

# What I will learn in Art in Year Six

## Year Level Description

In Year 6, students are inspired by observation and imagination reflecting on various artwork. They learn to apply their knowledge of the visual elements, selecting appropriate media, materials and technologies to create artwork that communicate ideas, beliefs or viewpoints. Students examine the messages expressed in artwork and consider how presentation will enhance meaning, aesthetics and audience interpretation.

As they make and respond to artwork, students continue to use visual art terminology to explain the effective use of elements and techniques. Students begin to consider how the artist uses symbolic meaning. They have the opportunity to examine factors that influence artwork from different social, cultural and historical times.

## Making

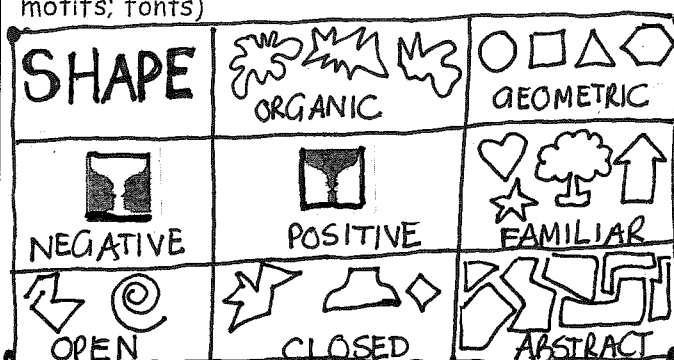
### Ideas

Exploration of artworks inspired by observation or imagination from various artists and cultures that use materials and techniques to enhance the artist's belief or viewpoint.

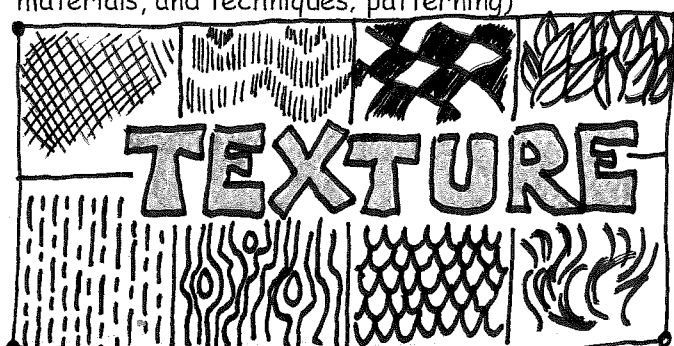
Application of arts elements by selecting techniques and materials to communicate an idea, belief, opinion or viewpoint

**Skills** - Development and application of artistic processes and techniques to explore visual conventions when making artworks:

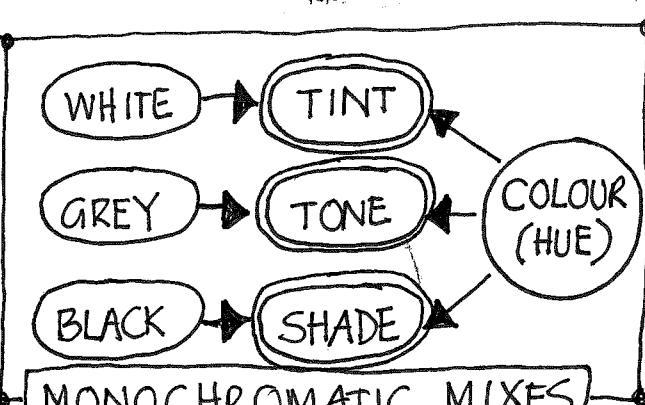
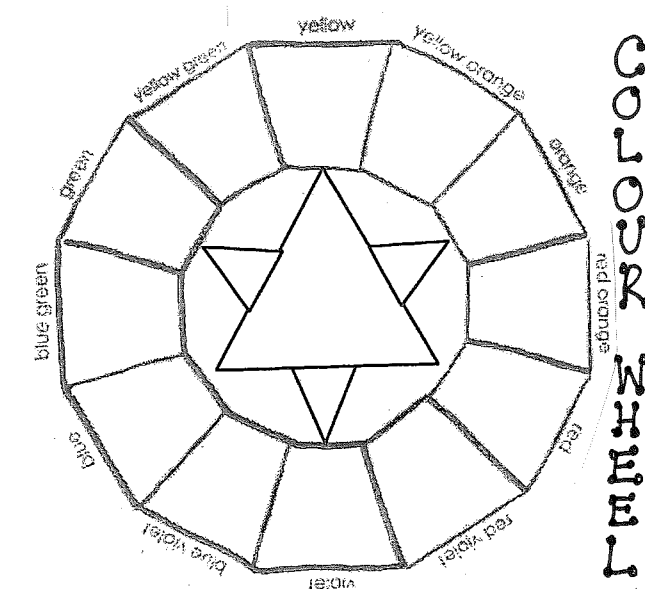
**shape** (familiar shapes; simple 2D shapes; geometric shapes; symmetrical shapes; tessellating shapes; asymmetrical shapes; composite shapes; space around shapes; geometric, organic; open, closed; abstract; view from top, side, bottom; positive, negative; convex, concave; exaggerated proportions; motifs; fonts)



**texture** (different man-made and natural materials; etching by scratching through surfaces; texture quality (matte, sheen); piercing, pinching, pressing, embossing, scoring; textures created with a variety of tools, materials, and techniques; patterning)



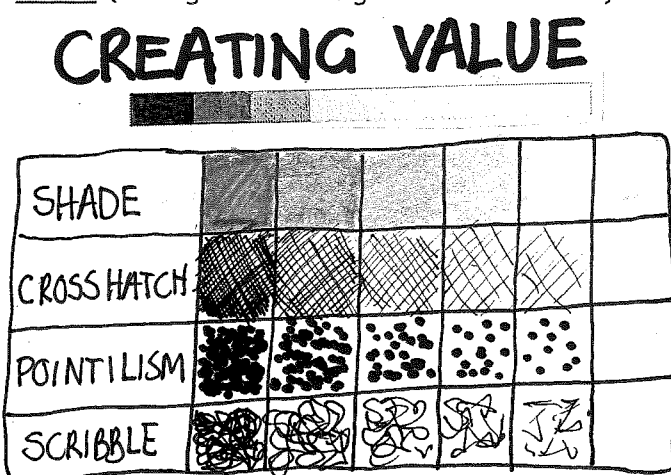
**colour** (warm, cool colours); tints (mixing white); shades (adding black); monochromatic (all the colours of a single hue); colours of varying intensity; colour wheel; tertiary colour; expressive colours; natural colours)



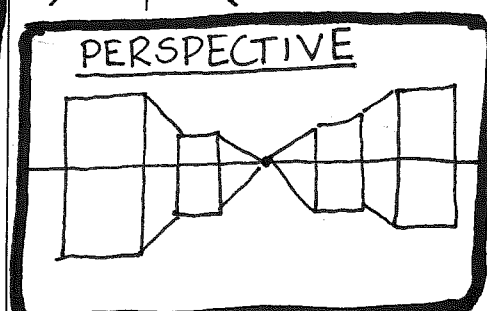
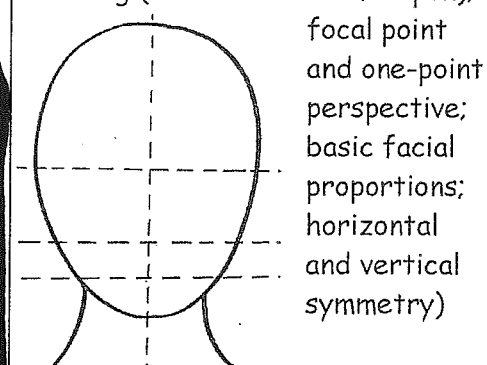
**line** horizontal, vertical, diagonal, spiral; lines that show motion; thick, thin, dashed, continuous, broken; shows an edge line to indicate emotion; lines of various weights; implied lines for movement and depth; lines that create an illusion.



**value** (mixing of shades; gradations of value)



**space** - (overlapping to show depth; horizon line; simple perspective (foreground, mid-ground, background); geometric, organic; diminishing perspective; shading (create illusion of depth);



Use of a variety of techniques and forms, such as

- digital imaging,
- lino printing
- stencils
- sculpture,
- mixed media

## Responding

I consider how artworks can be interpreted differently by audiences

I consider factors that influence artworks from different social, cultural and historical times

I create responses that involve explaining the effective use of the artistic elements and techniques, considering how the artist uses symbolic meaning to communicate ideas and messages, using visual arts terminology

## Production

I can reflect on how ideas, feelings, beliefs and viewpoints have been expressed to an audience, including considering feedback

I can create an effective display of artworks to enhance meaning and audience interpretation

Me

Name - \_\_\_\_\_ Room - \_\_\_\_\_