

ART SKILLS PROGRESSION DOCUMENT

SHIRLEY HEATH JUNIOR SCHOOL

Art teaching at Shirley Heath engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment, to invent and create their own works of Art, Craft and Design. All lessons are to focus in on the key skills of drawing, painting and sculpting. Great Artists are studied so that pupils know how art and design reflect and shape our history and contribute to the culture, creativity and wealth of our nation.

Drawing underpins the skills of painting and sculpting. Ensure children have opportunities in researching, developing and refining their ideas to demonstrate creativity. Teacher not to guide designing too much.

Focus	Year 3	Year 4	Year 5	Year 6
Sketch books	Uses a sketchbook for different purposes, including recording observations, planning and developing ideas, gather evidence and investigate testing media.		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 sketchbook (e.g. sketchbooks will show how work will be produced and how the qualities of materials will be used).	
Evaluation	- Take the time to reflect upon what they like and dislike about their work and suggest how they could improve it. - Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of great artists, architects and designers in history and techniques they use.		- Regularly analyse and reflect on their progress taking account of what they hope to achieve. - Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. - Look at and reflect on the work of great artists, craft makers, architects and designers and the techniques they have used.	
	- Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve. - Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. - Look at and reflect on the work of great artists, craft makers, architects and designers and the techniques they have used.		- Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work. - Discuss and review own and others work, expressing thoughts and feelings explaining their views and identify/ explain modifications/ changes and see how they can be developed further. - Look at and reflect on the work of great artists, craft makers, architects and designers and the techniques they have used.	

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Drawing (Pencils, charcoal, chalk, pastel (oil and chalk), felt tip, colouring pencils, wax crayons, biro)	<u>Children will learn to:</u> • Explore shading, using different media to achieve a range of light and dark tones, black to white. • Uses line, tone, pattern, colour, texture, shape and mark with care to represent things seen, imagined or remembered. • Experiment with marks and lines with a wide range of media, eg: charcoal, chalk, pencil, crayons, pens etc. applying control and dexterity. • Experiment with different drawing techniques (hatching, cross-hatching, stippling, blending, shading, erasing) and make sensible choices about what to do next. • Can create line drawings with care and can begin to draw in scale applying rules of simple perspective. • Experiment with the potential of various pencil grades. • Plan, refine and alter drawings as necessary. • Draw for a sustained period, at their own level. • Use a viewfinder to select a view and visual clues in an image, and then record what is in the frame. • Work on a variety of scales, A4 (wrist movement), larger (to involve development of arm and upper body movement and visual perceptions). • Begin to use the grid method to aid drawing by scale and proportion	<u>Children will learn to:</u> • Can make studies from observation to record action or movement with some fluency. • Investigate and experiment with the relationship between formal elements (line, tone, shape, texture, pattern, colour and form – 3D) to make drawings that convey meaning. • Apply the technical skills they are learning to improve the quality of their work (e.g. 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 do next. • Uses drawing to design and plan sculptures, paintings or prints. • Alter and refine drawings and describe changes using art vocabulary. • Draw with coloured media descriptively and expressively to represent ideas and objects with increasing accuracy. • Develop an understanding of the concept of scale and proportion. • Begin to use simple perspective in their work ie, by using single focal point on horizon • Can, with some confidence use the grid method to aid drawing and proportion	<u>Children will learn to:</u> • Develop drawing using tonal contrast and mixed medium showing an understanding of the effect of light on objects and people. • Confidently experiment with different ways of using a tool or material that is new to them. • Develop the use of different drawing techniques (hatching, cross-hatching, stippling, blending, shading, erasing, side strokes, circulum) within their work and make sensible choices about what to do next. • Use of scale, proportion and perspective more accurate. • Can express their ideas and observations responding to advice from others (pupils and adults) to rework and improve design ideas. • Can annotate a work of art to record ideas and emotions using this to inform design ideas' • Continue to experiment with the key elements (line, tone, shape, texture, pattern, colour, form). • Work in a sustained and independent way from observation, experience and imagination.	<u>Children will learn to:</u> • Can develop quick studies from observation recording action and movement with fluency, returning to each study to improve accuracy and detail. • Develop their use of the effect of light on objects and people from different directions., conveying tonal qualities well. • Can convey tonal qualities well, showing good understanding of light and dark on form. • Develop ideas using different or mixed media pencil, ink, biro, pastel charcoal etc.), using a sketchbook. • Independently select and effectively use relevant drawing materials and processes, and sharing reasons for their choices. • Increased accuracy in the use of scale, proportion and perspective. • Manipulate and experiment with the elements of art: line, tone, pattern , texture, form, space, colour and shape.

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Painting (Watercolor paint, acrylic paint, ready mix, brushes (different sizes and shapes), textures)	<u>Children will learn to:</u> - Mix a variety of colours and know which primary colours make secondary colours. - Experiment with monochromatic (all the colours of a single hue) paint scales using the terms tint (adding white), shade (adding black) and tone (adding black and white). - Use a developed colour vocabulary. - Begin to describe colours by objects raspberry pink, sunshine yellow'. - Demonstrate increasing control of the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textual effects. - Use a brush with some control to produce marks appropriate to the work e.g. small brush for detail. - Record experiments and explorations. - Evaluate and analyse creative works using the language of art, craft design	<u>Children will learn to:</u> - Mix paint with an understanding of primary, secondary and monochromatic and complimentary 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 textual effects. - Use colour mixing to make and match colours with increasing accuracy. - Can understand how to use tints and tones - to lighten and darken with the use of black and white - Produce work 'in the style' of an artist (not copying directly). - Use a brush with control to produce marks appropriate to the work, e.g. small brush for detail. Alternate brush size depending on background and foreground. - Use colour to reflect mood (warm and cold, complementary and contrasting colours). - Use more specific colour language and language appropriate to the skill e.g. tint, tone, shade, hue. - Show increasing independence and creativity with the painting process.	<u>Children will learn to:</u> - Create a colour wheel to show complementary colours. Look at the work of artists that 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 textual effects. - Mix and match colours to create atmosphere (mood) and light effects, e.g. using monochromatic colours. - Mix colour, shades and tones with confidence. - Show movement through paint, e.g. rivers to show movement. - Work on preliminary studies to test media and materials. - Create imaginative work from a variety of sources eg: observational drawing, music, poetry. - Create different effects by using a variety of tools and techniques such as dots, scratches and splashes, and applying paint in layers. - Explore the effect on paint of adding water, glue, sand, sawdust, and use this in a painting. - Can confidently use language appropriate to skill and technique	<u>Children will learn to:</u> - Introduce the idea of tertiary colours (primary + secondary) and harmonious colours. - Create 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 in their work and why. - Take a real scene and interpret in an abstract style. - Choose appropriate paint, paper and implements to adapt and extend their work. - Carry out preliminary studies, test media and materials and mix appropriate colours. - Work from a variety of sources, inc. those researched independently. - Show an awareness of how paintings are created, composition. - Can plan/paint symbols, forms, shapes and composition when exploring the work of other artists/cultures informing their painting. - Use colour to express moods and feelings. - Can confidently use language appropriate to skill and technique

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Sculpture/3D (Clay- pots/tiles/figures, junk modelling, wire modelling, clay, Modroc, cardboard)	<u>Children will learn to:</u> - Understand the safety and basic care of materials and tools. - Plan, design and make models from observation and imagination. - Learn to secure work to continue at a later date. - Construct a simple base for extending and modelling other shapes. - Join two parts of a sculpture successfully. - Produce and decorate models confidently. - Demonstrate awareness in environmental sculpture and found object art. Use recycled, natural and man-made materials to create sculptures - Use language appropriate to skill and technique. - Adapt work as and when necessary and explain why. <u>Clay</u> - Make a slip to join two pieces of clay. - Produce more intricate surface patterns/ textures and use them when appropriate. - Produce larger pieces using pinch/ slab/ coil techniques. - Use language appropriate to skill and technique, e.g. 'slip and score'. - Join clay adequately and work reasonably independently. - Create surface patterns and textures in a malleable material.	<u>Children will learn to:</u> - Make informed choices about the 3D technique chosen and the properties of the media being used. - Show an understanding of <i>shape and form and use this to model and construct from imagination</i>. - Model and join materials with confidence. - Use recycled, natural and man-made materials to create sculpture. - Plan, design, make and adapt models. - Talk about their work and the work of other sculptures and make comparisons between them. <u>Clay</u> - Make a slip to join two pieces of clay. - Produce more intricate surface patterns/ textures and use them when appropriate. - Produce larger pieces using pinch/ slab/ coil techniques. - Use language appropriate to skill and technique, e.g. 'slip and score'. - Join clay adequately and work reasonably independently. - Create surface patterns and textures in a malleable material.	<u>Children will learn to:</u> - Describe the different methods, skills and techniques involved in modelling, sculpture and construction, using appropriate technical vocabulary. - Develop skills using Modroc to create simple 3D effect. - Plan a sculpture through drawing and other preparatory work. - Recreate 2D images in 3D, looking at one area of experience eg: Chinese opera mask, figure focusing on form/surface. - Shape, form, model and join with confidence - Work directly from observation with confidence <u>Clay</u> - Make a slip to join two pieces of clay. - Continue to model and develop work through a combination of pinch, slab, and coil. - Develop understanding of different ways of finishing work: paint, varnish, (glaze, polish). - Use language appropriate to skill and technique, e.g. slip and score, pinch, coil, slab.	<u>Children will learn to:</u> - Use language appropriate to skill and technique with confidence. - Discuss and review own and others work, expressing thoughts and feelings explaining their views and identify/ explain modifications/ changes and see how they can be developed further. - Create sculpture and constructions with increasing independence. - Able to produce more intricate patterns and textures - Can work directly from imagination with confidence - Able to take into account the properties of media being used and use appropriate media for a specific purpose <u>Clay</u> - Make a slip to join two pieces of clay. - Continue to model and develop work through a combination of pinch, slab, and coil. - Develop understanding of different ways of finishing work: paint, varnish, (glaze, polish). Use language appropriate to skill and technique, e.g. slip and score, pinch, coil, slab.