

KFJS
Art Curriculum Map

In each project children will: generate ideas, use one or more of the formal elements, gain knowledge of artists, evaluate own and others work.

Year 6

Project	Welcome to Britain Art linked to immigration (paint)	Portraits over time (art appreciation and photography)
Key question	How and why do artists express themselves through art?	Do portraits always represent reality?
Essential understanding	Artists select colour, size and strokes to evoke a particular mood and reaction. Art has the power to be expressive and also moving.	Line up and capture subject for portrait photography. Use filters for effect.
Record observations and review ideas	Gather work created by immigrant artists. Decide the style of own art – eg bright and optimistic or grey and dismal. Choose which type of paint would best meet their expression. Year group gallery – observe and consider what pictures are expressing.	Immersion in varied genres of portrait – paintings, photography, sketches etc Evaluate what a good one looks like and justify. Do portraits represent reality?
Improve mastery of art and design techniques	Paint	Plan and take portraits (self or other) using ipads. Use filters to change image. Photography paper
Know about great artists, craft makers and designers	Windward artists	Timeline of how portraits have changed over time. Art Appreciation, Talk time, Inference, Emotion, Ancient world, Middle Ages, Renaissance, Baroque & Rococo, 19 th C, 20 th C, Islamic & South Asia Chinese
Skills	Use a sketchbook to collect and develop ideas Work on sustained, independent, detailed drawings Develop drawing using tonal contrast and mixed media	Create imaginative work from a variety of sources e.g. observational drawing, music, poetry. Identify, mix and use primary, secondary, complimentary and contrasting colours. Mix and match colours to create atmosphere and light effects
Assessment	How and why do artists express themselves through art? Can I create an expressive piece of art?	Do portraits always represent reality? Can I create a 'real' and an 'altered' portrait?

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WTS	With support children are able to create an expressive piece of art with a simple message. Different types of media have been used.	Can create two portraits with not much variation in style between them.
EXS	Children can create an expressive piece of art with a clear message using different types of media. Children can explain their choices.	Can confidently create two different styles of observational portraits.
GDS	Children can create an expressive piece of art with a clear message using different types of media. Children can explain and justify their choices.	An imaginative approach to creating two different styles of observational portraits.