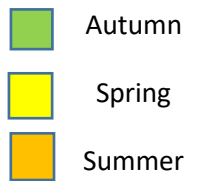




St Margaret's C of E Junior School

Progression of Skills and knowledge in Art & Design



Skills Knowledge	Year 5	Year 6
<u>Exploring and developing ideas</u>	-Select/record from first hand observation, experience and imagination, and explore ideas for different purposes. - Question and make thoughtful observations about starting points and select ideas and processes to use in their work. -Explore the ideas and motives of artists, craftspeople and designers working in different times and cultures. -Know the names of key artists/craftspeople/designers and the media they worked in (painter/sculptor etc). -Know origin, times/cultures and key facts. -Know more in-depth information about the work and the ideas/motives of the artist.	-Select /record from first hand observation or stimuli, experience and imagination, and explore ideas for different purposes. - Question and make thoughtful observations about starting points and select ideas and processes to use in their work and provide reasoning. - Explore the impact of artists, craftspeople and designers working in different times and cultures. -Know the names of key artists/craftspeople/designers and the media they worked in (painter/sculptor etc). -Know origin, times/cultures, key facts and context of artist's life. -Know more in-depth information about the work and the impact of the artist.
<u>Evaluating and developing work</u>	-Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. -Adapt their work according to their views and describe how they might develop it further and why. -Provide reasons for preferences using key words to describe/ compare: shape (form), colour, size, pattern, line and texture. -Know the approach/technique used when discussing how work was created –Know that next steps are needed to develop work. -Explain and express mood created by art	-Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them providing reasons. -Adapt their work according to their views and describe how they might develop it further and why. -Provide reasons for preferences using key words to describe/compare: shape (form), colour, size, pattern, line and texture whilst making links with own work. -Know the approach/technique used when discussing how work was created -Know that next steps are needed to develop work -Know what it means to adapt work and how it differs to developing work. -Explain and express mood created by art
<u>Breadth of study</u>	-Work on their own, and with others exploring 2D and 3D on different scales whilst combining materials and techniques. -Manipulate ICT tools purposefully to create art. -Investigate art, craft and design in the locality, in a variety of genres and traditions. -Discuss local artists/craftsmen/designers and know of their work and what it represents. -Name and use the ICT tools confidently	-Work on their own, and with others exploring 2D and 3D on different scales whilst combining materials, techniques and visual elements. -Manipulate ICT tools purposefully to create and develop art. -Investigate art, craft and design in the locality, in a variety of genres and traditions with an understanding of how it came about. -Discuss local artists/craftsmen/designers and know of their work, what it represents and its impact. -Name and manipulate the ICT tools effectively
<u>Drawing</u>	-Independently select materials and techniques needed to create a specific outcome whilst exploring the visual elements, line, tone, pattern, texture, colour and shape. -Name and identify a range of drawing materials. -Know the visual elements and how materials can be used to capture texture. -Explain how shadows are darker tones of the same colour. -Explain how light changes the colour of a surface. -Work in a sustained and independent way from observation, experience and imagination. -Observe and use a variety of techniques to show the effect of light on objects and people e.g. use rubbers to lighten, use pencil to show tone, use tones of the same colour and the texture of a surface. -Produce increasingly accurate drawings of people, develop the concept of perspective and scale. -Provide reasons for why a drawn object is represented from a different scale or angle. -Use a sketchbook to develop ideas, produce increasingly detailed preparatory sketches for painting and other work.	-- Independently select materials, manipulate techniques and experiment with the visual elements of art: line, tone, pattern, texture, form, space, colour and shape -Know and identify a range of drawing materials and techniques such as blending, cross hatching, scaffitto... -Identify the visual elements in other pieces of artwork and the materials used to create them. -Explain how applying pressure onto surfaces can create different outcomes. -Explain the reasons why shadows and light are not represented purely by black and white. -Explore variety of techniques to interpret the texture of a surface e.g. Scraffito and scratching into wax and viewing mark making as a result of pressure onto different surfaces or removal of different surfaces. -Look at the effect of light on objects from different directions and view-points. Record using various techniques. -Provide reasons for why the artist chose a specific angle or viewpoint. - Demonstrate a wide variety of ways to make different marks with dry and wet media. -Knowing the difference between wet and dry media whilst giving examples. - Develop ideas using different or mixed media using a sketchbook and identify artists who have worked in a similar way to their own work.
<u>Painting</u>	-Mix and match primary and secondary, warm and cold colours. -Identify warm and cold colours. -Create shades and tints using black and white and use them effectively to show light and shadow. -Know that different tones are needed to show light and shadow. -Use paint to create atmosphere or show temperature. -Identify the colours used to create atmosphere/temperature. -Experiment with different implements to communicate texture with paint. -Provide reasons for using different implements and the results achieved. -Show an awareness of how paintings are created (composition). -Explore the colour palette and style of an artist. -Identify and discuss the colour palette of the artist. -Create work /imaginative work from a variety of sources, including those researched independently.	-Mix and match primary and secondary, warm and cold, complementary (contrasting) colours. -Identify complementary and harmonious colours. -Create shades/tints/tones using black and white to produce a picture entirely of a range of tones from one colour. -Know that different tones can be used to show not only light and shadow but all variations in light. -Choose appropriate paint, paper and implements to capture texture. -Provide reasons for using different, paint, paper and implements and the results achieved. -Use paint to contrast objects and make a statement/effect. -Identify the contrasting colours and explain the effect created. -Show an awareness of how paintings are created (composition) and stage their own still life. -Explore the colour palette, style and technique of an artist. -Identify and discuss the colour palette and technique of the artist. -Create imaginative work from a variety of sources and develop into preliminary studies to test media and materials

<u>Printing</u>	-Create and show understanding of techniques, including the use of poly-blocks, relief, mono and resist printing. -Know the names of specific techniques. -Identify tools and explain how used. -Choose the printing method appropriate to task. -Build up layers, colours/textures and combine prints taken from several objects. -Explain what layering prints means -Experienced in producing pictorial and patterned prints and be aware of repetition and symmetry -Know terms: repeat and symmetry -Designs prints for fabrics, book covers and wallpaper. -Experiment with ideas, to plan in sketchbook. -Discuss and evaluate own work and that of others including artists/designers (Morris, etc.) -Know information about the artist and the technique used.	- Work relatively independently, confidently talking through the steps involved in the process. --Create and show understanding of techniques, including the use of poly-blocks, card relief, mono, screen and resist printing. -Know and identify the printing technique and begin to talk through the process. -Identify tools, explain how used and match it with techniques. -Explore the printing techniques appropriate to task or used by various artists. -Be familiar with layering prints, build up drawings and images of whole or parts through collage printing. -Explain what layering prints and building up (through collage) means. -Experienced in producing pictorial and patterned prints and be aware of repetition, symmetry or random printing styles. -Know terms: repeat, symmetry and random - Makes connections between own work and patterns in their local environment e.g. curtains, wallpaper and be confident with printing on paper and fabric. - Plan, alter and modify work using sketchbooks. -Discuss, evaluate and compare own work with that of others including artists/designers. -Know information about the artist, the technique and ideas such as repetition, symmetry and random printing.
<u>Textiles</u>	-Use a variety of techniques and stitches such as quilting, embroidery, plastic trappings, applique and batik. -Explain what batik and resist techniques are. -Embellish and extend work, using a variety of techniques, including drawing, painting and printing on top of textural work. -Interpret stories, music, poems and use environment and townscapes as stimuli. -Look at work of other artists using textiles i.e, Molly Williams, Jill Denton, Linda Caverley -Name the materials and tools being used and explain how to use. -Know information about the artist and their techniques.	-Use a variety of techniques and stitches such as quilting, embroidery, plastic trappings, applique, embellishing, weaving, layering and batik. -Identify and name a variety of techniques being explored. -Use found and constructed materials and have an awareness of the potential use of the material - Interpret stories, music, poems, environment and townscapes as stimuli and use techniques to express feelings/moods. -To be expressive and analytical when looking at own and work of other artists using textiles i.e, Molly Williams, Jill Denton, Linda Caverley -Name the materials and tools being used and provide reasons for why they have been selected. -Know information about the artist and their techniques making links with colour and texture.
<u>Collage</u>	-Selecting, handling, manipulating materials with clear intention. -Name the tools/materials used and explain why they have been selected. -Identify and describe the textures of the different paper and fabric types. -Sorts for texture, tears and cuts in a variety of ways securing items down using various methods (stitching/taping/gluing). -Know how to correctly join/bond specific materials describing best methods. -Know how to layer materials according to size. -Embellish work, using a variety of techniques on top of another piece of work. -Understand the term embellish. -Interpret stories, music, poems and use environment and townscapes as stimuli.	-Selecting, handling, manipulating materials based on deliberate choices with a clear intention and applies knowledge of different techniques deliberately to express feelings. -Name and compare the tools/materials used and explain why they have been selected. - Identify and describe the qualities of the different paper and fabric types. -Sorts for texture and colour, tears and cuts in a variety of ways securing items down using various methods (stitching/taping/gluing). -Know how to correctly join/bond specific materials describing best methods. -Embellish work, using a variety of techniques on top of another piece of work combining found pieces as well. --Know how to correctly join/bond specific materials describing best methods. -Understand the term embellish and give examples of appropriate materials. - Interpret stories, music, poems, environment and townscapes as stimuli and use techniques to express feelings/moods. -To be expressive and analytical to adapt, extend and justify their work.
<u>3 D form</u>	-Shape, form, model and join with confidence and greater detail /texture whilst exploring a variety of materials such as clay, papier-mâché, plaster. -Identify 3D examples, techniques and materials used. -Provide reasons for the material use. -Explain the stages of the process to others including knowledge of bonding and drying. -Describe the different qualities involved in modelling, sculpture and construction. - Use recycled, natural and manmade materials to create sculpture. -Develop skills in using clay including. slabs, coils, slips, etc. -Know the skills involved when creating a sculpture. -Work directly from observation or imagination and plan a sculpture through drawing and other preparatory work in sketch book to help develop ideas -Discuss and evaluate own work and that of other sculptors (Goldsworthy, Calder, Segal, Leach, Giacometti, etc.) -Know information about the artist and their techniques and compare to own work.	-Create sculpture and constructions with increasing independence, skill and intricacies whilst exploring a variety of materials and techniques. -Describe the different qualities involved in modelling, sculpture and construction and the best material to express a quality. -Identify 3D examples, techniques and materials/tools used. -Provide reasons for the material use and the effect it creates. -Explain the stages of the process to others including knowledge of bonding and drying. -Use recycled, natural and manmade materials to create sculpture and combine and embellish with paint/collage/textiles. Identify natural and man-made materials. -Develop skills in using clay including. slabs, coils, slips and make a mould. -Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings, planning an idea in sketchbooks. -Know what a mould is and how to construct one. -Know the skills involved when creating a sculpture. -Discuss and evaluate own work making links and comparisons with other sculptors in detail (Goldsworthy, Calder, Segal, Leach, recycled sculptures from Africa and India, Giacometti, etc.) -Know information about the artist and their techniques and compare to own work and the work of other artists.