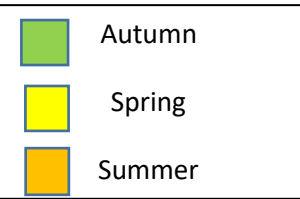




# St Margaret's C of E Junior School

## Progression of Skills and knowledge in Art & Design



Skills	Year 3	Year 4
<b>Knowledge</b>		
<b><u>Exploring and developing ideas</u></b>	<ul style="list-style-type: none"> <li>-Select and record from first hand observation, experience and imagination.</li> <li>-Make thoughtful observations about starting points and select ideas to use in their work.</li> <li>- Explore artists, craftspeople and designers working in different times and cultures.</li> <li>-<b>Know the names of key artists/craftspeople/designers and the media they worked in (painter/sculptor etc)</b></li> <li>-<b>Know basic information about the work of the artist.</b></li> </ul>	<ul style="list-style-type: none"> <li>-Select and record from first hand observation, experience and imagination.</li> <li>-Question and make thoughtful observations about starting points and select ideas to use in their work.</li> <li>- Explore the purposes of artists, craftspeople and designers in different times and cultures.</li> <li>-<b>Know the names of key artists/craftspeople/designers and the media they worked in (painter/sculptor etc).</b></li> <li>-<b>Know more in-depth information about the work and approach of the artist.</b></li> </ul>
<b><u>Evaluating and developing work</u></b>	<ul style="list-style-type: none"> <li>-Compare ideas in their own and others' work and say what they think and feel.</li> <li>-Adapt their work and describe how they might develop it.</li> <li>-<b>Use key words to describe and compare: shape, colour, size, pattern, line and texture</b></li> </ul>	<ul style="list-style-type: none"> <li>-Compare ideas and methods and approaches in their own and others' work and say what they think and feel.</li> <li>-Adapt their work and describe how they might develop it.</li> <li>- Annotate work in sketchbook.</li> <li>-<b>Use key words to describe and compare: shape (form), colour, size, pattern, line and texture.</b></li> <li>-<b>Know the approach/technique used when discussing how work was created</b></li> <li>-<b>Explain and express mood created by art</b></li> </ul>
<b><u>Breadth of study</u></b>	<ul style="list-style-type: none"> <li>- Work on own/collaboratively on projects in 2 and 3 dimensions.</li> <li>- Use ICT as a tool for Art.</li> <li>-Investigate art, craft and design in the locality.</li> <li>-<b>Discuss locality and links with art, craft and design.</b></li> </ul>	<ul style="list-style-type: none"> <li>-Work on own/collaboratively on projects in 2 and 3 dimensions on different scales.</li> <li>- Use ICT as a tool for Art.</li> <li>-Investigate art, craft and design in the locality and in a variety of genres.</li> <li>-<b>Discuss local artists/craftsmen/designers and know of their work.</b></li> </ul>
<b><u>Drawing</u></b>	<ul style="list-style-type: none"> <li>-Use different grades of pencil and media (pencils, charcoal, felt tips) to achieve variations in line, texture, tone, colour, shape and pattern.</li> <li>-<b>Know that pencils have different grades for showing light and dark.</b></li> <li>-<b>Explain that different lines are used to draw objects.</b></li> <li>- Draw for a sustained period of time at own level.</li> <li>-Observe and draw simple shapes –natural and man-made looking at line and pattern.</li> <li>-Draw both the positive and negative shapes i.e draw the outline of the object and the shapes it creates within it.</li> <li>-Encourage more accurate drawings of people – particularly facial detail.</li> <li>- <b>Know the meaning of the word proportion and use the basic proportions of the face.</b></li> <li>-Observe and draw landscapes as accurately as possible, introducing simple proportion of the skyline.</li> <li>-<b>Give reasons for differences in proportion.</b></li> <li>-Begin to discuss use of shadows, use of light and dark.</li> <li>-<b>Know what light and dark means and identify light and dark areas.</b></li> <li>-Use their sketchbook to collect information, make sketches and plan work.</li> </ul>	<ul style="list-style-type: none"> <li>-Select own media (pencils, charcoal, felt tips) to achieve variations in line, texture, tone, colour, shape and pattern.</li> <li>-<b>Know that pencils have different grades for showing light/dark and different variations and name some grades.</b></li> <li>-<b>Explain how mark making such as cross-hatch is used to show light and dark.</b></li> <li>-Refine drawings and describe changes using art vocabulary.</li> <li>-Use research to inspire drawings from memory and imagination.</li> <li>-Identify and draw the effect of light (shadows) on a surface, on objects and people.</li> <li>-<b>Provide reasons why there are dark and light areas and explain how you would create dark and light areas with media</b></li> <li>-Develop the concepts of scale and proportion.</li> <li>-<b>Explain the meaning of 'scale' and the need for proportion.</b></li> <li>-Encourage more accurate and detailed drawings of whole people, building on their work on facial features to include proportion, placement and shape of body.</li> <li>-<b>Use the basic proportions of the body.</b></li> <li>-Begin to explore angle and perspective.</li> <li>-<b>Explain what is meant by angle and perspective.</b></li> <li>-Use their sketchbook to collect information, make sketches and plan work more independently.</li> </ul>
<b><u>Painting</u></b>	<ul style="list-style-type: none"> <li>-Mix a variety of colours to make colour wheels to show primary and secondary colours.</li> <li>-<b>Name the primary and secondary colours and know which primary colours are mixed to make secondary colours.</b></li> <li>-Make as many tones of one colour using primary colours and white.</li> <li>-<b>Know what tone means.</b></li> <li>-Darken colours without using black.</li> <li>- Experiment with effects and textures including. Blocking in colour, washes, thickened paint etc.</li> <li>-<b>Know painting terms: blocking in and washes</b></li> <li>-<b>Explain how the artist used paint.</b></li> <li>-Begin to apply colour using dotting, scratching, splashing to imitate an artist technique.</li> <li>-Introduce technique of Pointillism – control over coloured dots, so tone and shading is evident.</li> <li>-Apply colour on a range of scales using different tools e.g. thin brush on small picture etc.</li> </ul>	<ul style="list-style-type: none"> <li>-Make and match colours with increasing accuracy- primary, secondary and earthy</li> <li>-<b>Identify the colour families and the contrasting families.</b></li> <li>-<b>Know that mixing secondary colours results in tertiary (earthy) colours</b></li> <li>-Use more specific colour language e.g. tint, tone, shade, hue.</li> <li>-<b>Know key words: tint, tone, shades and hue.</b></li> <li>-Mix and match colours to those in a work of art or colour chart.</li> <li>-Observe colours on hands and faces - mix flesh colours</li> <li>-Use colour to reflect moods using artist technique(Matisse)</li> <li>-<b>Explain how the artist used the paint and provide reasons for the artists' choice of colours.</b></li> <li>-Show increasing independence and control with the painting process and selection of tools.</li> </ul>

<p><b><u>Printing</u></b></p>	<p>-Print using a variety of materials, objects and techniques including mono, layering, relief and impressed printing processes on a variety of papers.</p> <p>-<b>Know what a mono and press print are and identify the tools correctly.</b></p> <p>-Explore colour mixing through overlapping colour prints.</p> <p>-To explore pattern and shape, creating designs for printing.</p> <p>-Use the equipment and media with increasing confidence.</p> <p>-Talk about the processes using language appropriate to skill.</p> <p>-<b>Explain the printing process to another.</b></p> <p>-Discuss own and other artists work. (Packaging, Hiroshige, Escher, etc.)</p> <p>-<b>Know basic information about the work of the artist.</b></p> <p>-Use sketchbook for recording and testing.</p>	<p>- Create and refine using a variety of materials, objects and techniques including resist printing including marbling, silkscreen and cold-water paste.</p> <p>-<b>Know what relief and resist printing techniques are and identify the tools correctly.</b></p> <p>-Explores images and recreate texture through deliberate selection of materials wallpaper, string, polystyrene etc.</p> <p>-Interpret environmental and manmade patterns and form</p> <p>-Talk about the processes using language appropriate to skill and discuss the nature of effects able to modify and adapt print as work progresses</p> <p>-<b>Explain the printing process to another.</b></p> <p>-Compare own work and that of other artists.</p> <p>-<b>Know information about the artist's work and make links with own.</b></p> <p>-Use sketchbook for recording textures/patterns.</p>
<p><b><u>Textiles</u></b></p>	<p>-Use a variety of techniques such as weaving, embroidery, paper and plastic trappings.</p> <p>-<b>Explain what weaving and embroidery are and know how to carry out the process.</b></p> <p>-Use colour to express an idea in weaving - seasons, moods, or create a picture - swamp, seascape.</p> <p>-Develop skills in stitching, cutting and joining.</p> <p>-Experiment with a range of media e.g. overlapping, layering etc.</p> <p>-Use large and smaller eyed needles with different thicknesses of threads.</p> <p>-Use different sized running stitches and begin to explore cross-stitch.</p> <p>-<b>Name and identify different basic stitches.</b></p> <p>-<b>Name the tools and materials they have used.</b></p>	<p>-Use a variety of techniques such as quilting, embroidery, plastic trappings and simple appliqué with material shapes attached using running stitch.</p> <p>-<b>Explain what quilting and applique are and how to carry out the process.</b></p> <p>-Combine skills more readily.</p> <p>-Use a wider variety of stitches to 'draw' with and develop pattern and texture – e.g. zig zag stitch, chain stitch, seeding.</p> <p>-<b>Name a broader range of stitches such as zig-zag and chain.</b></p> <p>- Refine and alter ideas and explain choices using an art vocabulary to express the textures chosen and mood created.</p> <p>-Look at fabrics from other countries and discuss. Compare with own.</p> <p>-<b>Name and match the tool to the material and explain its use.</b></p>
<p><b><u>Collage</u></b></p>	<p>-Handling, manipulating and enjoying using materials</p> <p>-<b>Know what collage means</b></p> <p>-<b>Identify the different paper types being used.</b></p> <p>-<b>Know the difference between cutting and tearing paper.</b></p> <p>-Selects, sorts, tears and securing items down using various ideas.</p> <p>-Use a variety of techniques such as layering, weaving, paper and plastic trappings.</p> <p>-<b>Explain the process of layering and know the term overlapping.</b></p> <p>-<b>Name the tools and materials they have used.</b></p> <p>-Develop skills in cutting and joining.</p> <p>- Experiment with a range of media e.g. overlapping, layering etc.</p> <p>-Use colour to express an idea such as in weaving - seasons, moods, or create a picture - swamp, seascape.</p> <p>-Awareness of the nature of materials and surfaces – fragile, tough, durable.</p>	<p>-Handling, manipulating and enjoying using materials</p> <p>-<b>Identify the different paper and fabric types used and explain the visual (mood) and tactile elements of them.</b></p> <p>-Selects, sorts, tears and securing items down using various ideas.</p> <p>-<b>Know layering terms such as: fore ground, middle ground and background</b></p> <p>-<b>Know how to correctly join/bond specific materials – tape, nail, glue.</b></p> <p>-Match the tool to the material.</p> <p>-<b>Name the tools/materials used and explain how they have used them.</b></p> <p>-Combine skills more readily.</p> <p>-Choose collage as a means of extending work already achieved. Using initial sketches to aid work.</p> <p>-Refine and alter ideas and explain choices using an art vocabulary.</p> <p>-Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. Experiments with paste resist.</p> <p>-Continue experimenting with creating mood, feeling, movement and areas of interest.</p>
<p><b><u>3 D form</u></b></p>	<p>-Join clay adequately with a simple base for extending and modelling other shapes.</p> <p>-<b>Know what 2D and 3D mean and identify 3D examples.</b></p> <p>-<b>Know how to join clay together and the drying process of clay.</b></p> <p>-<b>Know basic techniques such as thumb pots and coiling</b></p> <p>-Shape, form, model and construct from observation and / or imagination</p> <p>-Begin to have some thought towards size and basic discussion about aesthetics</p> <p>-Cut and join wood safely and effectively.</p> <p>-<b>Know what paper-mache is and explain the process</b></p> <p>-Plan and develop ideas in sketchbook and make simple choices about media.</p> <p>-Use the equipment with reasonable independence and media with increasing confidence.</p> <p>-<b>Identify and name the equipment being used.</b></p> <p>-Look at work of other artists and discuss ideas.</p>	<p>-Use a variety of materials such as clay, papier-mâché and card with an informed choice about 3D technique chosen.</p> <p>-<b>Identify a range of 3D techniques and the material used</b></p> <p>-<b>Identify 3D examples and state how they were constructed and explain the stages of the process being used to another.</b></p> <p>-Show an understanding of shape, space and form whilst thinking about light and shadow.</p> <p>-<b>Know the terms: form, shape and space when discussing sculpture</b></p> <p>-<b>Understand that pottery needs firing and glazing</b></p> <p>-<b>Know strengthening techniques</b></p> <p>-Experienced surface patterns / textures.</p> <p>-Investigate, analyse and interpret natural and manmade forms of construction.</p> <p>-Talk about their work showing good understanding of how it was constructed.</p> <p>-Discuss own work and work of other sculptors with comparisons made. (Hepworth, Arp, Nevelson, Gabo, etc)</p> <p>-<b>Know information about the artist's work and make links with own.</b></p> <p>-Work safely, to organize working area and clear away.</p> <p>-Plan and develop ideas in sketchbook.</p>