to create different textures.• Make a cardboard relief sculpture.• Make visual notes to generate ideas for a final piece.



			<ul style="list-style-type: none"> • Translate ideas into sculptural forms. <p>So that they can:</p> <ul style="list-style-type: none"> • 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 appropriately 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.
<p>Evaluating & Analysing</p>	<p>Pupils know the key questions:</p> <p>What is art?</p> <ul style="list-style-type: none"> • Art doesn't have to be a literal representation of something, it can sometimes be imagined and abstract. • Art can represent abstract concepts, like memories and experiences. • Art can be a digital art form, like photography. <p>Why do people make art?</p> <ul style="list-style-type: none"> • Sometimes people make art to express their views and opinions, which can be political or topical. • Sometimes people make art to create reactions. • People use art as a means to reflect on their unique characteristics. <p>How do people talk about art?</p> <ul style="list-style-type: none"> • Art can change through new and emerging technologies that challenge people to discuss and appreciate art in a new way. 		



- People can have varying ideas about the value of art.
- Art can be analysed and interpreted in lots of ways and can be different for everyone.
- Everyone has a unique way of experiencing art.

So they can:

- Give reasoned evaluations of their own and others' work which takes account of context and intention.
- Discuss how art is sometimes used to communicate social, political, or environmental views.
- Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way.
- Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.

Knowledge of Artists

Pupils know:

Meanings:

- Artists can use symbols in their artwork to convey meaning.
- Sometimes artists add extra meaning to what they create by working in places where they don't have permission to work.

Interpretation:

- Artists find inspiration in other artist's work, adapting and interpreting ideas and techniques to create something new.
- Art can be a form of protest.
- Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time.
- Art sometimes creates difficult feelings when we look at it.

Materials and Processes:

- Artists use techniques like chiaroscuro to create dramatic light and shade when drawing or painting.
- Artists can use materials to respond to a feeling or idea in an abstract way.
- Artists take risks to try out ideas; this can lead to new techniques being developed.
- Artists can make work by collecting and combining ready-made objects to create 'assemblage'.



- Artforms are always evolving as materials and techniques change over time.

So they can:

- Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.
- Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces .
- Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.

Artists in this unit are:

- Hannah Hoch
- Chris Plowman
- Graham Holland
- Edward Weston
- Derrick O. Boateng
- Edvard Munch
- Johannes Vermeer
- Leonardo Da Vinci
- Vincent Van Gogh
- Albrecht Durer
- Chuck Close

- Louis Masai
- Keith Haring
- Edgar Müller
- Diego Rivera
- Sian Storey
- Noura bin Saidan

- Yinka Shinobare
- Judith Scott
- Nicola Anthony
- Louise Nevelson
- Joseph Cornell