



## Subject- Art and Design.



### Threshold Concepts and Milestones

| Threshold Concept  |  | Year 6   | Content   |
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| <p><b>Develop ideas</b><br/>This concept involves understanding how ideas develop through an artistic process.</p> |  | <ul style="list-style-type: none"> <li>• Independently, develop and extend ideas imaginatively from starting points throughout the curriculum.</li> <li>• Collect and evaluate information, sketches and resources and present ideas imaginatively in a sketchbook.</li> <li>• Use the qualities of materials to enhance ideas.</li> <li>• Spot the potential in unexpected results as work progresses.</li> </ul> | <p>Look at the process from inspiration through to finished product.<br/>How does peer review feedback influence the piece?<br/>Look at and evaluate changes through the artistic process. Record and annotate change in sketch books.</p> <p>Talk about the works of 20<sup>th</sup> /21<sup>st</sup> century artists (see concept 3) What was the artist's inspiration? What were they trying to communicate? What was the message behind the piece of work?</p> <p>Assess their own work as it progresses in both sculpture and paint. What was the original message? How has that been communicated? Does anything need to be added/taken away to make sure that the message is still clear?<br/>How will the art influence others?</p> |

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|   |                  | <ul style="list-style-type: none"> <li>• Comment on artworks with a fluent grasp of visual language.</li> </ul>  |   |
| <p><b>Master techniques</b><br/>This concept involves developing a skill set so that ideas may be communicated.</p> | <b>Painting</b>  | <ul style="list-style-type: none"> <li>• Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> <li>• Combine colours, tones and tints to enhance the mood of a piece.</li> <li>• Develop a personal style of painting, drawing upon ideas from other artists.</li> </ul> | <p>Using the techniques of the artists we have studied and other techniques, develop a personal style. Use this style to create a series of pieces on a single theme. Consider clearly the message behind this. Children to ask themselves how they are aiming to influence others. Use peer review feedback to repeat the piece until it is the best it can be. Is the message still clear? Discuss the changes in each version of the piece - what has improved, what needs to be improved etc? Children to present their journey through the piece to a peer group. Can peers identify the message and say how the pieces have influenced them? Create an exhibition and invite guests to journey through the piece. Can guests say what the message is and how they have been influenced?</p> |
|   | <b>Collage</b>   | <ul style="list-style-type: none"> <li>• Use ceramic (?) mosaic materials and techniques.</li> </ul>   |   |
|   | <b>Sculpture</b> | <ul style="list-style-type: none"> <li>• Show life-like qualities and real-life proportions or, if more</li> </ul>   | <p>Using the techniques of the artist we have studied and other techniques, develop a personal group style.</p>   |

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|  |                | <p>abstract, provoke different interpretations.</p> <ul style="list-style-type: none"> <li>• Use frameworks (such as wire or moulds) to provide stability and form for an unusual shape.</li> </ul>  | <p>Use this to create a pieces on a theme which will influence others in some way, taking peer review feedback during the design process for the piece. Make sure that the piece has a clear message to others. How does it influence them? Why?</p> <p>Children in groups present their pieces, describing their inspiration and how feedback helped them to make changes in the design phase.</p> <p>Hold exhibition and present the pieces to invited guests. Take their views about how the pieces have influenced them.</p> |
|  | <b>Drawing</b> | <ul style="list-style-type: none"> <li>• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> <li>• Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> </ul> |  |
|  | <b>Print</b>   | <ul style="list-style-type: none"> <li>• Create an accurate pattern, showing fine detail.</li> </ul>   |  |

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|   |                      | <ul style="list-style-type: none"> <li>• Use a range of visual elements to reflect the purpose of the work.</li> </ul>  |  |
|   | <b>Textiles</b>      | <ul style="list-style-type: none"> <li>• Show precision in techniques.</li> <li>• Choose from a range of stitching techniques.</li> <li>• Combine previously learned techniques to create effective pieces.</li> </ul>  |  |
|   | <b>Digital media</b> | <ul style="list-style-type: none"> <li>• Enhance digital media by editing (including sound, video, animation, still images and installations).</li> </ul>   |  |
| <p><b>Take inspiration from the greats</b><br/>This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.</p> |                      | <ul style="list-style-type: none"> <li>• Give critical details (including own sketches) about the style of some notable artists, artisans and designers.</li> <li>• Show how (critically evaluate) the work of those studied was influential in both society and to other artists.</li> </ul> | <p>Look at the work of 20<sup>th</sup> century artists in Britain:<br/>Leonora Carrington (painter)<br/>Anish Kapoor (sculptor)<br/>David Hockney (painter)<br/>Barbara Hepworth (sculptor)<br/>Willard Wigan (sculptor)<br/>Bridget Riley (painter)<br/>Lynette Yiadom Boakye (painter)<br/>Discuss style and technique. How did the artists seek to influence others? How does the work influence you?<br/>Recreate work 'in the style of' as both collaborative and independent pieces, retaining the influence effect.</p> |

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|  |  | <ul style="list-style-type: none"><li>• Create original pieces that show a range of influences and styles.</li></ul> | See concept 1. |
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