

Hatch Warren Junior School: School Progression of Skills for Art



Skills	Year 3	Year 4	Year 5	Year 6
<p>NC:</p> <p>Purpose of study</p> <ul style="list-style-type: none"> Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. <p>Aims</p> <p>The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> 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. <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. 				

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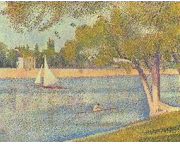



















Sketch books	<ul style="list-style-type: none"> to develop sketchbooks to record their observations and use them to review and revisit ideas produce creative work, exploring their ideas and recording their experiences in their sketch books evaluate and analyse creative works using the language of art, craft and design 		<ul style="list-style-type: none"> Confidently use sketchbooks for a variety of purposes including: recording observations, developing ideas, testing materials, planning and recording information. Systematically investigates, researches and tests ideas and plans using their sketchbooks. Evaluates and analyses creative works of artists, makes comparisons using the correct terminology 	
Drawing	<ul style="list-style-type: none"> Explore shading using different media to achieve a range of light and dark tones, black to white Use line, tone, pattern, colour, texture, shape and mark with care to represent things seen, imagined or remembered Can use and manipulate a range of drawing tools with control and dexterity applying teacher guidance Experiment with different drawing techniques (hatching, cross hatching, stippling, blending, shading, erasing) and make sensible choices about what to try next Can create line drawings with care and can begin to draw in scale applying rules of simple perspective Experiment with various pencil grades 	<ul style="list-style-type: none"> Use line, tone, pattern, colour, texture, shape and form (3d) and mark with care to represent things seen, imagined or remembered Apply the technical skills they are learning to improve the quality of their work. They will select an appropriate grade of pencil for a particular purpose and be aware how to use one pencil to create different shades Develop different drawing techniques (hatching, cross hatching, stippling, blending, shading, erasing) and make sensible choices about what to try next Use drawing to design and plan sculptures, paintings or prints 	<ul style="list-style-type: none"> Continues to use the correct vocabulary for the key elements (line, tone, shape, texture, patter, colour, form) Drawings show an understanding of the effect of light on objects and people confidently experiments with different ways of using a tool or material that is new to them Can develop quick studies from observation recording action and movement with fluency, returning to each study to improve accuracy and detail Develop use of different drawing techniques (hatching, cross hatching, stippling, blending, shading, erasing, side strokes, circulism) and make sensible choices about what to try next Use of scale, proportion and perspective more accurate Can express their ideas and observations responding to advice from others Can annotate a work of art to record ideas and emotions using this to inform design ideas Drawings of people more accurate 	<ul style="list-style-type: none"> develop their use of the effect of light on objects and people from different directions Can convey tonal qualities well showing good understanding of light and dark on form Independently selects and effectively uses relevant drawing materials and processes, using them sjuccessfully and sharing reasons for their choices Increased accfuracty in the use of scale, proportion and perspective Drawings of people and in particular faces, more accurate

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<p>Artists/craft makers/ designers and cultural links</p>	<p>Georges Seurat Pointillism  Vincent Van Gogh – paint techniques Durer (praying hands)  Raouol Dufy French Fauvist painter  Giorgio Morandi – Italian, still life </p>	<ul style="list-style-type: none"> • Kandinsky Russian painter  Arcimboldo – Italian, imaginative portrait heads  	<p>Sally McKay  Dali – Spanish, surrealism  (Zaha Hadid – architect)  Pedro Figari – Uruguayan painter  Stephen Wiltshire – cityscapes, British  Antony Gormely – British sculptor </p>	<p>Holbein – portraits  Rousseau  Mary Cassatt – impressionism  Gwen John – Welsh artist  Henri Matisse  Rembrandt Dutch painter </p>
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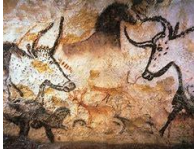









				<p>Light and dark – pastel and rubber Chiaroscuro drawings (Italian artistic term used to describe the dramatic effect of contrasting areas of light and dark in artwork)</p> <p>For instance use the work of Joseph Wright and focus in on the use of light and dark</p>  
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Painting</p>	<ul style="list-style-type: none"> Experiment with monochromatic paint scales using the terms tint (adding white), shade (adding black) and tone (adding black and white) Begin to explore complementary colours Demonstrate increasing control of the types of marks made and experiment with different effects and textures including blocking in colour, washes and thickened paint creating textual effects Record experiments and explorations Confidently create different effects and textures with paint according to what they need for the task Use a brush with control to produce marks appropriate to the work eg small brush for detail <p>(Kapow Prehistoric Palette https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-3/prehistoric-art/lesson-3-prehistoric-palette/)</p>	<ul style="list-style-type: none"> mix paint with an understanding of primary, secondary and monochromatic colours (varying tone of one colour). Selects and uses these colour appropriately Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes and thickening paint to create textual effects use light and dark within painting and show an understanding of complementary colours (opposites on a colour wheel – yellow and purple, green and red, blue and orange) Produce work “in the style” of an artist Use a brush with control to produce marks appropriate to the work. Alternate brush size depending on background and foreground (Kapow Willow Pattern https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-4/art-design-skills/design-willow-pattern/) 	<ul style="list-style-type: none"> Create a colour wheel to show complementary colours. Look at the work of artists who may use complementary colours Confidently control the types of marks made and experiment with different effects and textures including blocking in colour washes and thickening paint to create textural effects Mix and match colours to create atmosphere and light effects eg using monochromatic colours Mix colours, shades and tones with confidence Show movement through paint eg rivers to show movement (Kapow Banksy https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-5/every-picture-tells-a-story/lesson-1-clacton-pigeon-mural-banksy/) 	<ul style="list-style-type: none"> Introduce the idea of tertiary colours (primary+secondary) and harmonious colours Look at different tints (colours with white added) and shades of a pure hue (a colour) Work in a sustained and independent way to develop own style of painting, Purposely control the types of marks made and experiment with different effects and textures including blocking in colour, washes and thickening paint to create textual effects Mix colour, shades and tones with confidence building on previous knowledge, understanding which works well and why Take a real scene and interpret in an abstract style (Kapow Impressionism https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-6/art-design-skills/painting-impressionism/)
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<p>Artists and cultural links</p>	<ul style="list-style-type: none">• Hokusai - linked to Mountains• Mark Rothko American painter. Abstract expressionist  <ul style="list-style-type: none">• Angie Lewin 	<p>Cave paintings, Lascaux</p>  <p>Altamira</p>  <p>Edward Hopper American realist</p> 	<p>Laurence Stephen Lowry English artist</p>  <p>Rene Margritte Belgian surrealist artist</p>  <p>Monet</p>  <p>Van Gogh</p>  <p>Jim Leach landscape painter</p> 	<p>Picasso</p>  <p>Lichtenstein</p> 
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Sculpture	<ul style="list-style-type: none"> • CLAY • Make a slip to join two pieces of clay • Use pinch, slab, coil techniques • Use tools to create patterns on the surface • Use language appropriate to skill and technique: slip and score, pinch, coil, slab 	<ul style="list-style-type: none"> • CLAY • Make a slip to join two pieces of clay • Use pinch, slab, coil techniques • Use tools to create patterns on the surface • Develop an understanding of different ways of finishing work: glaze, paint, polish 	<p>WIRE/outdoor nature sculptures</p> <ul style="list-style-type: none"> - Plan, collect and develop ideas - Join two parts of a sculpture successfully - Produce models - Adapt work as and when necessary and explain why <p>Use language appropriate to skill and technique</p> <p>Andy Goldsworthy – sculpture</p> 	<p>WIRE</p> <ul style="list-style-type: none"> - Plan and create a freestanding sculpture, confidently joining parts together - Solve problems and discuss possible solutions as they occur - Use language appropriate to skill and technique - Adapt work as and when necessary and explain why - Compare different styles and approaches
Artists and cultural links	<ul style="list-style-type: none"> • https://prezi.com/jjioikerfyyf/the-art-and-history-of-coil-pottery/ 	<ul style="list-style-type: none"> • Clay masks 	<p>Giacometti (foil sculptures) Swiss sculptor – people, link to wire work</p> 	<p>https://www.youtube.com/watch?v=CcC5opK-VIU</p>







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Collage/Textiles/Printmaking	<ul style="list-style-type: none"> • Printing • Use a variety of objects to print, fingers, corks etc • Make a simple print from press print tile • Correctly ink up tile using a roller • Create a printing block using elastic bands or string. • Explore different ways of pattern making, repeating, diagonal, brick, mirror, rotation etc • Print with two colours using press print 	<ul style="list-style-type: none"> • Printing • Make own printing block by sticking fabrics to card. • Learn how to ink up block correctly using a roller. • Use collograph (printing block) to make a picture • Explore offset printing • Explore the idea of positive (the colour which prints) and negative (cut away areas which remain the colour of the paper) by translating drawings to press print tiles. • Explore cutting away to create negatives when layering colours of ink. • Make a series of prints. (eg. Andy Warhol) 	<p>Silk painting</p> <ul style="list-style-type: none"> - Design, plan and decorate a fabric piece - Use vocabulary specific to silk painting 	<p>Canvas creations</p> <ul style="list-style-type: none"> - Use a variety of techniques to create different textural effects
Artists and cultural links		<ul style="list-style-type: none"> • Jasper Johns 	<ul style="list-style-type: none"> • Japanese batik 	

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Art and ICT</p>	<ul style="list-style-type: none"> Find images and create files of found images Create a graphic document with text and pictures. Record and collect images using ipads Use software to create repeating patterns using symmetry. (Use Dazzle, in Indigo learning) 	<ul style="list-style-type: none"> Create a montage/collage using found images, photographs and texts  <p><i>Year 4 investigating Kandinsky paintings, inserting shapes and using shape fill to fill with a Kandinsky image.</i></p> <ul style="list-style-type: none"> Explore colour mixing on screen Be able to think about composition of shot when taking a photo 	<ul style="list-style-type: none"> Create a photo montage by making sections to cut, duplicate and repeat Use an art package and assess its suitability for the job. Use photographs as a starting point for art work. (Link with Andy Goldsworthy work) Understand that a digital image is created by layering 	<ul style="list-style-type: none"> Consider angle, closeness and composition when taking a photograph. Use photo editing software to manipulate an image. Use full range of tools within an art package (eg. Paint) Use hues, shades and tints to create art work using a software package Create layered images from original ideas This could link to light and dark Chiaroscuro technique
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Artists and cultural links</p>	<ul style="list-style-type: none"> Charlie Waite 	<ul style="list-style-type: none"> Fay Goodwin 	<ul style="list-style-type: none"> Ansel Adams 	<p>Warhol</p> 