

Progression of Art and Design Knowledge and Skills

Key Enquiry/Unit	Term 1 Year 3
<p>'EXPRESS YOURSELF'</p> <p>Drawing and Painting Artists studied: Van Gogh, Picasso, Frida Kahlo, Paul Gaugin</p> <p>Drawing self-portraits and painting own cubist style portrait</p>	<p>Knowledge Year 3</p> <ul style="list-style-type: none"> • Compare the work of different artists. • Begin to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artists is trying the express in their work. • Experiment with different styles which artists have used. • Explain art from other periods of history. <p>Skills Year 3</p> <ul style="list-style-type: none"> • Use their sketch books to express feelings about a subject and to describe likes and dislikes. • Make notes in their sketchbooks about techniques used by artists. • Suggest improvements to their work by keeping notes in their sketchbook. • Predict with accuracy the colours that they mix. • Know where each of the primary and secondary colours sit on the colour wheel. • Create a background using a wash. • Use a range of brushes to create different effects. • Use their sketch books to express feelings about a subject and to describe likes and dislikes. • Use their sketch books to adapt and improve their original ideas. • Keep notes about the purpose of their work in their sketchbooks. • Create all the colours they need. • Create mood in their paintings. • Successfully use shading to create mood and feeling.
Key Enquiry/Unit	Term 3 Year 3
<p>'STRIKE A POSE'</p> <p>Sculpture Artists studied: Henry Moore and Albert Giacometti</p> <p>2-D body shape drawings to 3-D wire and clay sculptures</p>	<p>Knowledge Year 3</p> <ul style="list-style-type: none"> • Compare the work of different artists. • Begin to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artists is trying the express in their work. • Experiment with different styles which artists have used. • Explain art from other periods of history. <p>Skills Year 3</p> <ul style="list-style-type: none"> • Use the internet to research an artists or style of art.

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	<ul style="list-style-type: none"> • Use the printed images they take with a digital camera and combine them with other media to produce art work. • Use their sketches to produce a final piece of work. • Write an explanation of their sketch in notes. • Use different grades of pencil shade, to show different tones and texture. • Add onto their work to create texture and shape. • Work with life size materials. <ul style="list-style-type: none"> • Use their sketchbooks to express their feelings about various subjects and outline likes and dislikes. • Use their sketchbooks to adapt and improve their original ideas. • Keep notes about their work in their sketchbooks. • Organise line, tone, shape and colour to represent figures and form in movement. • Explain why they have chosen specific materials to draw with. • Experiment with and combine materials and processes to design and make 3D form. • Begin to sculpt clay and other mouldable materials.
<p>Key Enquiry/Unit</p>	<p>Term 5 Year 3</p>
<p>'DRAW ME STORY'</p> <p>Drawing Artists studied: Quentin Blake, EH Shepard, Nick Sharat, Ted Geisel, Tony Ross</p> <p>Illustrating a scene from a story</p>	<p>Knowledge Year 3</p> <ul style="list-style-type: none"> • Compare the work of different artists. • Begin to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artists is trying the express in their work. <ul style="list-style-type: none"> • Experiment with different styles which artists have used. • Explain art from other periods of history. <p>Skills Year 3</p> <ul style="list-style-type: none"> • Use their sketch books to express feelings about a subject and to describe likes and dislikes. • Make notes in their sketchbooks about techniques used by artists. • Suggest improvements to their work by keeping notes in their sketchbooks. • Predict with accuracy the colours that they mix. • Know where each of the primary and secondary colours sit on the colour wheel. • Create a background using a wash. • Use a range of brushes to create different effects. <ul style="list-style-type: none"> • Use their sketch books to express feelings about a subject and to describe likes and dislikes. • Use their sketch books to adapt and improve their original ideas. • Keep notes about the purpose of their work in their sketchbooks. • Create all the colours they need. • Create mood in their paintings / Successfully use shading to create mood and feeling.

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Key Enquiry/Unit	Term 1 Year A Years 5 and 6
<p>'LIFE AND LAUGHTER'</p> <p>Drawing Artists studied: Keith Haring and Antony Gromley</p> <p>2D drawing to 3D artwork</p>	<p>Knowledge</p> <p>Year 5</p> <ul style="list-style-type: none"> • Experiment with different styles that artists have used. • Learn about the work of others by looking at artists' work in book, the internet, visits to galleries and other sources of information. <p>Year 6</p> <ul style="list-style-type: none"> • Make a record about the styles and qualities in their work. • Say what their work is influenced by. • Include technical aspects in their work eg architectural design. <p>Skills</p> <p>Year 5</p> <ul style="list-style-type: none"> • Identify and draw simple objects, and use marks and lines to produce texture. • Successfully use shading to create mood and feeling. • Explain why they have chosen specific materials to draw with. • Keep notes in their sketchbooks as to how they might develop their work further. • Use their sketch books to compare and discuss ideas with others. • Express their emotions accurately through their painting and sketches. • Combine graphics and text based on their research. • Experiment with and combine materials and processes to design and make 3D form. • Sculpt clay and other mouldable materials. <p>Year 6</p> <ul style="list-style-type: none"> • Sketch to communicate emotions and a sense of self with accuracy and imagination. • Explain why they have combined different tools to create their drawings. • Explain why they have chosen specific drawing techniques. • Sketch books contain detailed notes and quotes explaining about items. • Compare their methods to those of others and keep notes in their sketch book. • Combine graphics and text based research of commercial design eg magazines etc., to influence the layout of their sketchbooks. • Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotation in their sketch books. • Create models on a range of scales. • Create work which is open to interpretation by the audience. • Include both visual and tactile elements in their work.

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Key Enquiry/Unit	Term 3 Year A Years 5 and 6
<p>'NATURAL PRINT'</p> <p>Textiles</p> <p>Artists studied: Henri Matisse, Henri Rousseau, Margo Selby</p> <p>Design and make a print</p>	<p>Knowledge</p> <p>Year 5</p> <ul style="list-style-type: none">• Experiment with different styles that artists have used.• Learn about the work of others by looking at artists' work in book, the internet, visits to galleries and other sources of information. <p>Year 6</p> <ul style="list-style-type: none">• Make a record about the styles and qualities in their work.• Say what their work is influenced by.• Include technical aspects in their work eg architectural design. <p>Skills</p> <p>Year 5</p> <ul style="list-style-type: none">• Identify and draw simple objects, and use marks and lines to produce texture.• Successfully use shading to create mood and feeling.• Explain why they have chosen specific materials to draw with.• Keep notes in their sketchbooks as to how they might develop their work further.• Use their sketch books to compare and discuss ideas with others.• Print using a number of colours.• Create an accurate print design that meets a given criteria.• Print onto different materials. <p>Year 6</p> <ul style="list-style-type: none">• Sketches communicate emotions and a sense of self with accuracy and imagination.• Explain why they have combined different tools to create their drawings.• Explain why they have chosen specific drawing techniques.• Sketchbooks contain detailed notes and quotes explaining about items.• Compare their methods to those of others and keep notes in their sketch books.• Combine graphics and text based research of commercial design eg magazines etc., to influence the layout of their sketchbooks?• Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotation in their sketch books.• Create work which is open to interpretation by the audience.• Overprint using different colours.• Look very carefully at the methods they use and make decisions about their printing methods.

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Key Enquiry/Unit	Term 5 Year A Years 5 and 6
<p>'GET IT INTO PERSPECTIVE'</p> <p>Sculpture: Architecture Artists studied: Antoni Gaudi</p> <p>Design and make a clay chimney pot</p>	<p>Knowledge</p> <p>Year 5</p> <ul style="list-style-type: none"> • Experiment with different styles that artists have used. • Learn about the work of others by looking at artists' work in book, the internet, visits to galleries and other sources of information. <p>Year 6</p> <ul style="list-style-type: none"> • Make a record about the styles and qualities in their work. • Say what their work is influenced by. • Include technical aspects in their work eg architectural design. <p>Skills</p> <p>Year 5</p> <ul style="list-style-type: none"> • Identify and draw simple objects, and use marks and lines to produce texture. • Successfully use shading to create mood and feeling. • Explain why they have chosen specific materials to draw with. • Keep notes in their sketchbooks as to how they might develop their work further. • Use their sketch books to compare and discuss ideas with others. • Combine graphics and text based on their research. • Experiment with and combine materials and processes to design and make 3D form. • Sculpt clay and other mouldable materials. <p>Year 6</p> <ul style="list-style-type: none"> • Sketches communicate emotions and a sense of self with accuracy and imagination. • Explain why they have combined different tools to create their drawings. • Explain why they have chosen specific drawing techniques. • Sketchbooks contain detailed notes and quotes explaining about items. • Compare their methods to those of others and keep notes in their sketch books. • Combine graphics and text based research of commercial design eg magazines etc., to influence the layout of their sketchbooks. • Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotation in their sketch books. • Create models on a range of scales. • Create work which is open to interpretation by the audience. • Include both visual and tactile elements in their work.