



Art

Progression of knowledge, skills and understanding

During each art element, children are expected to make reference to great artists, architects and designers in history, using sketch books to record observations and review/revisit ideas. They should also evaluate their own, others and artists' work using appropriate vocabulary. Vocabulary in **blue** shows new vocabulary progression by class.

TBAT use an artist of culture's work as a starting point and discuss it using artistic vocabulary (for my class)

Skills	Class 3	Class 4	Class 5
<p>Drawing (pencils, rubbers, chalks, pastels, felt pen, charcoal, inks, ICT software)</p> <p>Possible Artists: Van Gogh, Seurat, Durer, Da Vinci, Cezanne, Picasso, Hopper, Goya, Sargent, Holbein, Moore, Rossetti, Klee, Calder, Cassat.</p> <p>Terms 1+2</p>	<p>I can make marks and line with a wide range of drawing implements.</p> <p>I can experiment with different grades of pencil and other implements to create lines and marks.</p> <p>I can start to experiment and apply experiment with tone using different grades of pencil.</p> <p>I can draw for a sustained period of time, showing focus and attention to detail.</p> <p>I can start to experiment with using different pressures with my sketching for different purposes.</p>	<p>I can experiment with ways in which surface detail can be added to drawings.</p> <p>I can create textures with a wide range of drawing implements and apply a simple use of pattern and texture in my drawing.</p> <p>I can apply tone in a drawing in a simple way</p> <p>I experiment with a variety of dry media to make different marks, lines, patterns and shapes within a drawing.</p> <p>I can begin to develop an awareness of composition, scale and proportion in my paintings e.g. foreground, middle ground and background.</p> <p>I can use light pressure to produce drawings.</p>	<p>I can use different techniques for different purposes i.e., shading, hatching within my own work.</p> <p>I can use a variety of dry media to make different marks, lines, patterns and shapes within a drawing.</p> <p>I can experiment with wet media (<i>inks, felt tips, water colour pencils etc.</i>) to make different marks, lines, patterns, textures and shapes.</p> <p>I can begin to use simple perspective in my work using a single focal point and horizon.</p> <p>I can draw with perspective using foreground, middle ground and background.</p> <p>I can choose and use appropriate pressure to sketch initial ideas.</p>
Vocab	<p><i>pattern, repeating, thick, thin, sketch, shape, colour, straight, curved, smudge, shade, layer, blend, tone, media, accuracy, grades of pencil, scale, symmetry, refine and alter</i></p>	<p><i>pattern, repeating, thick, thin, sketch, shape, colour, straight, curved, smudge, shade, layer, blend, tone, media, accuracy, grades of pencil, scale, symmetry, refine, alter, composition, scale, proportion, pressure, improvement, surface</i></p>	<p><i>pattern, repeating, thick, thin, sketch, shape, colour, straight, curved, smudge, shade, layer, blend, tone, media, accuracy, grades of pencil, scale, symmetry, refine, alter, composition, scale, proportion, pressure, improvement, surface, hatching, perspective, focal point, horizon</i></p>



<p>Artists:</p>	<p>Year A: Caravaggio</p> <p>Year B: Durer</p> <p>Year C: Caravaggio</p> <p>Year D: Durer</p>	<p>Year A: Moore</p> <p>Year B: Cezanne</p> <p>Year C: Moore</p> <p>Year D: Cezanne</p>	<p>Year A: Dahli</p> <p>Year B: Constable</p> <p>Year C: Dahli</p> <p>Year D: Constable</p>
<p>Painting/colour</p> <p>(watercolour, ready mixed, acrylic, pencils,)</p> <p>Possible Artists: Klimt, Marc, Klee, Hockney, Pollock, Riley, Monet, Aboriginal, Rothko, Rivera, Indian Miniatures, O'Keeffe, Hopper, Rambrant, Lowry, Matisse, Margritte.</p> <p>Terms 3+4</p>	<p>I can work on a range of scales e.g. thin brush on small picture, large brush on large scales.</p> <p>I understand that the representation of colour can be used to express emotions</p> <p>I can experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <p>I can use paint effects through the use of splatter, dripping and spray – with the use of different paint mediums e.g. ink and Brusho.</p> <p>I can use more specific colour language and start to understand how to experiment with colour mixing into tertiary colours</p> <p>I am building up working for sustained periods of time.</p>	<p>I have can select the correct choice of paintbrush in my work.</p> <p>I can work in different scales.</p> <p>I understand how to change the tone, shade and tints of paint to create my desired effects by using the correct colour for mixing.</p> <p>I can create different effects and textures with paint according to what I need for the task.</p> <p>I can carry out preliminary studies, trying out different media and materials and mixing appropriate colours.</p> <p>I can develop a painting from a drawing or an idea.</p> <p>I am able to identify primary, secondary, tertiary, complimentary and contrasting colours and use this knowledge in my work.</p> <p>I am able to work for a sustained period of time, learning how to use mistakes and adapt my work as necessary.</p>	<p>I can explore mixing and blending techniques with coloured pencils.</p> <p>I am able to work with complementary colours.</p> <p>I am able to chose suitable paintbrushes for working in a variety of media.</p> <p>I am able to work on different surfaces and in different scales.</p> <p>I can create imaginative work from a variety of sources.</p> <p>I can mix and match colours to create atmosphere, emotional and light effects.</p> <p>I am able to experiment with different methods to find an appropriate style to use for my work, during preliminary studies.</p> <p>I am confidently able to work for sustained periods of time, adding details and adjusting techniques as I work.</p>
<p>Vocab</p>	<p>Tools, techniques, brush size, colour match, colour mix, primary colours, warm colours, cold colours, secondary colours, shades, tints, watercolour, tertiary, textures, acrylic, brush mark, colour scheme, colour spectrum, colour washing</p>	<p>Tools, techniques, brush size, colour match, colour mix, primary colours, warm colours, cold colours, secondary colours, shades, tints, tones, watercolour, tertiary, textures, acrylic, brush mark, colour scheme, colour spectrum, colour washing, complimentary, contrasting, preliminary study, hue</p>	<p>Tools, techniques, brush size, colour match, colour mix, primary colours, warm colours, cold colours, secondary colours, shades, tints, watercolour, tertiary, textures, acrylic, brush mark, colour scheme, colour spectrum, colour washing, complimentary, contrasting, preliminary study, imaginative, surface, hue, scale, appropriate, atmosphere, emotional and light effects, adjust, harmony, composition, mood, abstract</p>



<p>Artists</p>	<p>Year A: Seurat-pointilism</p> <p>Year B: Monet</p> <p>Year C: Seurat-pointilism</p> <p>Year D: Monet</p>	<p>Year A: Georgia O'Keefe</p> <p>Year B: Hockney</p> <p>Year C: Georgia O'Keefe</p> <p>Year D: Hockney</p>	<p>Year A: Lowry</p> <p>Year B: Pollock</p> <p>Year C: Lowry</p> <p>Year D: Pollock</p>
<p>Sculpture</p> <p>3D form</p> <p>(3D work, clay, dough, boxes, wire, paper sculpture, mod roc)</p> <p>(Moore, African, Native American, Hepworth, Arp, Nevelson, Gabo, Calder, Segal, Leach, Kinetic, recycled/ found object sculptures, Egyptian Artefacts, Christo, Frink, Balla, Andre)</p> <p>Term 5</p>	<p>I can begin to show an awareness of objects having a third dimension and show this in the planning of my work.</p> <p>I can use an artist's/culture's work as inspiration for my work.</p> <p>I can begin to join clay adequately and construct a simple base for extending and modelling other shapes.</p> <p>I can show an understanding of what materials would be suitable for projects to produce 3D work.</p> <p>I can experiment with colour and texture in my final piece/design.</p> <p>I can begin to work in a range of scales.</p> <p>I have experimented with natural and man-made materials to complete sculptures.</p>	<p>I understand what 3D form is and am able to use this knowledge in my planning of a sculpture through drawing and other preparatory work looking at different artists and cultures.</p> <p>I can experiment with different joining techniques using clay.</p> <p>I can name and identify a range of 3D modelling materials and begin to discuss which may be more suitable for different projects.</p> <p>I can follow my plan, adapting my design as necessary and selecting the appropriate tools and methods to complete my work.</p> <p>I can use texture, pattern and colour in my final design.</p> <p>I can work in a range of scales, contributing to larger class-based pieces of work.</p> <p>I can use recycled, natural and man-made materials to complete sculptures.</p>	<p>I know what 3D form is and can show this using a range of perspectives in my planning through drawing and other preparatory work, including using artist's work as a starting point.</p> <p>I can use a range of joining techniques, selecting these appropriately depending on what my model is.</p> <p>I can select the appropriate 3D material to build my sculpture, explaining my choices and adapting materials and designs as necessary.</p> <p>I can follow with a plan from briefing to completion using my knowledge of shape, form, model and construction, using my imagination. This includes the selection and process of materials and methods to ensure the project is completed.</p> <p>I can confidently use a range of skills to construct and produce intricate patterns and textures in a malleable media.</p> <p>I can choose and use the recycled, natural and man-made materials to complete sculptures, explaining my choices within my initial designs.</p>
<p>Vocab</p>	<p>Manipulating, rolling, kneading, tools, malleable, shaping, sculpture, texture, construct,</p>	<p>Manipulating, rolling, kneading, tools, malleable, shaping, sculpture, texture, construct, join, natural,</p>	<p>Manipulating, rolling, kneading, tools, malleable, shaping, sculpture, texture, construct, join, natural,</p>



	<p>join, natural, manmade, recycled, slip, form, care, texture, culture, scale</p>	<p>manmade, recycled, slip, form, care, texture, culture, scale, method, suitable, technique, carving</p>	<p>manmade, recycled, slip, form, care, texture, carving, culture, scale, method, suitable, technique, adapt, intricate, choice, initial design</p>
Artist	<p>Link to history topic/culture</p>	<p>Link to history topic/culture</p>	<p>Link to history topic/culture</p>
<p>Evaluative vocab</p> <p><i>In KS2, pupils should be encouraged to use a wider range of vocabulary to express how others' artwork, as well as their own makes them feel.</i></p>	<p>Annotate, develop, observation, similarities, differences, foreground, background, reflect, artefact, follow creative process plan, design, make, adaptation, sources, variation.</p> <p><i>Busy, plain, thick, thin, rough, smooth,swirling, uneven,big,small, colourful, bright, dark, realistic,unrealistic</i></p>	<p>Annotate, develop, observation, similarities, differences, foreground, background, reflect, artefact, follow creative process plan, design, make, adaptation, sources, variation, adapt to art work and models, comparison, contrast</p> <p><i>Busy, plain, thick, thin, rough, smooth,swirling, uneven,big,small, colourful, bright, dark, realistic,unrealistic, simple, fine,dull, patterned, crowded, flat, natural, opaque, translucent, focus, distance, symbolic, subtle, complex, complementary, contrasting</i></p>	<p>Annotate, develop, observation, similarities, differences, foreground, background, reflect, artefact, follow creative process plan, design, make, adaptation, sources, variation, adapt to art work and models, comparison, contrast, purpose, manipulate, wet, dry and digital media, design brief</p> <p><i>Busy, plain, thick, thin, rough, smooth, swirling, uneven, big,small, colourful, bright, dark, realistic, unrealistic, simple, fine, dull, patterned, crowded, flat, natural, opaque, translucent, focus, distance, symbolic, subtle, complex, complementary, contrasting, atmosphere, representation, contrasting,engaging, inconsistent, delicate, flowing, vibrant</i></p>



There are 7 elements of art that children should be exposed to and encouraged to use and discuss. The visual components of **colour, form, line, shape, space, texture, and value.**

Colour

Colour is the element of art that is produced when light, striking an object, is reflected back to the eye. There are three properties to colour. The first is **hue**, which simply means the name we give to a colour (red, yellow, blue, green, etc.). The second property is **intensity**, which refers to the vividness of the colour. A colour's intensity is sometimes referred to as its "colourfulness", its "saturation", its "purity" or its "strength". The third and final property of colour is its **value**, meaning how light or dark it is. The terms shade and tint refer to value changes in colours. In painting, shades are created by adding black to a colour, while tints are created by adding white to a colour.

Form

The form of a work is its shape, including its volume or perceived volume. A three-dimensional artwork has depth as well as width and height. Three-dimensional form is the basis of sculpture. However, two-dimensional artwork can achieve the illusion of form with the use of perspective and/or shading or modelling techniques. Formalism is the analysis of works by their form or shapes in art history or archaeology. describes volume and mass.

Line

Lines and curves are marks that span a distance between two points (or the path of a moving point). As an element of visual art, line is the use of various marks, outlines, and implied lines during artwork and design. A line has a width, direction, and length. A line's width is most times called its "thickness". Lines are sometimes called "strokes", especially when referring to lines in digital artwork. point that moves through space

Space

Space is any conducive area that an artist provides for a particular purpose. Space includes the background, foreground and middle ground, and refers to the distances or area(s) around, between, and within things. There are two kinds of space: negative space and positive space. Negative space is the area in between, around, through or within an object. Positive spaces are the areas that are occupied by an object and/or form.

Shape

Shape refers to a 2-dimensional, enclosed area. Shapes could be geometric, such as squares, circles, triangles etc.

Texture

Texture, another element of art, is used to describe how something feels or looks. e.g. her hair was smooth. Smooth is a texture, same as bumpy, hard, light, clear, rough and many more. way something feels. can be simulated or real.

Value

Value is the degree of lightness and darkness in a colour. The difference in values is called **contrast**. Value can relate to shades, where a colour gets darker by adding black to it (**shade**), or **tints**, where a colour gets lighter by adding white to it.

