



Year 6

ART & DESIGN

Curriculum Intent

Through studying art at Walton Oak, pupils will gain the knowledge and skills to express themselves through creating their own art, crafts and designs. By encouraging children to experiment and invent, learning through art will help to build their resilience and belief in themselves as successful artists. They will develop their own tastes and an appreciation of different forms of art, different artists and recognize how techniques and materials have changed over time. They will know how art and design reflects the changes in our history and culture.

Themes:

1. Knowledge of artists

Studying artists work, techniques and styles, making comparisons and describing differences

2. Making

Exploring a range of techniques – drawing, creating colour, painting

3. Generating Ideas

Creating original artwork, use of sketchbooks, inspiration from others, observations

4. Formal Elements – Knowledge and Understanding

Colour, Form, Shape, Tone, Texture, Pattern

5. Evaluating own and others' work

Experimenting and refining work, evaluating others

ART & DESIGN: CORE STUDY FOR YEAR SIX

1. Knowledge of artists: Studying artists work, techniques and styles, making comparisons and describing differences			
Core knowledge	Core skills	Core vocabulary	Taught through
<ul style="list-style-type: none"> ● Know that John Piper combined architecture, landscape, and abstraction using mixed and digital media. ● Understand how Hokusai used Japanese woodblock printing and wave motifs to represent movement and nature. ● Know the cultural symbolism and ceremonial purpose of Mayan masks in ritual and storytelling. ● Recognise how Pott and Dakpogan use recycled or found materials to reflect culture and identity. ● Understand how artists from different cultures (Japan, West Africa, Mesoamerica) express beliefs or narratives through form and composition. ● Know that digital art tools can replicate or extend traditional artistic techniques. ● Understand that art history can inspire reinterpretation through a modern lens (e.g., Piper’s use of historical architecture in a modern style). ● Describe the differences and similarities between different practices and disciplines, and make links to their own work. 	<ul style="list-style-type: none"> ● Identify influences and features in artists' work across different time periods and cultures. ● Analyse how medium, line, and texture reflect artist intention and cultural influence. ● Compare symbolism and technique in traditional art forms (e.g., Japanese prints, ritual masks). ● Describe how artists interpret space, structure, and light differently across formats. ● Make personal connections to artists’ themes (e.g. cultural identity, place, power). ● Discuss how context (religion, technology, geography) influences style and subject. 	<ul style="list-style-type: none"> ● Ceremonial ● symbolic ● abstraction ● digital media ● woodblock ● wave motif ● heritage ● architectural ● structure ● reinterpretation ● materiality ● narrative ● sacred ● found object 	<p>Studying a variety of artists and their work:</p> <ul style="list-style-type: none"> ● John Piper – architectural drawing and digital collage reinterpretation. ● Hokusai – Japanese woodblock-inspired painting and sketching (e.g., The Great Wave). ● Mayan mask collage – exploring culture and identity. ● Bertan Pott/Calixte Dakpogan – found material collage and sculpture; African symbolism.
<p>Extended Skills and Vocabulary</p> <ul style="list-style-type: none"> ● Analyse artistic meaning through material, format, and visual style. ● Explore how artists reflect or challenge social norms. ● Form critical comparisons between traditional and modern artwork. ● Use art vocabulary to write thoughtful interpretations. ● Reflect on how artists inspire their own visual voice. 			

ART & DESIGN: CORE STUDY FOR YEAR SIX

2. Making: Exploring a range of techniques – drawing, creating colour, painting, printing, 3D/textiles, collage			
Core knowledge	Core skills	Core vocabulary	Taught through
<ul style="list-style-type: none"> ● Know how to sketch and shade using advanced perspective (1-, 2- and 3-point perspective). ● Understand how to use digital tools (layering, colour editing, image merging) to enhance traditional sketches. ● Know the difference between traditional paint techniques (e.g. brush control) and digital mark-making. ● Recognise key visual elements in traditional Japanese art: line variation, wave shape, spatial balance. ● Know how to assemble a mask using symmetry, texture, and symbolic elements. ● Understand how to use unconventional materials for 3D collage and mask construction. 	<ul style="list-style-type: none"> ● Sketch architectural scenes in accurate perspective using rulers and vanishing points. ● Combine sketch and digital tools to create layered mixed-media pieces. ● Paint with detail and precision, echoing Hokusai’s wave forms and colour gradients. ● Apply surface texture and mixed materials to mask collages. ● Use contrast and repetition to achieve cultural or symbolic design. ● Incorporate media like digital photography or scanned drawings into digital compositions. ● Sculpt 2.5D (relief) forms with symmetry, layering, and colour. ● Use foreground, background, scale, and overlap effectively in complex compositions. 	<ul style="list-style-type: none"> ● Two-point & three-point perspective ● blend, ● layer ● digital tool ● traditional ● stylised ● symmetrical ● ceremonial ● wave ● motif ● contrast ● relief ● composite image ● recycle ● mask form ● contour lines ● light source 	<p>Studying a variety of artists and their work:</p> <ul style="list-style-type: none"> ● Perspective drawing & digital collage in the style of John Piper. ● Japanese-inspired sketching and painting based on The Great Wave and other Hokusai prints. ● Mayan mask creation using cardboard, paper, beads, and metallics. ● Found object collage inspired by Dakpogan’s sculptural masks.
<p>Extended Skills and Vocabulary</p> <ul style="list-style-type: none"> ● Combine analogue and digital seamlessly in one project. ● Create sculptures or relief work that reflect meaning through material choice. ● Apply precise digital layering techniques (opacity, colour matching). ● Construct detailed, balanced mask designs with symmetry and proportion. ● Use stylised motifs to unify collage compositions. ● Demonstrate control over both traditional brushwork and digital effects. 			

ART & DESIGN: CORE STUDY FOR YEAR SIX

3. Generating Ideas: Creating original artwork, use of sketchbooks, inspiration from others, observations			
Core knowledge	Core skills	Core vocabulary	Taught through
<ul style="list-style-type: none"> ● Know how to research using diverse sources: visual, cultural, historical, online. ● Understand how mood, narrative, or belief systems shape ideas in visual art. ● Know that ideas can evolve through remixing media and content. ● Understand the role of symbolism and metaphor in visual storytelling. ● Know how to plan multi-stage processes: sketch, test, digitise, refine. ● Understand the importance of personal voice while respecting cultural origins. ● 	<ul style="list-style-type: none"> ● Record and respond to artists, cultures, and materials in sketchbooks. ● Create mood boards or digital collections as sources of inspiration. ● Develop layered ideas through thumbnail sketches, media trials, and reflection. ● Adapt found images or forms to create personal, original work. ● Annotate with purpose, explaining technical and conceptual decisions. ● Create art with a clear link between idea, medium, and message. ● Reflect critically during development to adapt or improve designs. 	<ul style="list-style-type: none"> ● Source material ● concept ● metaphor ● remix ● cultural reference ● originality ● annotate ● prototype ● refine ● symbol ● process-based 	<p>Studying a variety of artists and their work:</p> <ul style="list-style-type: none"> ● Conceptual planning for Mayan masks with symbolism charts. ● Sketchbook idea development for Japanese wave pieces. ● Mood-driven digital collages inspired by John Piper’s blend of structure and abstraction. ● Self-led research prompts linked to identity, architecture, or cultural symbols.
<p>Extended Skills and Vocabulary</p> <ul style="list-style-type: none"> ● Develop original ideas that merge global influences with personal perspective. ● Create a multi-stage artwork from concept to digital or physical final piece. ● Adjust a concept mid-process based on outcome or feedback. ● Research respectfully and apply cultural references with thoughtfulness. 			

ART & DESIGN: CORE STUDY FOR YEAR SIX

4. Formal Elements – Knowledge and Understanding: Colour, Form, Shape, Line, Tone, Texture, Pattern			
Core knowledge	Core skills	Core vocabulary	Taught through
<ul style="list-style-type: none"> ● Line: Understand how precision or gesture communicates structure and emotion. ● Form: Know how to create layered or relief form (e.g. mask, architecture) with depth and strength. ● Space: Understand the illusion of 3D on a 2D plane via perspective and overlap. ● Texture: Know how to combine smooth and rough media (e.g. digital/physical). ● Colour: Understand the emotional power of colour schemes (warm/cool/monochrome). ● Pattern & Repetition: Recognise how repeating forms affect rhythm and unity in a design. 	<ul style="list-style-type: none"> ● Apply lines for structure (technical sketching) and motion (waves, folds). ● Create shadow and highlight with tonal or colour blending. ● Arrange collage components with spatial logic (foreground, layering). ● Build surface variation (e.g. reflective foil, textured paper, flat paint). ● Mix digital and manual patterning for visual harmony. ● Emphasis focal points through contrast and space. 	<ul style="list-style-type: none"> ● Line weight ● highlight ● surface ● layering ● digital blending ● focal point ● pattern ● repetition ● atmospheric ● rhythm ● visual tension ● chiaroscuro, ● halo, ● continuous line 	<ul style="list-style-type: none"> ● Perspective drawing of buildings and streets with shading and tonal detail. ● Wave drawing and painting that use flowing line and value shifts. ● Mask decoration using texture, relief, contrast, and symmetry. ● Digital collage composition that balances traditional and modern elements.
<p>Extended Skills and Vocabulary</p> <ul style="list-style-type: none"> ● Manipulate all formal elements intentionally to affect mood or meaning. ● Evaluate and revise balance, tone, and pattern across multiple stages. ● Apply advanced perspective to create illusion of space or narrative depth. ● Use unconventional textures and found materials with intent. ● Transition confidently between abstract and realistic styles. 			

ART & DESIGN: CORE STUDY FOR YEAR SIX

5. Evaluating own and others' work: Experimenting and refining work, evaluating others.			
Core knowledge	Core skills	Core vocabulary	Taught through
<ul style="list-style-type: none"> ● Know how to critically assess the emotional, cultural, and technical success of artwork. ● Understand how intention, material, and outcome interact. ● Know the importance of the audience in shaping presentation choices. ● Recognise that evaluation includes research, creation, and reflection. ● Understand that successful art may challenge or provoke, not just decorate. 	<ul style="list-style-type: none"> ● Use art-specific vocabulary to give focused feedback. ● Explain whether and how their goals were met. ● Compare personal work to influences with justification. ● Offer peer critique that includes strengths and ideas for development. ● Self-evaluate using criteria: originality, clarity, technical control, meaning. ● Write reflective summaries of projects and progress across time. ● Revise artwork after critique with control and confidence. 	<ul style="list-style-type: none"> ● Audience ● message ● critique ● symbolism ● strength ● impact ● clarity ● effectiveness ● cultural relevance ● reflect ● refine ● feedback. 	<ul style="list-style-type: none"> ● Self- and peer-assessments after each major project. ● Written reflections on artist studies and final outcomes. ● Gallery-style class critiques with purposeful questions. ● Rubric that is linked to formal elements and personal goals.
<p>Extended Skills and Vocabulary</p> <ul style="list-style-type: none"> ● Write artist statements articulating concept, media, and message. ● Identify how their personal style is emerging. ● Present work to peers with confidence and openness to critique. ● Track growth across projects and discuss learning over time. ● Recognise how visual decisions connect to viewer response. 			