



Kingsley Primary School

Year 6 - Art Knowledge Progression Sheet

	William Morris – Painting and Drawing	Sonny – Street art – Painting	Mixed Media Portraits
Prior Learning	<ul style="list-style-type: none"> -Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. -Use a sketchbook to gather and collect artwork. -Begin to explore the use of line, shape and colour -Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. -Understand the basic use of a sketchbook and work out ideas for drawings. -Draw for a sustained period from the figure and real objects, including single and grouped objects. -Experiment with the visual elements; line, shape, pattern and colour. -Mix a range of secondary colours, shades and tones. -Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. -Name different types of paint and their properties. 	<ul style="list-style-type: none"> - To know and understand that there are primary and secondary colours. - To know what colours to mix to make other colours. -Mix a range of secondary colours, shades and tones. -Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. -Name different types of paint and their properties. -Work on a range of scales e.g. large brush on large paper etc. -Mix and match colours using artefacts and objects. -Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. 	<ul style="list-style-type: none"> -Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. -Use a sketchbook to gather and collect artwork. -Begin to explore the use of line, shape and colour -Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. -Understand the basic use of a sketchbook and work out ideas for drawings. -Draw for a sustained period from the figure and real objects, including single and grouped objects. -Experiment with the visual elements; line, shape, pattern and colour. -Experiment with tools and techniques, inc. layering, mixing media, scraping through etc.



	<ul style="list-style-type: none"> -Work on a range of scales e.g. large brush on large paper etc. -Mix and match colours using artefacts and objects. 		
Substantive Knowledge	<ul style="list-style-type: none"> - Demonstrate a wide variety of ways to make different marks with dry and wet media. - Identify artists who have worked in a similar way to their own work. - Develop ideas using different or mixed media, using a sketchbook. - Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. 	<ul style="list-style-type: none"> - Know who Sonny is and what type of artist he is. -Be able to speak confidently about the works of Sonny. - Choose appropriate paint, paper and implements to adapt and extend their work. - Carry out preliminary studies, test media and materials and mix appropriate colours. - Work from a variety of sources, inc. those researched independently. - Show an awareness of how paintings are created (composition). 	<ul style="list-style-type: none"> -To understand the concept of tone and tonal shapes. - Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. - To test different media and materials. -Experiment with the visual elements; line, shape, pattern and colour. -Experiment with tools and techniques, inc. layering, mixing media, scraping through etc.
Disciplinary Knowledge	<ul style="list-style-type: none"> -Demonstrate a wide variety of ways to make different marks with dry and wet media. -Identify artists who have worked in a similar way to their own work. -Develop ideas using different or mixed media, using a sketchbook. -Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. -Create shades and tints using black and white. 	<ul style="list-style-type: none"> -Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. -Adapt their work according to their views and describe how they might develop it further. -Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. 	<ul style="list-style-type: none"> -Alter and modify work. -Work relatively independently. -Awareness of the potential of the uses of material. -Use different techniques, colours and textures etc when designing and making pieces of work. -To be expressive and analytical to adapt, extend and justify their work.



	<ul style="list-style-type: none"> -Choose appropriate paint, paper and implements to adapt and extend their work. -Carry out preliminary studies, test media and materials and mix appropriate colours. -Work from a variety of sources, inc. those researched independently. -Show an awareness of how paintings are created (composition). 	<ul style="list-style-type: none"> -Question and make thoughtful observations about starting points and select ideas and processes to use in their work. -Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. -Create shades and tints using black and white. -Choose appropriate paint, paper and implements to adapt and extend their work. -Carry out preliminary studies, test media and materials and mix appropriate colours. -Work from a variety of sources, inc. those researched independently. -Show an awareness of how paintings are created (composition). 	
Key Vocabulary	Observation, tone, tonal contrast, shading, hatching, blending, perspective, single focal point, horizon, composition, scale, foreground, middle ground, background	Street artist, wildlife, nature, urban, contemporary	Collage, technique, composition, contrast, texture, modify, tone