

## Progression of Art and Design Knowledge and Skills

| Key Enquiry/Unit  | Term 1<br>Year 4  |
|---|---|
| <p><b>'A DELICATE CREATION'</b></p> <p><b>Drawing and painting</b><br/>Artists studied: Georgia O'Keeffe, Van Gogh Giuseppe Arcimboldo</p> <p>Observational drawings of plants, trees and flowers</p> | <p><b>Knowledge</b><br/><b>Year 4</b></p> <ul style="list-style-type: none"><li>• Compare the work of different artists.</li><li>• Explore work from other cultures.</li><li>• Explore work from other periods of time.</li><li>• 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.</li></ul><br><ul style="list-style-type: none"><li>• Experiment with different styles which artists have used.</li><li>• Explain art from other periods of history.</li></ul> <p><b>Skills</b><br/><b>Year 4</b></p> <p><b>Sketchbooks</b></p> <ul style="list-style-type: none"><li>• Use their sketchbooks to express feelings about a subject and to describe likes and dislikes.</li><li>• Make notes in their sketchbooks about techniques used by artists.</li><li>• Suggest improvements to their work by keeping notes in their sketchbooks.</li></ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"><li>• Use their sketches to produce a final piece of work.</li><li>• Write an explanation of their sketch in notes.</li><li>• Use different grades of pencil shade, to show different tones and textures.</li></ul> <p><b>Painting</b></p> <ul style="list-style-type: none"><li>• Predict with accuracy the colours that they mix.</li><li>• Know where each of the primary and secondary colours sit on the colour wheel.</li><li>• Create a background using a wash.</li><li>• Use a range of brushes to create different effects.</li></ul> <p><b>IT</b></p> <ul style="list-style-type: none"><li>• Use the internet to research artists or style of art.</li></ul> <p><b>3D</b></p> <ul style="list-style-type: none"><li>• Add onto the work to create texture and shape.</li><li>• Add texture to a piece of work.</li></ul> |

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|   | <p><b>Skills</b><br/>Year 4</p> <p><b>Sketchbooks</b></p> <ul style="list-style-type: none"> <li>• Use their sketchbooks to express feelings about a subject and to describe likes and dislikes.</li> <li>• Use their sketchbooks to adapt and improve their original ideas.</li> <li>• Keep notes about the purpose of their work in their sketchbooks.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Identify and draw simple objects, and use marks and lines to produce texture.</li> <li>• Organise line, tone, shape and colour to represent figures and forms in movement.</li> <li>• Explain why they have chosen specific materials to draw with.</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• Create all the colours they need.</li> <li>• Create mood in their paintings.</li> <li>• Successfully use shading to create mood and feeling.</li> </ul> <p><b>IT</b></p> <ul style="list-style-type: none"> <li>• Combine graphics and text based on their research.</li> </ul> <p><b>3D</b></p> <ul style="list-style-type: none"> <li>• Begin to sculpt clay and other mouldable materials.</li> <li>• Experiment with and combine materials and processes to design and make 3D form.</li> </ul> |
| <p>Key Enquiry/Unit</p>   | <p>Term 3<br/>Year 4</p>  |
| <p><b>'DRAW, PAINT, PRINT, REPEAT'</b></p> <p><b>Textiles/printing</b><br/>Artists studied: Andy Warhol</p> <p>Repeated print on textiles</p> | <p><b>Knowledge</b><br/>Year 4</p> <ul style="list-style-type: none"> <li>• Compare the work of different artists.</li> <li>• Explore work from other cultures.</li> <li>• Explore work from other periods of time.</li> <li>• 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.</li> </ul> <ul style="list-style-type: none"> <li>• Experiment with different styles which artists have used.</li> <li>• Explain art from other periods of history.</li> </ul> <p><b>Skills</b><br/>Year 4</p> <p><b>Sketchbooks</b></p> <ul style="list-style-type: none"> <li>• Use their sketchbooks to express feelings about a subject and to describe likes and dislikes?</li> <li>• Make notes in their sketchbooks about techniques used by artists?</li> <li>• Suggest improvements to their work by keeping notes in their sketchbooks?</li> </ul>   |

## Progression of Art and Design Knowledge and Skills

### Drawing

- 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 textures.

### Painting

- 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.

### IT

- Use the internet to research artists or style of art.
- Use the printed images they take with a digital camera and combine them with other media to produce artwork.
- Use IT programs to create a piece of work that include their own work and that of others (using web).

### 3D

- Add onto the work to create texture and shape.
- Add texture to a piece of work.

### Skills

#### Year 4

### Sketchbooks

- Use their sketchbooks to express feelings about a subject and to describe likes and dislikes.
- Use their sketchbooks to adapt and improve their original ideas.
- Keep notes about the purpose of their work in their sketchbooks.

### Drawing

- Identify and draw simple objects, and use marks and lines to produce texture.
- Organise line, tone, shape and colour to represent figures and forms in movement.
- Explain why they have chosen specific materials to draw with.

### Painting

- Create all the colours they need.
- Create mood in their paintings.
- Successfully use shading to create mood and feeling.

### IT

- Combine graphics and text based on their research.
- Create a piece of artwork which includes the integration of digital images they have taken.

### Printing

- Print using at least four colours.
- Create an accurate print design.
- Print onto different materials.

## Progression of Art and Design Knowledge and Skills

| Key Enquiry/Unit  | Term 5<br>Year 4  |
|---|---|
| <p><b>'BUILD A PICTURE'</b></p> <p><b>Collage/Sculpture</b><br/>Artists studied Henri Matisse, Jackson Pollock and Joan Miro</p> <p>Own artwork inspired by Miro using variety of media</p> | <p><b>Knowledge</b></p> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>• Compare the work of different artists.</li> <li>• Explore work from other cultures.</li> <li>• Explore work from other periods of time.</li> <li>• 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.</li> </ul> <ul style="list-style-type: none"> <li>• Experiment with different styles which artists have used.</li> <li>• Explain art from other periods of history.</li> </ul> <p><b>Skills</b></p> <p><b>Year 4</b></p> <p><b>Sketchbooks</b></p> <ul style="list-style-type: none"> <li>• Use their sketchbooks to express feelings about a subject and to describe likes and dislikes.</li> <li>• Make notes in their sketchbooks about techniques used by artists.</li> <li>• Suggest improvements to their work by keeping notes in their sketchbooks.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Use their sketches to produce a final piece of work.</li> <li>• Write an explanation of their sketch in notes.</li> <li>• Use different grades of pencil shade, to show different tones and textures.</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• Predict with accuracy the colours that they mix.</li> <li>• Know where each of the primary and secondary colours sit on the colour wheel.</li> <li>• Create a background using a wash.</li> <li>• Use a range of brushes to create different effects.</li> </ul> <p><b>IT</b></p> <ul style="list-style-type: none"> <li>• Use the internet to research artists or style of art.</li> </ul> <p><b>3D</b></p> <ul style="list-style-type: none"> <li>• Add onto the work to create texture and shape.</li> <li>• Add texture to a piece of work.</li> </ul> <p><b>Year 4</b></p> <p><b>Sketchbooks</b></p> <ul style="list-style-type: none"> <li>• Use their sketchbooks to express feelings about a subject and to describe likes and dislikes.</li> <li>• Use their sketchbooks to adapt and improve their original ideas.</li> <li>• Keep notes about the purpose of their work in their sketchbooks.</li> </ul> |

## Progression of Art and Design Knowledge and Skills

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|---|---|
|   | <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>Identify and draw simple objects, and use marks and lines to produce texture.</li> <li>Organise line, tone, shape and colour to represent figures and forms in movement.</li> <li>Explain why they have chosen specific materials to draw with.</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>Create all the colours they need.</li> <li>Create mood in their paintings.</li> <li>Successfully use shading to create mood and feeling.</li> </ul> <p><b>IT</b></p> <ul style="list-style-type: none"> <li>Combine graphics and text based on their research.</li> </ul> <p><b>3D</b></p> <ul style="list-style-type: none"> <li>Begin to sculpt clay and other mouldable materials.</li> <li>Experiment with and combine materials and processes to design and make 3D form.</li> </ul>   |
| <p>Key Enquiry/Unit</p>   | <p>Term 1<br/>Year B Years 5 and 6</p>  |
| <p><b>'IT'S JUST AN ILLUSION'</b></p> <p><b>Drawing</b><br/>Artists studied: as M.C. Escher.<br/>17<sup>th</sup> Century Dutch artists<br/>(Trompe-l'œil artists)</p> <p>Illusion artwork</p> | <p><b>Knowledge</b></p> <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>Experiment with different styles that artists have used.</li> <li>Learn about the work of others by looking at artists' work in book, the internet, visits to galleries and other sources of information.</li> </ul> <p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>Make a record about the styles and qualities in their work.</li> <li>Say what their work is influenced by.</li> <li>Include technical aspects in their work eg architectural design.</li> </ul> <p><b>Skills</b></p> <p><b>Year 5</b></p> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>Identify and draw simple objects, and use marks and lines to produce texture.</li> <li>Successfully use shading to create mood and feeling.</li> <li>Explain why they have chosen specific materials to draw with.</li> <li>Show reflections.</li> <li>Organise line, tone, shape and colour to represent figures and forms in movement.</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>Create all the colours they need.</li> <li>Create mood in their paintings.</li> <li>Express their emotions accurately through their painting and sketches.</li> </ul> |

## Progression of Art and Design Knowledge and Skills

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|---|--|
|   | <p><b>Sketchbooks</b></p> <ul style="list-style-type: none"> <li>• Keep notes in their sketchbooks as to how they might develop their work further.</li> <li>• Use their sketchbooks to compare and discuss ideas with others.</li> </ul> <p><b>IT</b></p> <ul style="list-style-type: none"> <li>• Create a piece of artwork which includes the integration of digital images they have taken.</li> <li>• Combine graphics and text based on their research.</li> </ul> <p><b>Skills</b></p> <p><b>Year 6</b></p> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Sketches communicate emotions and a sense of self with accuracy and imagination.</li> <li>• Explain why they have combined different tools to create their drawings.</li> <li>• Explain why they have chosen specific drawing techniques.</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• Explain what their own style is.</li> <li>• Use a wide range of techniques in their work.</li> <li>• Explain why they have chosen specific painting techniques.</li> </ul> <p><b>Sketchbooks</b></p> <ul style="list-style-type: none"> <li>• Sketches books contain detailed notes and quotes explaining about items.</li> <li>• Compare their methods to those of others and keep notes in their sketc books.</li> <li>• Combine graphics and text based research of commercial design eg magazines etc., to influence the layout of their sketchbooks.</li> <li>• Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotation in their sketch books.</li> </ul> |
| <p>Key Enquiry/Unit</p>   | <p>Term 3<br/>Year B Years 5 and 6</p>   |
| <p><b>'BESIDE THE SEASIDE'</b></p> <p><b>Collage, Photography and Pointillism</b></p> <p>Artists studied: George Seurat, Eugenia Loli, Rebekah Campbell and Ben Giles.</p> <p>Collage and pointillism</p> | <p><b>Knowledge</b></p> <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>• Experiment with different styles that artists have used.</li> <li>• Learn about the work of others by looking at artists' work in book, the internet, visits to galleries and other sources of information.</li> </ul> <p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>• Make a record about the styles and qualities in their work.</li> <li>• Say what their work is influenced by.</li> <li>• Include technical aspects in their work eg architectural design.</li> </ul>   |

## Progression of Art and Design Knowledge and Skills

### Skills

#### Year 5

##### Drawing

- 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.
- Show reflections.
- Organise line, tone, shape and colour to represent figures and forms in movement.

##### Painting

- Create all the colours they need / Create mood in their paintings.
- Express their emotions accurately through their painting and sketches.

##### Sketchbooks

- Keep notes in their sketchbooks as to how they might develop their work further.
- Use their sketchbooks to compare and discuss ideas with others.

##### IT

- Create a piece of artwork which includes the integration of digital images they have taken.
- Combine graphics and text based on their research.

##### Collage

- Combine visual and tactile qualities.

##### 3D

- Experiment with and combine materials and processes to design and make a 3D form.

#### Year 6

##### Drawing

- 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.

##### Painting

- Explain what their own style is.
- Use a wide range of techniques in their work.
- Explain why they have chosen specific painting techniques.

##### Sketchbooks

- Sketchbooks contain detailed notes and quotes explaining about items.
- Compare their methods to those of others and keep notes in their sketchbooks.
- 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.

##### Collage

- Justify the materials they have chosen / Combine pattern, tone and shape.

##### 3D

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.

Progression of Art and Design Knowledge and Skills

| Key Enquiry/Unit  | Term 5<br>Year B Years 5 and 6  |
|---|---|
| <p><b>'MASK ME ANYTHING'</b></p> <p><b>Drawing/sculpture/collage</b></p> <p>Masks inspired by: African masks/carnival/venetian</p> <p>3D mask</p> | <p><b>Knowledge</b></p> <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>• Experiment with different styles that artists have used.</li> <li>• Learn about the work of others by looking at artists' work in book, the internet, visits to galleries and other sources of information.</li> </ul> <p><b>Yr 6 Knowledge</b></p> <ul style="list-style-type: none"> <li>• Make a record about the styles and qualities in their work.</li> <li>• Say what their work is influenced by.</li> <li>• Include technical aspects in their work eg architectural design.</li> </ul> <p><b>Skills</b></p> <p><b>Year 5</b></p> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Identify and draw simple objects, and use marks and lines to produce texture.</li> <li>• Successfully use shading to create mood and feeling.</li> <li>• Explain why they have chosen specific materials to draw with.</li> <li>• Show reflections.</li> <li>• Organise line, tone, shape and colour to represent figures and forms in movement.</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• Create all the colours they need.</li> <li>• Create mood in their paintings.</li> <li>• Express their emotions accurately through their painting and sketches.</li> </ul> <p><b>Sketchbooks</b></p> <ul style="list-style-type: none"> <li>• Keep notes in their sketchbooks as to how they might develop their work further.</li> <li>• Use their sketchbooks to compare and discuss ideas with others.</li> </ul> <p><b>IT</b></p> <ul style="list-style-type: none"> <li>• Create a piece of artwork which includes the integration of digital images they have taken.</li> <li>• Combine graphics and text based on their research.</li> </ul> <p><b>3D</b></p> <ul style="list-style-type: none"> <li>• Experiment with and combine materials and processes to design and make 3D form.</li> <li>• Sculpt mouldable materials.</li> </ul> <p><b>Collage</b></p> <ul style="list-style-type: none"> <li>• Use ceramic mosaic to produce a piece of art.</li> <li>• Combine visual and tactile qualities.</li> </ul> |

## Progression of Art and Design Knowledge and Skills

### Skills

#### Year 6

##### Drawing

- 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.

##### Painting

- Explain what their own style is.
- Use a wide range of techniques in their work.
- Explain why they have chosen specific painting techniques.

##### Sketchbooks

- Sketchbooks contain detailed notes and quotes explaining about items.
- Compare their methods to those of others and keep notes in their sketchbooks.
- 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 annotations in their sketchbooks.

##### 3D

- Create work which is open to interpretation by the audience.
- Include both visual and tactile elements in their work.

##### Collage

- Justify the materials they have chosen.
- Combine pattern, tone and shape.