Art and Design Skills Progression- Black Horse Hill Junior School

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Year 3 | Year 4 | Year 5 | Year 6 |
| Drawing | Use sketchbooks to record ideas and to plan for future work.  Explore simple mark-making using paint and different thicknesses of sticks  Use a range of media to create simple geometric repeat patterns (pencil, felt tips and charcoal)  Start to use perspective and understand that foreground shapes are larger than background ones  Explore the relationship between line, shape and space when drawing  Draw a figure using 3 stage technique  Develop my observational skills to begin to capture different poses  Begin to use sketches to produce a final piece of work | Use a sketchbook to record ideas and experimentations to help with future work  Use a range of media to practise repeat patterns using different media? (Pencil, felt tips, paint etc)  Adapt my drawing technique to draw on different materials (Clay, polystyrene, paper)  Experiment with different grades of pencil to explore tone and texture  Begin to use different types of pencil shading to suggest texture and contouring to create a 3D effect  Use drawing techniques to work from a variety of sources including observation and photographs  Use sketching in preparation for final art pieces | Use sketchbooks to record visual information and ideas from different sources as well as planning my future work and documenting my own creative journey.  Confidently use a variety of shading techniques to add effects to my drawing? (3-dimensionality, light and shadows, tone and texture)  Continue to develop my observational drawing skills  Use sketching to explore composition  Create a 3-D effect using contouring with oil pastels  Practise recording facial dimensions by sketching self-portraits in a range of media  Create a self-portrait using oil pastels  Use sketching in preparation for final art pieces | Use sketchbooks to record visual information and ideas from different sources as well as planning my future work while documenting and reflecting on my own creative journey.  Confidently demonstrate a wide variety of ways to make different marks with dry and wet media  Further enhance my observational drawing skills by focussing on line, shape, tone, shading, pattern and texture to include as much detail as possible.  Further develop my understanding of figure-drawing  Explore techniques to create a sense of movement in my drawings of figures  Draw from my imagination  Use sketching in preparation for final art pieces |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Year 3 | Year 4 | Year 5 | Year 6 |
| Painting | Mix primary colours to create secondary colours  Begin to use white and black to create different tones  Create a watercolour wash  Begin to use white and black to create different tones  Use colour block painting  Use bolder colours in the foreground and lighter ones in the background  Work collaboratively on a large-scale painting, experimenting with creating different textures by pouring acrylic/poster paint directly onto a surface | Control types of marks made and experiment with different effects and textures when applying paint on different materials?  Start to develop a painting from a drawing  Use paint/underglaze to explore how colour affects a 3-D object’s form and aesthetic value  Use different shaped paint brushes to create different effects  Experiment with different types of brush strokes to create a range of effects  Use thick acrylic paint, allowing colours to mix optically on a page  Use paint to capture the effect of light and shadow on a subject | Create different textures using paint  Confidently develop a painting from a drawing  Use a variety of techniques to create a background? (Splattering, dripping, pouring, scrunched paper towel, marble fluid art)  Use my knowledge of warm and cool colours and the use of contouring and shadows to create a 3-D effect when using watercolours  Use paint to explore pattern  Reflect on my work during a project, adapting my style/techniques accordingly | Further explore colour theory focussing on the effect of using complementary colours  Mix colours, shades and tints with more confidence, building on my previous knowledge  Experiment with using negative and positive space to enhance my composition  Further develop my use of tone and shade to enhance a sea/landscape  Use fabric paint to create an imaginary creature  Use watercolours to create detailed studies of an object, concentrating on including detail and shadow to create a 3-D effect.  Adapt my painting techniques to execute different styles and effects  Reflect on my work during a project, adapting my style/techniques accordingly |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Year 3 | Year 4 | Year 5 | Year 6 |
| Sculpture  And Ceramics | Create my own “land art” using slate  Investigate and reflect on Bronze Age Beaker pottery  Generate my own design ideas and repeat simple geometric patterns for my own pot based on my research  Use a variety of tools and materials to create a pinch pot in the style of the Beaker People  Decorate my pot by engraving simple geometric repeat patterns  Evaluate my pot, reflecting on what is successful and what could be improved | Gather ideas and record facts, thoughts, and observations about ancient Greek pottery  Sketch designs prior to beginning own sculpture  Use a variety of tools, materials and methods (incl. pinching, coiling and joining) to create my own pot inspired by ancient Greek pottery  Decorate a ceramic pot using patterns inspired by ancient Greek repeat patterns  Gather ideas and record facts, thoughts, and observations about Roman oil lamps  Use the enclosed pinch pot technique and joining to create an oil lamp  Use underglaze to enhance a pot  Evaluate an artwork in terms of both its aesthetics and functionality | Use cutting and folding to create a card sculpture  Gather ideas and record facts, thoughts, and observations about ancient Mesopotamian and Henry Moore’s sculptures of half figures.  Sketch designs prior to beginning own sculpture  Use a variety of tools, materials and methods to sculpt a half-figure  Evaluate a sculpture, reflecting on what is successful, what could be improved and how it uses ideas based on the source-material. | Gather ideas and record facts, thoughts, and observations about Ancient Egyptian canopic jars  Identify the key design elements of a canopic jar before designing own lidded vessel  Use a variety of tools, materials and methods (incl. modelling, sculpting, pinching, coiling and joining) to create my own lidded vessel  Decorate with underglaze/acrylic paint, understanding how colour can enhance a 3-D object  Evaluate a sculpture, reflecting on what is successful, what could be improved and how it uses ideas and techniques based on the source-material |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Year 3 | Year 4 | Year 5 | Year 6 |
| Collage | Cut card accurately to create the shapes I desire  Suggest perspective by the way I position shapes on a page  Add collage to a background to create a mixed-media artwork | Create an artwork incorporating both a photograph and my own painting  Create a mixed media collage inspired by the work of Pablo Picasso | Explore pattern by using paint and collage  Use mixed media including oil pastels, painting and sculpture to create an artwork  Use collage to explore facial proportion | Use a range of media, including print to create a collage |
| Printing | Explore the concept of negative and positive space using hand/leaf prints and stencils (hands/rain shadows) | Investigate ancient Greek repeat patterns  Sketch own design  Polystyrene relief printing onto fabric to create a repeat pattern | Investigate wallpaper and soft furnishing designs by William Morris (Arts & Crafts Movement)  Sketch own Art & Crafts inspired design  Use polystyrene relief printing onto fabric using at least 2 colours | Use printing to enhance other artworks |
| Textiles | Investigate flags.  Create own design for a flag  Cut felt and use glue to join different materials (eg fabric, buttons, ribbons etc) | Investigate ancient Greek sculpture and pottery to learn about clothing  design my own chiton as a costume  Use folding and brooches to join pieces of fabric together  Evaluate the chiton, focussing on how authentic it is and how well it works as a costume  Investigate Anglo-Saxon and Kente weaving before creating a loom and weaving own artwork. | Use a variety of stitches and adornments (buttons, ribbons etc) to enhance my fabric print and make a cushion  evaluate my finished cushion, focussing on my printing and sewing techniques as well as how effectively it reflects Morris’s design principles | Use different stitching and fastening techniques to create a soft toy based on my own design  Evaluate my soft toy focussing on all technical aspects including the design, execution of painting and sewing |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Year 3 | Year 4 | Year 5 | Year 6 |
| Artistic Knowledge | Use sketchbooks to record ideas and to plan for future work.  Make observations and draw on experience and imagination  Gather ideas and record facts & thoughts and begin to make observations about   * Beaker People Pottery * Primitive Cave Painting * Stonehenge * Chinese watercolours * The work of Joan Eardley * Flag Designs * Andy Goldsworthy’s land art   Begin to annotate and evaluate own work in sketchbook and record thoughts.  Start to think about how it links to the source- material. | Use a sketchbook to record ideas and experimentations to help with future work  Gather ideas and record facts, thoughts and observations about:   * Greek pottery and textiles * Roman oil lamps * Henry Moore’s sheep sketches * Claude Monet and other Impressionists including Mary Cassatt, Berthe Morisot and Lilla Cabot Perry * Pablo Picasso and Cubism (incl female artists: Marevna and Marie Laurencin)   Adapt own work according to new learning and think about ways work can be improved.  Evaluate own finished artwork and begin to express reasons for opinions. | Use sketchbooks to record visual information and ideas from different sources as well as planning future work and documenting own creative journey.  Gather ideas and record facts & thoughts and make observations about the work of:   * William Morris (Arts & Crafts Movement * Gustav Klimt (Art Nouveau/Symbolism) * Vincent van Gogh * Joan Mitchell, Lee Krasner and Jackson Pollock (Abstract Expressionism) * Peter Thorpe * Hannah Hooch * Frida Kahlo   Throughout a project, reflect on how own work uses ideas/techniques evident in source-material and ways own work can be developed.  Evaluate own work and work of others and give reasons for own opinions. | Use sketchbooks to record visual information and ideas from different sources as well as planning future work while documenting and reflecting on own creative journey.  Gather ideas and record facts, thoughts and observations about:   * Ancient Egyptian canopic jars * The work of Henri Matisse * William Turner's land and seascapes * Maurice Sendak’s illustrations for Where the Wild Things Are * The Surrealists- Dali and Leonora Carrington * Giacometti’s sculpture * Elizabeth Blackadder’s watercolours.   Throughout a project, annotate own work in sketchbooks reflecting on ways to further develop techniques/ideas  Evaluate own finished work and work of other artists giving detailed reasons for own opinions |