

Parkwood Primary School Art and Design Curriculum 2023/24

All pupils:

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

Our children use the work of great artists to discuss the following questions: <ul style="list-style-type: none"> • What is art? • Why do people make art? • How do people talk about art? 		Our children will work like artists by using the following element of art: <ul style="list-style-type: none"> • Colour: artists use colour to express themselves and make the audience feel something specific • Form: three-dimensional objects • Line: a mark made on a surface that joins different points • Shape: a flat area surrounded by edges or an outline • Space: shows what is there and what isn't there • Texture: look and feel of a surface • Pattern: shapes, lines or form repeated 				
FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Artistic concepts knowledge						
<p>Colour</p> <ul style="list-style-type: none"> • Know the names of colours (red, blue, yellow, green, orange, purple) • Know that colours can be mixed to make new colours <p>Shape</p> <ul style="list-style-type: none"> • Know the names of some 2D shapes (circle, triangle) • Know what a closed shape is • Know what a straight line is <p>Line</p> <ul style="list-style-type: none"> • Know that lines can be joined to make a closed shape 	<p>Colour</p> <ul style="list-style-type: none"> • Know the primary colours (B, Y, R) • Know the secondary colours (G, O, P) • Know which primary colours need to be mixed to make a secondary colour (B + Y = G, R + Y = O, B + R = P) <p>Shape</p> <ul style="list-style-type: none"> • Know what a geometric shape <p>Line</p> <ul style="list-style-type: none"> • Know there are different types of lines (curved, straight, wavy, revisit from FS) 	<p>Colour</p> <ul style="list-style-type: none"> • Know what a tint is • Know that a tint is created by adding white • Know what a shade is • Know that a shade is created by adding black <p>Shape</p> <ul style="list-style-type: none"> • Know what an organic shape is <p>Texture</p> <ul style="list-style-type: none"> • Know that texture is the look and feel of a surface (revisit from FS) • Know that sketching can be used to represent the 	<p>Colour</p> <ul style="list-style-type: none"> • Know that artists make deliberate choices about colour when creating art • Know that natural pigments can be found in nature and can be used to make colour <p>Shape</p> <ul style="list-style-type: none"> • Know that shapes can be identified within objects as a method to help with drawing <p>Space</p> <ul style="list-style-type: none"> • Know that space is what is there and isn't there 	<p>Colour</p> <ul style="list-style-type: none"> • Know what a tint is (revisit from Year 2) • Know what a shade is (revisit from Year 2) • Know how shade can be used to create a 3D effect • Know that shade is used where light cannot reach • Know that tint is used where light can reach <p>Shape:</p> <ul style="list-style-type: none"> • Know that geometric shapes can be used to draw self-portraits 	<p>Colour</p> <ul style="list-style-type: none"> • Know what a warm colour is • Know what a cool colour is • Know what atmosphere is • Know that warm and cool colours are used to create atmosphere <p>Texture</p> <ul style="list-style-type: none"> • Know different chalk pastel techniques create different textures <p>Form</p> <ul style="list-style-type: none"> • Know what architecture is • Know that form varies in size and scale which 	<p>Colour</p> <ul style="list-style-type: none"> • Know that grey is made by mixing black and white • Know what a tone is • Know the tone of a colour can be changed by using grey • Know what atmosphere means (revisit from Year 5) • Know that tones can be used to create atmosphere • Know that warm and cool colours are used to create atmosphere (revisit from Year 5)

<ul style="list-style-type: none"> • Know that lines can be curved • Know that lines can be wavy • Know that lines can be joined to create a pointy shape <p>Texture</p> <ul style="list-style-type: none"> • Know that texture is the look and feel of a surface • Know what bumpy, smooth, rough, silky, soft, hard and waxy means • Know that different materials can be used to represent the texture of an object <p>Form</p> <ul style="list-style-type: none"> • Know form is art that is made from objects <p>Pattern</p> <ul style="list-style-type: none"> • Know what a pattern is 	<ul style="list-style-type: none"> • Know that lines can be thick or thin <p>Form</p> <ul style="list-style-type: none"> • Know art can be 3D • Know what a sculpture is • Know that natural materials can be used to create sculptures <p>Space:</p> <ul style="list-style-type: none"> • Know that space is what is there and isn't there <p>Pattern:</p> <ul style="list-style-type: none"> • Know what a pattern is (revisit from FS) • Know what a repeating pattern is 	<p>texture of an object</p> <p>Form</p> <ul style="list-style-type: none"> • Know that form is creating a 3D piece of art 	<p>(revisit from Year 1)</p> <ul style="list-style-type: none"> • Know that space can be used to draw a person's attention to something <p>Form</p> <ul style="list-style-type: none"> • Know that form is creating a 3D piece of art (revisit from Year 2) 	<ul style="list-style-type: none"> • Know what proportion is • Know how proportion is used in a self-portrait <p>Line</p> <ul style="list-style-type: none"> • Know that line is used to position features of self-portraits 	<p>changes the viewers experience of the piece</p>	<p>Texture</p> <ul style="list-style-type: none"> • Know a variety of sketching techniques to create texture <p>Space</p> <ul style="list-style-type: none"> • Know what negative space is • Know why negative space is used by artists • Know what positive space is
Artistic concepts skills						
<p>Colour</p> <ul style="list-style-type: none"> • Mix colours to make new colours <p>Shape</p> <ul style="list-style-type: none"> • Draw a closed shape • Draw a straight line 	<p>Colour</p> <ul style="list-style-type: none"> • Apply knowledge of primary colours to mix secondary colours using paint <p>Shape</p>	<p>Colour</p> <ul style="list-style-type: none"> • Use black paint to create varying shades • Use white paint to create varying tints • Use tints of a colour in own artwork 	<p>Colour</p> <ul style="list-style-type: none"> • Make deliberate choices about colours used to create the desired effect • Use natural pigments to paint 	<p>Colour</p> <ul style="list-style-type: none"> • Use black paint to create varying shades (revisit from Year 2) • Use white paint to create varying tints (revisit from Year 2) 	<p>Colour</p> <ul style="list-style-type: none"> • Select cool and warm colours to create atmosphere <p>Texture:</p> <ul style="list-style-type: none"> • Use different chalk pastel 	<p>Colour</p> <ul style="list-style-type: none"> • Mix black and white paint to make grey • Use grey paint to create tones of colour • Make a deliberate choice with colour to

<p>Line</p> <ul style="list-style-type: none"> Join lines to make a closed shape Draw curved lines Draw wavy lines Join lines to draw a pointy shape Use a variety of lines to draw picture of themselves <p>Texture</p> <ul style="list-style-type: none"> Select different materials to represent the texture of objects <p>Form</p> <ul style="list-style-type: none"> Use clay to represent the form of a real-life object <p>Pattern</p> <ul style="list-style-type: none"> Select lines and shapes to create a pattern 	<ul style="list-style-type: none"> Recognise geometric shapes in paintings Use different geometric shapes in own artwork <p>Line</p> <ul style="list-style-type: none"> Describe lines used in paintings Use different types of lines in own artwork <p>Form</p> <ul style="list-style-type: none"> Select natural objects to create an abstract sculpture <p>Space:</p> <ul style="list-style-type: none"> Place natural materials to create a piece of art that includes space <p>Pattern</p> <ul style="list-style-type: none"> Select lines and shapes to create a repeating pattern 	<ul style="list-style-type: none"> Use shades of a colour in own artwork <p>Shape</p> <ul style="list-style-type: none"> Describe organic shapes used in paintings Create organic shapes in own art work <p>Texture</p> <ul style="list-style-type: none"> Select sketching techniques to represent the texture of an object <p>Form</p> <ul style="list-style-type: none"> Use clay to make a 3D piece of art 	<p>Shape</p> <ul style="list-style-type: none"> Use simple shapes as a method for drawing <p>Form</p> <ul style="list-style-type: none"> Use pipe cleaners to create a 3D piece of art <p>Space:</p> <ul style="list-style-type: none"> Make deliberate choices using pipe cleaners to create space for a purpose 	<ul style="list-style-type: none"> Use tints and shades to create a 3D effect <p>Shape:</p> <ul style="list-style-type: none"> Identify geometric shapes within portraits Use proportion in a self portrait <p>Line</p> <ul style="list-style-type: none"> Use line to position features in self portraits 	<p>techniques to create texture</p>	<p>create atmosphere</p> <p>Texture</p> <ul style="list-style-type: none"> Make deliberate choices with sketching techniques to create texture effectively
FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Practical knowledge						
<p>Acrylic paint</p> <ul style="list-style-type: none"> Know what finger painting is Know how to use one finger for one colour when finger painting Know how to clean a finger 	<p>Acrylic paint</p> <ul style="list-style-type: none"> Know how to select a suitable sized paintbrush for the desired outcome Know how to clean a paintbrush to change colours 	<p>Acrylic paint</p> <ul style="list-style-type: none"> Know that the amount of paint used will impact the tint of a colour Know that the amount of paint used will impact 	<p>Chalk pastels</p> <ul style="list-style-type: none"> Know how to blend chalk pastels Know what feathering technique is when working with chalk pastels 	<p>Acrylic paint</p> <ul style="list-style-type: none"> Know that the amount of paint used will impact the tint of a colour (revisiting from Year 2) Know that the amount of paint used will impact 	<p>Chalk pastels</p> <ul style="list-style-type: none"> Know how to blend chalk pastels (revisit from Year 3) Know how to use feathering (revisit from Year 3) 	<p>Acrylic paint</p> <ul style="list-style-type: none"> Know that the amount of grey paint used will impact the tone of a colour <p>Pencil drawing</p> <ul style="list-style-type: none"> Know the difference

<p>before changing colour</p> <ul style="list-style-type: none"> • Know how to hold a paint brush • Know that if two or more colours of wet paint touch, the colour will change <p><u>Pencil drawing</u></p> <ul style="list-style-type: none"> • Know how to hold a pencil • Know that it is important to use a sharp pencil • Know that mistakes can be rubbed out with a rubber <p><u>Collage</u></p> <ul style="list-style-type: none"> • Know that collage is a mixture of different materials to create a piece of art <p><u>Printing:</u></p> <ul style="list-style-type: none"> • Know that printing is used to help someone to repeat shapes • Know that printing is done using a stamp • Know that the stamp needs to be covered in paint • Know that you need to push 	<ul style="list-style-type: none"> • Know that paint should only be on the tip of your brush • Know that only a gentle pressure is needed when painting with a brush • Know how to overlap paint to mix new colours <p><u>Printing</u></p> <ul style="list-style-type: none"> • Know how to apply a suitable layer of paint to print with objects 	<p>the shade of a colour</p> <p><u>Pencil drawing</u></p> <ul style="list-style-type: none"> • Know different sketching techniques: stippling, blending and circling <p><u>Clay</u></p> <ul style="list-style-type: none"> • Know how to hollow clay using a pinching technique • Know how to use pinching to shape a piece of clay • Know when a piece of clay is leather hard • Know how to use water and your finger to smooth the surface of the clay • Know how to use a tools to carve pattern in clay 	<ul style="list-style-type: none"> • Know what side stroke technique is when working with chalk pastels • Know what layering is when working with chalk pastels <p><u>Charcoal</u></p> <ul style="list-style-type: none"> • Know how charcoal is formed <p><u>Pipe cleaners</u></p> <ul style="list-style-type: none"> • Know how to select everyday objects to help shape pipe cleaners • Know that pipe cleaners can be cut with scissors • Know what pipe cleaners can be shaped by applying light pressure • Know that pipe cleaners can be joined together using twisting 	<p>the shade of a colour (revisiting from Year 2)</p> <p><u>Pencil drawing</u></p> <ul style="list-style-type: none"> • Know that initial shapes drawn applying light pressure • Know that medium pressure is used when the artist is happy with the shape that has been created • Know that firm pressure is used to emphasise details <p><u>Clay</u></p> <ul style="list-style-type: none"> • Know what score means • Know what slip means • Know that the score and slip technique is used to join clay together • Know how to smooth joins in clay using wamake ter 	<ul style="list-style-type: none"> • Know how to use side stroke (revisit from Year 3) • Know what layering is (revisit from Year 3) • Know what flat edge technique is when using chalk pastels • Know what directional lines technique is when using chalk pastels <p><u>Photography</u></p> <ul style="list-style-type: none"> • Know what composition of a photograph is • Know what the subject of a photograph is • Know the difference between a portrait and landscape photograph • Know how to use zoom when taking a photo • Know that you can select the object or area to focus on in a photograph 	<ul style="list-style-type: none"> • Know different sketching techniques: hatching, cross-hatching (revisit stippling, blending and circling from Year 2) • Know that the pressure placed on a pencil will give a different outcome (revisit from Year 4)
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<p>down on a stamp to make a shape</p> <p>Clay:</p> <ul style="list-style-type: none"> • Know that tools can be used to shape clay • Know that hands can be used to mould clay • Know that pulling, pinching and squeezing can be used to shape clay 						
Practical skills						
<p>Acrylic paint</p> <ul style="list-style-type: none"> • Know what finger painting is • Use one finger for one colour when finger painting • Hold a paint brush correctly • Leave paint to dry before painting next to it in another colour <p>Collage</p> <ul style="list-style-type: none"> • Select different materials to create a piece of art <p>Printing:</p> <ul style="list-style-type: none"> • Use a stamp to repeat shapes • Cover a stamp with enough paint to be able to print 	<p>Acrylic paint</p> <ul style="list-style-type: none"> • Develop control when using paint to mix secondary colours • Develop control when using paintbrushes to create lines • Leave paint to dry before painting next to it in another colour (revisit from FS) <p>Printing</p> <ul style="list-style-type: none"> • Make choices about which tools to use when printing 	<p>Acrylic paint</p> <ul style="list-style-type: none"> • Make choices about the amount of paint to use when mixing shades and tints <p>Pencil drawing</p> <ul style="list-style-type: none"> • Select appropriate drawing techniques (stippling, blending and circling) dependent upon what is being drawn <p>Clay</p> <ul style="list-style-type: none"> • Hollow clay using a pinching technique • Use pinching to shape a piece of clay • Select the correct amount of water and 	<p>Chalk pastels</p> <ul style="list-style-type: none"> • Make choices about the chalk pastel techniques used to create a desired effect <p>Charcoal</p> <ul style="list-style-type: none"> • Use charcoal to create shapes <p>Pipe cleaners</p> <ul style="list-style-type: none"> • Select everyday objects to help shape pipe cleaners • Use scissors carefully to cut pipe cleaners • Apply light pressure to shape pipe cleaners • Join pipe cleaners together using twisting 	<p>Acrylic paint</p> <ul style="list-style-type: none"> • Make choices about the amount of paint to use when mixing shades and tints (revisit from Year 2) <p>Pencil drawing</p> <ul style="list-style-type: none"> • Select the appropriate pressure for the desired outcome <p>Clay</p> <ul style="list-style-type: none"> • Score a clay surface with an appropriate tool • Use an appropriate amount of water to create a slip • Use slip to join clay together 	<p>Chalk pastels</p> <ul style="list-style-type: none"> • Make deliberate choices when using chalk pastel techniques to achieve a particular effect <p>Photography</p> <ul style="list-style-type: none"> • Make choices about the composition of a photograph • Capture the subject of a photograph • Make deliberate choices when deciding to take a portrait or landscape photograph • Decide if zooming in is an appropriate tool to use • Decide on the focus of the photograph 	<p>Acrylic paint</p> <ul style="list-style-type: none"> • Make choices about the amount of grey paint to use when creating tones of colour <p>Pencil drawing</p> <ul style="list-style-type: none"> • Use an appropriate pencil to create the right effect • Make deliberate choices for sketching techniques • Make deliberate choices with pencil pressure

<ul style="list-style-type: none"> • Push down on stamps to leave a shape <p>Clay:</p> <ul style="list-style-type: none"> • Select tools to shape clay • Use hands to mould clay • Select from pulling, pinching and squeezing to shape clay 		<p>your finger to smooth the surface of the clay</p> <ul style="list-style-type: none"> • Use a tools carefully to carve pattern in clay 				
FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Artist and artwork knowledge						
<p><u>Giuseppe Arcimboldo</u></p> <ul style="list-style-type: none"> • Know that Arcimboldo created pictures of people using fruit and vegetables 	<p><u>Andy Goldsworthy</u></p> <ul style="list-style-type: none"> • Know that Goldsworthy created sculptures using natural materials <p><u>Wassily Kandinsky</u></p> <ul style="list-style-type: none"> • Know what abstract art is • Know that Kandinsky painted in an abstract style • Know what a repeating pattern is 	<p><u>Henri Rousseau</u></p> <ul style="list-style-type: none"> • Know that Rousseau is known for painting jungle scenes despite never having been to the jungle • Know Rousseau took up art as a hobby • Know that Rousseau's art included an element of fantasy • Rousseau was inspired by flora and fauna at the botanical gardens. <p><u>Paul Cezanne</u></p> <ul style="list-style-type: none"> • Know that Cezanne's artwork was realistic and included still life 	<ul style="list-style-type: none"> • Know that sculpture can achieve very different outcomes dependent upon the sculptor <p><u>KAWS</u></p> <ul style="list-style-type: none"> • Know that KAWS was influenced by graffiti and street art • Know that KAWS has worked with famous brands (Nike, Dior, VANS) <p><u>Antony Gormley</u></p> <ul style="list-style-type: none"> • Know that Antony Gormley's sculptures explore life and what it is like to be in the world <p><u>Barbara Hepworth</u></p> <ul style="list-style-type: none"> • Know that Barbara 	<ul style="list-style-type: none"> • Know what a self-portrait is • Know that surrealism is a style of art inspired by dreams and hidden thoughts <p><u>Frida Kahlo</u></p> <ul style="list-style-type: none"> • Know that Frida Kahlo explored physical and emotional pain in her artwork • Know that Frida Kahlo was a Mexican artist and her art was influenced by Mexican culture • Know that some consider Frida Kahlo's work to be surrealist, but that she rejected this idea (she felt she painted her reality) 	<ul style="list-style-type: none"> • Know that the impressionist art movement took place during the 19th century • Know that impressionism is a style of art that wanted to capture the impression of what the subject matter looked like rather than a reflection of real life • Know that impressionist artists often painted outside rather than in a studio • Know that impressionist art is known for thick paint with quick and visible brushstrokes • Know that the pop art movement took 	<p><u>Evelyn Dunbar</u></p> <ul style="list-style-type: none"> • Know that Evelyn Dunbar was the only female war artist • Know that government wanted artists to work on documenting life during WWII and set up the War Artists' Advisory Committee • Know that Evelyn Dunbar's remit was to cover the home front activities of women's organisations • Know that abstract expressionist artists tried to show emotions through the marks they made in their drawings,

			<p>Hepworth's work can be described as abstract</p> <ul style="list-style-type: none"> • Know that Barbara Hepworth's work was influenced by her connection with nature 		<p>place in the 20th century</p> <ul style="list-style-type: none"> • Know that pop art explored elements of modern culture • Know that pop art is a style of art based on simple, bold images painted in bright colours • Know that pop art was a movement of art made by artists who felt the art they saw in galleries was a little bit boring <p><u>Claude Monet</u></p> <ul style="list-style-type: none"> • Know that Claude Monet was an impressionist artist <p><u>David Hockney</u></p> <ul style="list-style-type: none"> • Know that David Hockney contributed to the pop art movement <p><u>Katsushika Hokusai</u></p> <ul style="list-style-type: none"> • Know that Katsushika Hokusai was a Japanese artist • Know that Katsushika Hokusai's work was influenced by impressionism 	<p>paintings and sculptures</p> <ul style="list-style-type: none"> • Know that abstract expressionist art was influenced by a type of surrealist art called automatism • Know that surrealism is a style of art inspired by dreams and hidden thoughts (revisit from Year 4) • Know that automatist art does not involve planning what will be created, but uses chance and accident to make art <p><u>Jackson Pollock</u></p> <ul style="list-style-type: none"> • Know that Jackson Pollock was an abstract expressionist artist • Know that Jackson Pollock painted by using action painting (dribbling paint in long, wobbly lines, and throwing paint at the canvas)
Artist and artwork skills						

	<u>Wassily Kandinsky</u> <ul style="list-style-type: none"> Identify similarities and differences between the work of Goldsworthy and Kandinsky Use a repeated pattern 	<u>Paul Cezanne</u> <ul style="list-style-type: none"> Identify similarities and differences between the work of Rousseau and Cezanne 	<ul style="list-style-type: none"> Identify similarities and differences between the work of different sculptors, drawing upon artistic concepts (form and space) 	<ul style="list-style-type: none"> Consider how self-portraits can be used to express beliefs about one's own self 	<ul style="list-style-type: none"> Consider how both impressionist and pop artists were influenced by the modern world Consider how different art styles are influenced by each other Identify similarities and differences in how subject matter can be portrayed 	<ul style="list-style-type: none"> Consider the significance of Evelyn's Dunbar's work when learning about the home front and the role of women during WWII
FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Discussion of art knowledge						
<u>What is art?</u> <ul style="list-style-type: none"> Know that art includes, looking, listening, thinking, collecting, arranging, choosing, shaping, drawing, painting and exploring 	<u>What is art?</u> <ul style="list-style-type: none"> Know that art is made in different ways Know an artist is someone who creates Know that anyone can create art using whatever they want to 	<u>Why do people make art?</u> <ul style="list-style-type: none"> Know that people make art about things that are important to them Know that people make art to explore an idea Know that people make art for fun Know that people make art so that spaces can be decorated Know that people make art so others can understand things Know that art can be used to help people to celebrate 	<u>What is art?</u> <ul style="list-style-type: none"> Know that artists make art in more than one way Know that there are no rules about what art must be Know that art can be purely decorative or it can have a purpose Know that artists make choices about what and where they create art <u>Why do people make art?</u> <ul style="list-style-type: none"> Know that people have used and still use art to tell stories Know that people have used and 	<u>What is art?</u> <ul style="list-style-type: none"> Know that art can have different purposes <u>Why do people make art?</u> <ul style="list-style-type: none"> Know that art can be created to make money, and that being an artist has been and still is a job for some people (revisit from Year 3) Know that art affects the lives of people who use something that has been created Know that people make art to portray ideas about identity 	<u>What is art?</u> <ul style="list-style-type: none"> Know that sometimes people disagree about whether something can be called 'art' Know that art, craft and design can be functional and affect human environment and experiences Know that art can be digital (like photography) <u>Why do people make art?</u> <ul style="list-style-type: none"> Know that people make art to create reactions <u>How do people talk about art?</u>	<u>What is art?</u> <ul style="list-style-type: none"> Know that art can be used to document and record experiences <u>Why do people make art?</u> <ul style="list-style-type: none"> Know that people sometimes make art in-line with a political agenda <u>How do people talk about art?</u> <ul style="list-style-type: none"> Know that people can have varying ideas about the value of art Know that art can be interpreted and analysed in lots of different ways, and this can be

			<p>still use art to help explain or teach things</p> <ul style="list-style-type: none"> • Know that people can make art to express beliefs • Know that art can be created to make money, and that being an artist has been and still is a job for some people <p><u>How to people talk about art?</u></p> <ul style="list-style-type: none"> • Know that people have their own opinions about art, and sometimes disagree 	<p><u>How do people talk about art?</u></p> <ul style="list-style-type: none"> • Know that art can be influenced by the time and place it was made • Know that people have their own opinions about art, and sometimes disagree (revisit from Year 3) 	<ul style="list-style-type: none"> • Know that people can explore and discuss art in different ways (visiting galleries, discussing it, writing about it, or taking inspiration from it) • Know that some artists become well-known or famous 	<p>different for everyone</p> <ul style="list-style-type: none"> • Know that everyone has a unique way of experiencing art
Discussion of art skills						
<p><u>How do people talk about art?</u></p> <ul style="list-style-type: none"> • Talk about their artwork, stating what they did well • Say if they like an artwork or not and begin to form opinions by explaining why 	<p><u>How do people talk about art?</u></p> <ul style="list-style-type: none"> • Describe and compare features of their own and others' artwork • Evaluate art with an understanding of how art can be varied and made in different ways and by different people 	<p><u>How do people talk about art?</u></p> <ul style="list-style-type: none"> • Explain their ideas and opinions about their own and others' artwork • Begin to talk about how they could improve their own work • Talk about how art is made 	<p><u>How do people talk about art?</u></p> <ul style="list-style-type: none"> • Discuss the meaning and purpose of artwork • Begin to understand that artists can use art to communicate • Begin to understand how to make changes to improve their own artwork 	<p><u>How do people talk about art?</u></p> <ul style="list-style-type: none"> • Discuss art considering how it can affect the lives of the viewers or users of the piece • Evaluate their work more independently and use this to make changes during the making process 	<p><u>How do people talk about art?</u></p> <ul style="list-style-type: none"> • Discuss the processes used by themselves to create a piece of art • Consider how effectively a piece of art expresses emotion and creates atmosphere • Use their knowledge of tools, materials and processes to try alternative solutions and make 	<p><u>How do people talk about art?</u></p> <ul style="list-style-type: none"> • Give reasoned evaluations of their own and others' work which takes into account the context and intention • Discuss how art is sometimes used to communicate social or political views • Use their knowledge of tools, materials and processes to try alternative

					improvements to their work	solutions and make improvements to their work (revisit from Year 5)
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