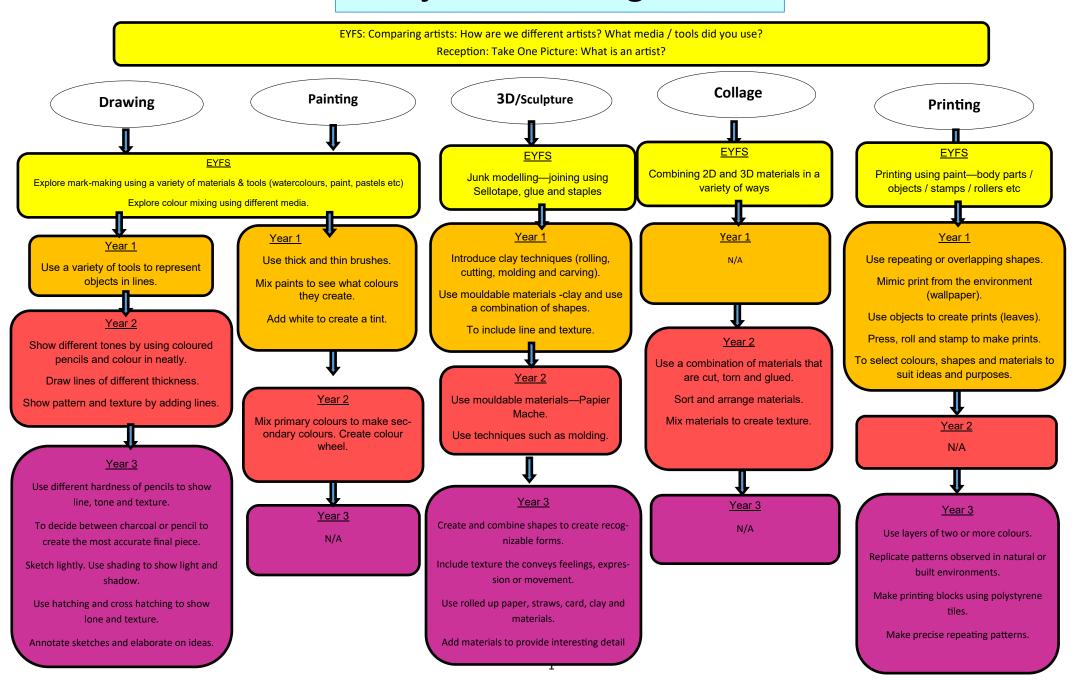
# **Subject Skills Progression**



# **Subject Skills Progression**

#### Drawing

#### Year 4

Sketch lightly.

## Year 5

Use a variety of techniques to add interesting effects (shadows)

Use a choice of techniques to depict perspective.

To use lines to represent movement.

## Year 6

Use a variety of techniques to add interesting effects (shadow, perspective and reflection).

Choose a style of drawing suitable for the work (realistic/ impressionist etc).

#### Additional Enrichment

The Big Draw

#### **Painting**

#### Year 4

Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.

Mix colours effectively.

Use water-colour paint to produce washes for backgrounds then add detail.

#### Year 5

N/A

#### Year 6

Sketch (lightly) before painting to combine line and colour. Use brush techniques and the qualities of paints to create texture.

Use the qualities of acrylic paints to create visually interesting pieces.

Combine colours, tones and tints to enhance the mood of a piece.

Develop a personal style of painting, drawing upon ideas from other artists.

## Additional Enrichment

Take One Picture

Possible graffiti artist and children painting hall wall.

# 3D structure

#### Year 4

Show life-like qualities and real-life proportions, or, if more abstract, provoke interpretations.

Use tools to carve and add shapes, texture and pattern to soap.

Year 5

Combine visual and tactile

qualities.

Use tools to carve and add

shapes, texture and pattern.

Show life-like qualities and real

-life proportions, or, if more

abstract, provoke interpreta-

tions.

Year 6

N/A

Additional Enrichment

Year 2 to The Lightbox.

Year 4 Watts Gallery

# <u>Collage</u>

#### Year 4

Select and arrange materials for a striking effect.

Ensure work is precise.

Use coiling, layering, overlapping and tessellation.

#### Year 5

Mix textures (rough and smooth, plain and patterned).

Use ceramic mosaic materials and techniques.

To combine visual and tactile qualities.

## Year 6

N/A

#### Additional Enrichment

Guildford Cathedral Christmas
Art exhibition?

#### Printing

#### Year 4

N/A

#### Year 5

Build up layers of colours.

Create an accurate pattern, showing fine detail.

Use a range of visual elements to reflect on the purpose of the work.

Build up repeating patterns using overlapping or rotating.

## Year 6

Build up layers and colours.

Build up repeating patterns using overlapping or rotating.

Use a range of visual elements to reflect on the purpose of the work.

Create an accurate pattern showing fine detail.



Additional enrichment

# **Subject Skills Progression**

# **Developing Ideas**

## Year 1

Use artwork to record ideas, use observations, imagination and experiences.

# Year 2

Try out different activities and make sensible choices about what to do next

# Year 3

Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas.

# Year 4

Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork

# Year 5

Develop different ideas which can be used and explain his/her choices for the materials and techniques used

### Year 6

Select ideas based on first hand observations, experience or imagination and develop these through open ended research

# Experimenting with Materials

#### Year 1

Experiment with different materials to design and make products in two and three dimensions

# Year 2

Select particular techniques to create a chosen product and develop some care and control over materials and their use

# Year 3

Experiment with different materials to create a range of effects and use these techniques in the completed piece of work

# Year 4

Use taught technical skills to adapt and improve his/her work.

# Year 5

Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work

# Year 6

Refine his/her use of learnt techniques.

# **Critiquing Art**

## Year 1

Explain what he/she likes about the work of others

## Year 2

Give reasons for his/her preferences when looking at art/craft or design work

## Year 3

Explain what he/she likes or dislikes about their work

# Year 4

Articulate how he/she might improve their work using technical terms and reasons as a matter of routine.

# Year 5

Evaluate his/her work against their intended outcome

# Year 6

Adapt his/her own final work following feedback or discussion based on their preparatory ideas.

#### **Artists & Their Work**

### Year 1

Know the names of tools, techniques and elements that he/she uses

## Year 2

Know that different artistic works are made by craftspeople from different cultures and times

## Year 3

Know about some of the great artists, architects and designers in history and describe their work

# Year 4

Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied

#### Year 5

Describe the use of symbolism in Art.

# Year 6

Explain and justify preferences towards different styles and artists.

# **Subject Knowledge Progression**

Focal Artists & Cultures

**Key Questions & Prompts** 

**Self-Reflection** 

#### Reception

Take One Picture

### Reception

Basic: What is the name of the artist who created this artwork?

Advancing: What materials did s/he use?

<u>Deep:</u> Suggest reasons why they wanted to paint what they did.

### Reception

Can I say what I like/ don't about a piece of art work and explain why?



#### Year 1

Pablo Picasso (Spanish)

Yayoi Kusama (Japanese)

Take One Picture – focus artist

William Morris (British)

### Year 1

<u>Basic:</u> What type of art is .... ? What did ... like to show in his/her work?

Advancing: Why did s/he choose to ...?

<u>Deep:</u> Always true, sometimes true, never true...



Can I look at and describe what I see, think and feel when looking at artwork?



#### Year 2

Claude Monet (French)

Theresa Reihana (Maori indigenous art)

Take One Picture—focus artist

Vincent Van Gogh (Dutch)

### Year 2

Basic: How did ... produce their artwork?

List some of the common features of .... art

Advancing: Compile a list of questions you would like to ask the artist.

Compare two of this artist's pieces of work.

Deep: Which piece of artwork best shows the style of ... ?

Justify why you think ....

## Year 2

Can I suggest reasons for the artist's intention or meaning of the work?



Henri Rousseau (French)

Anthony Gormley (British)

Take One Picture—focus artist

Georgia O'Keeffe (American)

#### Year 3

<u>Basic:</u> How is ... an example of...? Why do you think the .... is an important artwork?

Advancing: Compare two artist's work from different periods. Explain why... it is unlikely to .....

<u>Deep:</u> Why do you think some art critics have different opinions of this art work? Has opinion changed over time about....artwork?

#### Year 3

Can learn about 'how to' from studying other artist's work?

# **Subject Knowledge Progression**

#### Year 4

Barbara Hepworth (English)

JMW Turner (English)

Take One Picture –focus artist

Kurt Schwitters (German)

# Year 5

Roy Lichtenstein (American)

Gustav Klimt (Austrian)

Take One Picture –focus artist

Grayson Perry (English)

#### Year 6

Katsushika Hokusai (Japanese)

Keith Haring (American)

Take One Picture –focus artist

Frida Kahlo (Mexican)

#### **Additional Enrichment**

Take One Picture

#### Year 4

Basic: How would you promote ... artwork? What other media could this artists skill be applied to?

Advancing: What evidence can you present for....being by ....? Suggest reasons for ....?

<u>Deep:</u> What is significant about this period of art/artist? How has this artist influenced artwork today?

## Year 5

Basic: What messages/ concerns did .....have when producing this art? How and why was nature a feature in .....artwork?

Advancing: What might happen if you combined... with..? What ideas could you add to ....?

<u>Deep:</u> How inventive do you think ..... artist was/is? What enabled s/he to be inventive?

### <u>Year 6</u>

<u>Basic:</u> Do you agree that....? Explain. How would ... defend their artwork?

Advancing: Prioritize ... according to... What do you think an artists priorities would be today?

<u>Deep:</u> Rank .....to ....criteria. What criteria would you use to assess.....?

# **Additional Enrichment**

Y4 Trip to Watts Gallery.

Year 2 to The Lightbox.

#### Year 4

Can I develop ideas and ways of making?

## Year 5

Can I analyse the work of artists, craftspeople and designers to understand why their work has some of the characteristics it possesses?

#### Year 6

Can I select and use artist's and their work for a purpose, to improve my own techniques and skills?

#### Additional

Enrichment

Whole-school exhibition