**Kessingland CofE Primary Academy**

# We are Artists, Designers, Musicians and Linguists!

**Throughout Key Stage 2 we will have the opportunity to gain a broad variety of skills and expand our knowledge through our studies of The Arts.**

|  | Year 5 | Year 6 |
|---|---|---|
| **Artists** | **Drawing:** <br> • Identify and draw simple objects, and use marks and lines to produce texture. <br> • Successfully use shading to create mood and feeling. <br> • Organise line, tone, shape and colour to represent figures and forms in movement. <br> • Show reflections. <br> • Explain why they have chosen specific materials to draw with. | **Drawing:** <br> • Communicate emotions and a sense of self with accuracy and imagination. <br> • Explain why they have combined different tools to create their drawings. <br> • Explain why they have chosen specific drawing techniques. |
|  | **Paint and Colour:** <br> • Create a range of moods in their paintings. <br> • Express their emotions accurately through their painting and sketches. | **Paint and Colour:** <br> • Explain what their own style is. <br> • Use a wide range of techniques in their work. <br> • Explain why they have chosen specific painting techniques. |
|  | **Printing:** <br> • Print using a number of colours. <br> • Create an accurate print design that meets a given criteria. <br> • Print onto different materials. | **Printing:** <br> • Overprint using different colours. <br> • Look very carefully at the methods they use and make decisions about the effectiveness of their printing methods. |
|  | **Sketchbooks:** <br> • Keep notes in their sketchbooks as to how they might develop their work further. <br> • Use their sketchbooks to compare and discuss ideas with others. | **Sketchbooks:** <br> • Keep sketchbooks that contain detailed notes and quotes explaining about items. <br> • Compare their methods to those of others and keep notes in their sketchbooks. <br> • Combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketchbooks. <br> • Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketchbooks. |

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|  | **Sculpture:**<br>• Experiment with and combine materials and processes to design and make 3D form.<br>• Sculpt clay and other mouldable material.<br>• Use textile and sewing skills as part of a project. | **Sculpture:**<br>• Create models on a range of scales.<br>• Create work which is open to interpretation by the audience.<br>• Include both visual and tactile elements in their work. |
|  | **Textiles:**<br>• Experiment with and combine materials and processes to design and make 3D form.<br>• Sculpt clay and other mouldable materials.<br>• Use textile and sewing skills as part of a project. | **Textiles:**<br>• Justify the materials they have chosen.<br>• Combine pattern, tone and shape. |
|  | **Graphic Design:**<br>• Create a piece of art work which includes the integration of digital images they have taken.<br>• Combine graphics and text based on their research.<br>• Scan images and take digital photos, and use software to alter them, adapt them and create work with meaning.<br>• Create digital images with animation, video and sound. | **Graphic Design:**<br>• Use software packages to create pieces of digital art to design.<br>• Create a piece of art which can be used as part of a wider presentation. |
|  | **History of Art:**<br>• Experiment with different styles which artists have used.<br>• Learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information. | **History of Art:**<br>• Make a record about the styles and qualities in their work.<br>• Say what their work is influenced by.<br>• Include technical aspects in their work, e.g. architectural design. |
| **Designers** | **Design Ideas:**<br>• Come up with a range of ideas after they have collected information.<br>• Take a user's view into account when designing.<br>• Produce a detailed step-by-step plan.<br>• Suggest some alternative plans and say what the good points and drawbacks are about each. | **Design Ideas:**<br>• Use a range of information to inform their design.<br>• Use market research to inform plans.<br>• Work within constraints.<br>• Follow and refine their plan if necessary.<br>• Justify their plan to someone else. |

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| | • Consider culture and society in their designs. |
| **Safety:**<br>• Explain why their finished product is going to be of good quality.<br>• Explain how their product will appeal to the audience.<br>• Use a range of tools and equipment expertly.<br>• Persevere through different stages of the making process. | **Safety:**<br>• Use tools and materials precisely<br>• Change the way they are working if needed |
| **Modifications:**<br>• Keep checking that their design is the best it can be.<br>• Check whether anything could be improved.<br>• Evaluate appearance and function against the original criteria. | **Modifications:**<br>• Test and evaluate their final product.<br>• Decide what would improve it.<br>• Know if different resources would have improved their product.<br>• Seek out more or different information to make it even better.<br>• Meet all design criteria.<br>• Consider the use of the product when selecting materials. |
| **Food Technology:**<br>• Describe what they do to be both hygienic and safe.<br>• Present their product well. | **Food Technology:**<br>• Explain how their product should be stored with reasons.<br>• Set out to grow their own products with a view to making a salad, taking account of time required to grow different foods. |
| **STEM:**<br>• Think what the user would want when choosing textiles.<br>• Make their product attractive and strong.<br>• Make up a prototype first.<br>• Use a range of joining techniques. | **STEM:**<br>• Think about how their product could be sold.<br>• Consider what would improve their product even more. |
| **The Product:**<br>• Incorporate a switch into their product.<br>• Refine their product after testing it. | **The Product:**<br>• Use different kinds of circuit in their product.<br>• Think of ways in which adding a circuit would improve their product. |

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| | • Incorporate hydraulics and pneumatics. | |
| | **Textiles and Clay:**<br>• Refine and further improve their product using mouldable materials. | **Textiles and Clay:**<br>• Justify why the chosen material was the best for the task.<br>• Justify design in relation to the audience. |
| **Musicians** | • Breathe in the correct place when singing.<br>• Sing and use their understanding of meaning to add expression.<br>• Maintain their part whilst others are performing their part.<br>• Perform 'by ear' and from simple notations.<br>• Improvise within a group using melodic and rhythmic phrases.<br>• Recognise and use basic structural forms e.g. rounds, variations, rondo form.<br>• Change sounds or organise them differently to change the effect.<br>• Compose music which meets specific criteria.<br>• Use their notations to record groups of pitches (chords).<br>• Use a music diary to record aspects of the composition process.<br>• Choose the most appropriate tempo for a piece of music.<br>• Describe, compare and evaluate music using musical vocabulary.<br>• Explain why they think their music is successful or unsuccessful.<br>• Suggest improvements to their own or others' work.<br>• Choose the most appropriate tempo for a piece of music.<br>• Contrast the work of famous composers and show preferences. | • Sing a harmony part confidently and accurately.<br>• Perform parts from memory.<br>• Perform using notations.<br>• Take the lead in a performance.<br>• Take on a solo part.<br>• Provide rhythmic support.<br>• Use a variety of different musical devices in their composition (incl melody, rhythms and chords).<br>• Recognise that different forms of notation serve different purposes.<br>• Use different forms of notation.<br>• Combine groups of beats.<br>• Refine and improve their work.<br>• Evaluate how the venue, occasion and purpose affects the way a piece of music is created.<br>• Analyse features within different pieces of music.<br>• Compare and contrast the impact that different composers from different times will have had on the people of the time. |
| **Linguists** | • Understand longer passages made up of familiar language in simple sentences.<br>• Identify the main points and some details.<br>• Hold a simple conversation with at least 3-4 exchanges.<br>• Use their knowledge of grammar to adapt and substitute single words and phrases.<br>• Understand a short story or factual text and note some of the main points.<br>• Use context to work out unfamiliar words.<br>• Write a paragraph of about 3-4 simple sentences. | |

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|  | • Adapt and substitute individual words and set phrases.<br>• Use a dictionary or glossary to check words they have learnt. |
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