



Guilden Sutton Church of England Primary School - Art Knowledge Organiser

Year: 6

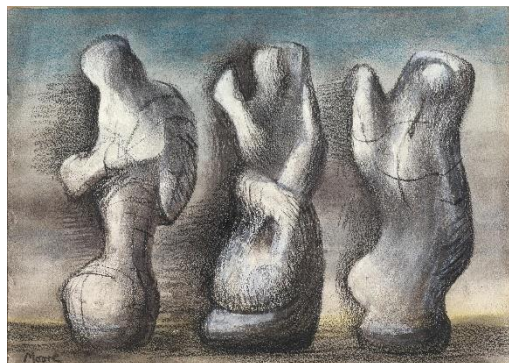
Focus Skill: Sculpture

Term: Autumn

Images

What I've already learned

End Goal



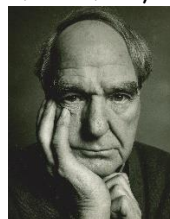
- Discuss the work of other sculptors and architects and how these have influenced their own work / designs
- Work with a group to decide the best way to join and secure materials together
- Think more about the aesthetics of a piece
- Work in a safe, organised way, caring for equipment
- Secure work to continue later
- Adapt work when necessary and explain why
- Demonstrate awareness in environmental sculpture
- Create an animal sculpture inspired by Michelle Reader (using recycled objects)

- Research Henry Moore and how his sculptures relate to WW2
- Develop and imaginatively extend ideas from starting points
- Annotate sketches to explain and elaborate ideas with confidence
- Recognise sculptural forms in the environment and use these as inspiration for their own work
- Create original sculptures using clay and wire following the chosen medium's required method
- Research abstract and semi-abstract pieces like Moore's and discuss their symbolism and meaning
- Shape, form, model and join with confidence
- Compare ideas, methods and approaches to their own and others' work and say what they think and feel about it
- Adapt work according to their views and describe how they might develop it further

Focus Artist

Key Vocabulary

Henry Moore
1898 - 1986, UK



wire sculptures

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Bend/shape/twist - moving the wire how you'd like it
 Braid - interweaving the clay
 Join - merging two pieces together
 Clay - sculpting material
 Coil - wrapping a 'worm' shape round and round
 Score - creating indent lines into the edge you'd like to stick with
 Slip - a 'glue' made from slurry
 Slab - clay flattened into a sheet

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Year: 6	Focus Skill: Collage / Drawing	Term: Spring
Key Vocabulary	What I've already learned	
<p>Tissue</p> <p>Layers</p> <p>organic shapes - formed naturally</p> <p>geometric shapes - circles, cubes, triangles etc.</p> <p>Background</p> <p>objective art - art that can be seen and touched by humans</p> <p>abstract art - doesn't represent actual reality</p> <p>Bold - made to stand out</p> <p>Style - an artist's signature way of creating art</p> <p>Cityscape - a representation of the city, usually panoramic</p> <p>Detail</p> <p>Tone - how light or dark something is</p> <p>Depth - the perceived distance between background and object</p> <p>Perspective - the way you view something</p> <p>focal points - a central point of focus or attention</p>	<ul style="list-style-type: none"> • Animal based collage • Research key features of collage • Use mixed media to add differences to collage • Accurately make repeated patterns • Cut with increasing accuracy • Combine pattern, colour and shape to show detail in my animal collage • Use sketchbooks to design animal collages based on Michelle Reader • Carefully choose colours to make the artwork 'pop' (contrasting background and foreground) • Use ripping or cutting to select pieces to make the right shape for the animal • Understand different glues and how they can be used to stick materials together <ul style="list-style-type: none"> • Work in a sustained and independent way to create an accurate, detailed drawing. • Develop key elements of their work (line, tone, pattern, texture) • Draw from different viewpoints considering horizon lines. • Begin to consider perspective • Use different techniques for purpose e.g., different styles of shading • Work from a variety of sources including observation and photographs to develop own work • Research Picasso and Cubism • Draw in the style of Cubism 	
End Goal	Focus Artist	Images
<ul style="list-style-type: none"> • Research the work of Jill Pelto and discuss the significance of climate change in her work • Work with a partner to research and represent climate change data in the form of a collage • Use collage as a means of extending work from initial ideas • Independently select a range of media to produce a collaged image (climate change representation) <ul style="list-style-type: none"> • Select appropriate media and techniques to achieve a specific outcome • Develop their own style • Draw for a sustained period of time over a number of sessions • Create a cityscape with attention to detail • Use tone in drawings to achieve depth • Develop drawing with perspective and focal points • Adapt drawings according to evaluations and discuss further developments 	<p>Jill Pelto, UK</p> <p>Stephen Wiltshire, UK</p>	