

ART AND DESIGN

Syllabus for Primary Schools

YEAR 6

LEARNING OUTCOMES

for

YEAR 6

| 6.1 AESTHETIC AWARENESS THE ELEMENTS OF VISUAL LANGUAGE. | 6.2 USE OF MATERIALS TECHNIQUES, SKILLS AND MEDIA. | 6.3 EXPRESSION OF FEELINGS IDEAS THOUGHTS AND SOLUTIONS. | 6.4 EVALUATION AND APPRECIATION. |
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| 6.1.1 Knowing and understanding the elements of visual language. | 6.2.1 Investigating visually and recording | 6.3.1 Creating and designing | 6.4.1 Observing and reflecting |
| 6.1.2 Development of visual literacy. | 6.2.2 Using media | 6.3.2 Communicating | 6.4.2 Describing and responding |
| 6.1.3 Awareness of the expressive arts subjects. | 6.2.3 Using the visual elements | | |

PROGRAMME

for

YEAR 6

6.1 Aesthetics Awareness

| Learning Outcomes | Notes |
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| 6.1.1 Knowing and Understanding the visual language. | <p>The basic elements of visual language:</p> <p>Line Colour Texture Shape Form Tone Pattern Space</p> |
| 6.1.2 Development of visual literacy. | <p>This is done through:</p> <ul style="list-style-type: none"> • Making art – Practices may include drawing, painting, printmaking, collage, textiles, three-dimensional work, response to artefacts and IT, where applicable. • Knowing and understanding about art, craft and design forms from the past and the present and from a variety of cultures. Recognizing, identifying and appreciating these works, and making connections to the learner’s own work. • Cross-curricular linking. In primary education a lot of teaching is done through art activities such as book-making, model making, illustration and display. In science, observational drawing is used. Art materials are investigated and used constructively in history, geography, mathematics, and technology. Art can be used to stimulate, explore and record. Art is an invaluable context for language development. |
| 6.1.3 Awareness of the expressive arts subjects | <p>Making links with drama, music, and physical education (movement dance) to highlight personal expression.</p> |

6.2 Use of Materials, Techniques, Skills and Media.

| Learning Outcomes | Notes |
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| <p>6.2.1 Investigating visually and recording</p> | <p>Learners observe (investigate visually) and record from given sources, especially first hand stimuli, and, with guidance, attempt detail.</p> <p>Learners use a given number of ways of recording. Besides drawing, learners record through, painting, sketching, modelling and constructing.</p> <p>Drawing</p> <ul style="list-style-type: none"> • Observational drawing, recording what they see (showing awareness of natural and man-made environment). • Analysing of qualities in the environment (shape, line, pattern, form and texture through drawing.) • Awareness of light and dark. • Expressing and communicating personal interests and feelings through drawing. • Fantasy ideas through drawing. • Looking at drawings. • Working out ideas through drawing. • Drawing as a means of designing. • Exploring a variety of drawing materials, (pencils, felt tip, computer software etc.) <p>Practices.</p> <ul style="list-style-type: none"> • The upkeep and use of the sketchbook. • Keeping a portfolio. • Building personal collections of drawings, notes, objects, pictures and photos of things they use and make. • Drawing and modelling at home for personal pleasure. (Later to be incorporated in classroom activities.) • Observing, drawing, sketching, painting and modelling from familiar objects at home and at school, using a |

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| | <p>variety of media. (Accompanied by discussion and reference to terms of line, colour, tone, pattern, texture, and shape.)</p> <ul style="list-style-type: none"> • Modelling and constructing from observed objects, (feathers, shells, plants, clockwork mechanism, tools, bicycles) • Practising observing and recording as a normal ongoing activity, even in other areas of the curriculum. |
| <p>6.2.2 Using media</p> | <p>Learners use a given range of media, showing basic understanding of their uses and limitations and expressive qualities.</p> <p>This can be done through:</p> <ul style="list-style-type: none"> • Understanding the qualities and potential of constructional and malleable materials as a means of problem solving. • Enjoying the functional and expressive qualities of materials. • Extending techniques in relation to ideas. • Using tools appropriately and safely, recognising their potential as a means to embody ideas and solve needs. • Understanding adhesives and methods of construction. • Painting activities using a range of techniques e.g. thin\runny way, (misty mornings and wet days), in a thick vigorous way (stormy skies, stone walls) • Exploring ways of applying paint (using rollers, a card edge, sponges etc.) • Using colour to show particular qualities of tone, shades, hue and mood. • Considering colour for purposes. • Expressing through colour. • Using pattern for a purpose. (e.g. book covers, curtains, dolls, puppets, clothes, boxes, folders etc.) • Creating an image from the same subject, in a range of media.(e.g. “<i>Fishing</i>” interpreted through drawing, painting, print-making.) to become familiar with the characteristics of each medium and its suitability to |

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| | <p>express the subject.</p> <ul style="list-style-type: none"> • Using fabric and textiles in collage and puppetry. • Using clay, slabbing and coiling to make simple containers. • Working individually and in a group (eg.large murals, constructions) • Taking part in projects involving art, design, music, movement and drama. (e.g. prize day) <p>Refer to Using media year 5.2.2 In year five and six the teacher can offer some guidance to the use of media and selection of materials.</p> |
| <p>6.2.3 Using the visual elements.</p> | <p>Learners show awareness of the visual elements, which they use when making their work, and have confidence in discussing their application.</p> <p>This can be done through the use of :</p> <ul style="list-style-type: none"> • A visual vocabulary as an aid to promoting communication and awareness. • Simple light\dark tones to contrasting tones. • Primary colours and a mixture of these. Mixing and using secondary colours. • Thin\ thick\curly\jagged line to continuous and broken. • Basic to regular and irregular shapes and forms(two-dimensional) • Use of fine and coarse textures, to gradations of the same. • Use of found and constructed textures in expressive and analytical work and design.. • Organised pattern (using shape) and abstract pattern. • Modelling, building and decoration of surfaces.(Using clay, paper pulp, etc.) • Awareness of the visual elements when making three dimensional forms. • Making and discussing shape and form both regular and irregular (eg a surf board as opposed to a sculptured figure, or a stone in a rubble wall compared to a stone in |

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| | <p>the wall of a church façade.)</p> <ul style="list-style-type: none">• Making hollow forms e.g. pottery (see Using media.)• Scale and proportion and spatial qualities in two and three-dimensional work. |
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6.3 Expression of Feelings Ideas Thoughts and Solutions.

| Learning Outcomes | Notes |
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| 6.3.1 Creating and designing | <p>Learners produce images, which show some understanding of the visual elements and their use e.g. in drawing, painting, modelling and constructing.</p> <p>Learners show an ability to plan ahead, select, organise, and control materials in order to solve a specified problem or task.</p> <p>Learners suggest by drawing, visual presentation, or simple models at least one possible solution to a design problem.</p> <p>This may be done through:</p> <ul style="list-style-type: none">• An awareness of the vital relationship between the natural and the man made world (Conservation.)• Working in logical and intuitive ways.• Making use of the functional and expressive qualities of materials.• Sketching and keeping notebooks.• Beginning to sequence and predict.• Planning and working through problems.• Bringing work to a conclusion.• Participating in group projects, planning and working as a team while dealing with the challenges of cooperation.• Creating images and objects in response to events and places which have been observed and experienced or from fantasy and imagination (experiences from the expressive arts, the broader curriculum.)• Discussion (teacher/pupil) aimed at understanding how to tackle a design task, how to collaborate in planning an outcome to a specified remit. |

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| | <ul style="list-style-type: none"> • Planning, researching and constructing a large model will provide a stimulus for the above mentioned practices. Eg designing the school playground. or a fun park , designing a megalithic temple. <p>Reference may be made to the notes concerning Creating and Designing year 4.3.1</p> |
| <p>6.3.2 Communicating</p> | <p>Learners convey feelings, ideas and emotions, real or imagined, in two- and-three dimensions.</p> <p>Learners show an increased interest in representing what is seen and imagined and respond to this by recording, analysing, expressing and communicating (also verbally).</p> <p>Learners use a range of visual devices to attempt realism. (space, colour, detail and pattern.)</p> <ul style="list-style-type: none"> • Painting and drawing personal pictures , and creating works in three dimension in response to what is known, experienced and felt .With guidance learners use the visual elements to record these experiences, express feelings, ideas and emotions or to emphasise particular aspects. • Learners, with guidance demonstrate, how some images can be made more expressive and important than others. (e.g. Through choice of size , colour in packaging, close-up in sporting images, pattern in fashion, the drama in tonal contrasts in some painting, soft -focus in mass media- advertising.) • Learners, with guidance, are led to understand a process-based approach to solving problems and design tasks. • Learners develop expressive work from activities in “investigating and making” |

6.4 Evaluation and Appreciation

| Learning Outcomes | Notes |
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| <p>6.4.1 Observing and reflecting</p> | <p>With support learners, research information about an artist or designer and their work from supplied sources (prints, slides, video, school library.)</p> <p>This can be done by:</p> <ul style="list-style-type: none"> • Investigating the use of the visual elements when handling, studying and observing original art and design works. • Looking at slides, photographs, prints, videos, and their own work etc. in school and otherwise • Visits and excursions to places of interest on the island. • Visits to crafts village. • Trips to the sister island to places of artistic heritage. • Meeting artists, designers and crafts persons in school or in their studios/workshops. <p>Learners should be encouraged to relate their findings to their own experiences and work.</p> |
| <p>6.4.2 Describing and responding.</p> | <p>Using appropriate vocabulary, learners make a judgement about their own or an artist's work.</p> <p>Learners make a personal evaluation of their own and others' designs showing some understanding of a design process.</p> <p>Learners respond to art, craft and design works by:</p> <ul style="list-style-type: none"> • Recognising and describing similarities and differences. • Looking at functional design. • Commenting on the use of techniques and tools. • Recognising ways in which the work reflects the time and |

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| | <p>place in which it was made.</p> <p>This is done through</p> <ul style="list-style-type: none">• Visit to galleries and workshops• Using studies of graphic and other design. <p>Support should be provided through background resources. (E.g. information about artists, gallery guides and exhibition worksheets video and photographs. All printed material should be at the appropriate language level.)</p> <p>Learners should be encouraged to relate their findings to their own experiences and work.</p> <p>Vocabulary (consolidating and extending year 5’s skills)</p> <ul style="list-style-type: none">• Extension of colour vocabulary.• Understanding the meaning of matching, dark and light, hot and cold colours, hues, shades, and contrasts.• Technical items used in processes.• Naming the techniques and tools used in sculpture, modelling, weaving, hanging, pottery, relief, construction, manuscript, calligraphy, engraving etc.• Building up listening and reading skills in order to understand challenges and problems.• Ability to organize words to plan, annotate and describe some design processes. |
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