



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



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



**Southdale**

C of E Junior school

*Shining like stars in the universe*

## Art Progression

## Curriculum

Progression of skills by the end of...	Year 3	Year 4	Year 5	Year 6
<b>3D form</b> <b>(clay, cardboard relief, textiles, digital media)</b>	<ul style="list-style-type: none"><li>• Can create textured surfaces using rigid/plastic materials (e.g poppy canvas)</li></ul>			



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<p><b>Reflection on artists/designers/architects and taking inspiration from these range of modern/classic figures.</b></p>	<ul style="list-style-type: none"> <li>Replicate some of the techniques used by artists</li> <li>Say what they like about an artist's work and why (e.g I like the bright colours because...)</li> <li>Create original pieces that are influenced by studying these figures.</li> </ul>	<ul style="list-style-type: none"> <li>Replicate the techniques used by artists</li> <li>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></li> <li>Create original pieces that are influenced by studying these figures.</li> </ul>	<ul style="list-style-type: none"> <li>Replicate the techniques used by artists, <i>selecting certain patterns of interest</i></li> <li><i>Explore the background of an artist through independent research, focusing on what inspired them</i></li> <li>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)</li> <li>Create original pieces that are influenced by studying these figures.</li> </ul>	<ul style="list-style-type: none"> <li>Replicate the techniques used by artists, selecting certain patterns of interest</li> <li>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></li> <li>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)</li> <li><i>Consider why that artist chose that material to be the most appropriate/effect (soft and harsh movements)</i></li> <li>Create original pieces that are influenced by studying these figures.</li> <li><u>This gives the impression that...</u></li> <li><u>This could be interpreted as...</u></li> </ul>



Progression of skills by the end of...	Year 3	Year 4	Year 5	Year 6
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>Review what they have done, comparing ideas and methods in their own work and in their peers.</li> <li>Identify verbally what they might change in their work or develop in the future</li> <li>Annotate work in books (e.g post it form)</li> </ul>	<ul style="list-style-type: none"> <li>Review what they have done, comparing ideas and methods in their own work and in their peers.</li> <li>Identify verbally <b><i>and written</i></b> what they might change in their work or develop in the future, <b><i>adapting as they go along</i></b></li> <li>Annotate work in books (e.g post it form)</li> </ul>	<ul style="list-style-type: none"> <li>Review what they have done, comparing ideas and methods in their own work and in their peers.</li> <li>Identify what they might change in their work or develop in the future, <b><i>adapting as they go along</i></b></li> <li>Annotate work in books (e.g post it form/<b><i>reflections when appropriate throughout journey</i></b>)</li> </ul>	<ul style="list-style-type: none"> <li>Review what they have done, comparing ideas and methods in their own work and in their peers.</li> <li>Identify what they might change in their work or develop in the future, adapting as they go along</li> <li>Annotate work in books (e.g post it form/reflections when appropriate throughout journey)</li> <li><b><i>Understand constructive criticism</i></b></li> </ul>