



Progression of skills by the end of...	Year 3	Year 4	Year 5	Year 6
<p>Drawing/sketching (pencil, charcoal, pastels, ball-point pen, wax crayons)</p>	<ul style="list-style-type: none"> • Sketch lightly (no need to use a rubber to correct mistakes) • Use <u>hatching</u> and <u>cross hatching</u> to show <u>tone</u> and <u>texture</u> • Use shading to show light and dark shadows • Close observation of pictures • Understand the terms <u>line</u>, <u>shape</u> and <u>pattern</u> 	<ul style="list-style-type: none"> • Sketch lightly, <i>knowing when to press on hard selectively to create darker areas</i> • Experiment with hatching, cross hatching, <i>stippling or circulism (stumbling)</i> • Use shading to show light and dark shadows, using <i>different gradings of pencil</i> (need to order) • Close observation of pictures and <i>photographs</i> • Understand the terms line, shape, pattern, <i>texture and tone</i> 	<ul style="list-style-type: none"> • <i>Recognise the effect of light on objects and use tone to create 3D images</i> • Interpret the texture of a surface (e.g this <u>intricate</u> pattern is creating a...) • Experiment with hatching, cross hatching, stippling or circulism (stumbling) • Use shading to show light and dark shadows, using different gradings of pencil (need to order) • Close observation of pictures and photographs (<i>certain aspects zoomed in on specific detail</i>) • Understand the terms line, shape, pattern, texture, tone and <i>form</i>. 	<ul style="list-style-type: none"> • Recognise the effect of light on objects and use tone to create 3D images • Interpret the texture of a surface and <i>select the best medium/ technique for the desired outcome. This may be combining different materials/layers (e.g I have chosen...because)</i> • Experiment with hatching, cross hatching, stippling or circulism, <i>explaining the effect of these</i> • Use shading to show light and dark shadows, using different gradings of pencil and <i>looking at reflecting shadows</i> • Close observation of pictures, photographs and <i>real still life (variety of sources)</i> • Understand the terms line, shape, pattern, texture, tone and form. • <i>Develop the ability to sketch in an abstract manner using continuous line technique</i> • <i>Understanding of the concept of perspective and focal points (2 narratives)</i>



Progression of skills by the end of...	Year 3	Year 4	Year 5	Year 6
<p>Colour (paint (watercolour, acrylic and marbling ink), print, collage)</p> <p>PAINT</p>	<ul style="list-style-type: none"> Identify warm and cool colours and what mood this reflects Know which primary colours make secondary colours (e.g blue and yellow make green) Add white to a colour to create different shades/tints Apply colour using thick and thin brushes when washing, dotting, scratching (using tools) and splashing (blowing technique) Explore effect on paint when water is added Copy and create patterns and texture 	<ul style="list-style-type: none"> Know which primary colours make secondary colours Apply colour using a <i>variety of tools for different purposes (e.g end of paint brush/ combs etc) and apply this in layers</i> Explore effect on paint when water is added, <i>explaining why the artist may use this technique/effect it creates</i> Copy and create patterns and texture 	<ul style="list-style-type: none"> Know which primary colours make secondary colours, and the <i>difference between contrasting colours and complementary colours</i> Apply colour using a variety of tools for different purposes (e.g end of paint brush/ combs etc) and apply this in layers Copy and create patterns and texture, <i>creating mood and atmosphere</i> 	<ul style="list-style-type: none"> Know which primary colours, secondary colours, contrasting colours and complementary colours (<i>what the effect of these are</i>) <i>Mix and use colours independently to create the desired effect</i>
PRINT	<ul style="list-style-type: none"> Can identify <u>repetitive</u> patterns in printing 			
COLLAGE (tissue paper, natural materials, fabrics)	<ul style="list-style-type: none"> Can practise skills of <u>tearing</u>, <u>overlapping</u> and <u>overlaying</u> 		<ul style="list-style-type: none"> Add collage to a painted or printed or drawn background 	



Southdale

C of E Junior school

Shining like stars in the universe

Art Progression

Curriculum

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3D form (clay, cardboard relief, textiles, digital media)	<ul style="list-style-type: none">• Can create textured surfaces using rigid/plastic materials (e.g poppy canvas)			



Progression of skills by the end of...	Year 3	Year 4	Year 5	Year 6
<p>Reflection on artists/designers/architects and taking inspiration from these range of modern/classic figures.</p>	<ul style="list-style-type: none"> Replicate some of the techniques used by artists Say what they like about an artist's work and why (e.g I like the bright colours because...) Create original pieces that are influenced by studying these figures. 	<ul style="list-style-type: none"> Replicate the techniques used by artists Say what they like about an artist's work and why, <i>using links to their own life (e.g I like the blue and gold colours, and the pattern the dots create because it reminds me of a starry sky)</i> Create original pieces that are influenced by studying these figures. 	<ul style="list-style-type: none"> Replicate the techniques used by artists, <i>selecting certain patterns of interest</i> <i>Explore the background of an artist through independent research, focusing on what inspired them</i> Explain what mood/ atmosphere the artist is trying to portray (e.g I think they have chosen to use dark colours to symbolise the horrors of WW2) Create original pieces that are influenced by studying these figures. 	<ul style="list-style-type: none"> Replicate the techniques used by artists, selecting certain patterns of interest Explore the background of an artist through independent research, focusing on what inspired them and <i>show how their work was influential in both society and to other artists.</i> Explain what mood/ atmosphere the artist is trying to portray (e.g I think they have chosen to use dark colours to symbolise the horrors of WW2) <i>Consider why that artist chose that material to be the most appropriate/effect (soft and harsh movements)</i> Create original pieces that are influenced by studying these figures. <u>This gives the impression that...</u> <u>This could be interpreted as...</u>



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Evaluation	<ul style="list-style-type: none">Review what they have done, comparing ideas and methods in their own work and in their peers.Identify verbally what they might change in their work or develop in the futureAnnotate work in books (e.g post it form)	<ul style="list-style-type: none">Review what they have done, comparing ideas and methods in their own work and in their peers.Identify verbally <i>and written</i> what they might change in their work or develop in the future, <i>adapting as they go along</i>Annotate work in books (e.g post it form)	<ul style="list-style-type: none">Review what they have done, comparing ideas and methods in their own work and in their peers.Identify what they might change in their work or develop in the future, <i>adapting as they go along</i>Annotate work in books (e.g post it form/<i>reflections when appropriate throughout journey</i>)	<ul style="list-style-type: none">Review what they have done, comparing ideas and methods in their own work and in their peers.Identify what they might change in their work or develop in the future, adapting as they go alongAnnotate work in books (e.g post it form/reflections when appropriate throughout journey)<i>Understand constructive criticism</i>