

**Cove Junior School - Art Progression of Skills**

Year 3						
<p><b>Generating Ideas</b></p>	<p><b>Sketchbook page</b>                      Introduce A3 pages as their 'sketchbook' age where they will show the development of their skills and their designs and their final outcomes. Set high expectations for presentation. Include subject title, example of artist/s work, samples of techniques and skills learnt, designs of final piece and presentation piece/s.</p>		<p><b>Observation and discussion</b>                      Enjoy looking at artwork made by artists craftspeople, architects and designers and discuss personal responses to them. Discuss artist's intention and skills used to create this. Observe other artists' work that share the same technique or subject matter. Make personal preferences and justify opinions. Begin to use correct key words.</p>			
<p><b>Making</b></p>	<p><b>Painting</b>                      Recognise primary colours and how to mix to create secondary colours.                       Begin to adapt and apply colours to achieve tonal effects, patterns and textures.                       Explore paint on different surfaces.</p>	<p><b>Sculpting</b>                      Explore pattern and shape when designing sculpture with nature materials.                       Manipulate and mould malleable materials and use simple techniques for building and joining.</p>	<p><b>Drawing</b>                      Develop drawing skills from observation. Using knowledge of basic geometric shapes to simplify process.                       Use graded pencils to create tonal shading.                       Develop precision skills using step by step guides and observation.</p>	<p><b>Printing</b></p>	<p><b>Collage/ Textiles</b></p>	

		<p>Use basic tools to cut, shape and impress patterns.</p> <p>Make their own work using different materials.</p> <p>Cut different shapes from a range of materials and to combine them to create their own sculpture.</p>	<p>Develop knowledge of body proportions.</p>			
<b>Formal Elements</b>	<b>Colour</b>	<b>Form</b>	<b>Line</b>	<b>Shape</b>	<b>Texture</b>	<b>Value (Tone)</b>
	<p>Increase awareness and understanding of mixing and applying colour – including sorting natural objects.</p> <p>Use tints and shades</p>	<p>Develop understanding of symmetry and pattern to create a natural sculpture.</p> <p>Experience traditional techniques to mould materials a 3D form.</p> <p>Develop an understanding of what makes a</p>	<p>Express how line in art is used.</p> <p>Recognise use of geometric shapes and precision of ruler lines in architectural structures.</p> <p>Include texture</p>	<p>Identify, draw and label shapes within images and objects.</p> <p>Create and form 2D and 3D shapes.</p>	<p>Analyse and describe texture in artist's and craft- makers and try and emulate it.</p> <p>Use texture that conveys feelings, expression and movement.</p>	<p>Understand that tone/value refers to the lightness and darkness.</p> <p>Develop skills and control when using tone. Learn and apply simple shading rules.</p>

		successful sculpture.				
<b>Knowledge of Artists</b>	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
	Andy Goldsworthy Sculptor – natural materials		Frank Lloyd Wright Architect – house designs		Amadeo Mogdiliano Portrait	
<b>Evaluation</b>	Can I make a symmetrical pattern using natural materials? Can I organise colour tones to create an effect?		What are the main features of a successful sculpture? Can I compare and recreate form of natural and manmade objects?		Can I use proportion in my portrait drawing? Have I used shading effectively?	
<b>Vocabulary</b>	Symmetry, sculpture, sculptor, pattern, colour, shape.		Architectural, architect, line, form, curved, straight, circular sculpture, circles, structure materials, environment, outdoor, natural, organic		Proportion, facial, tone, shade, 2B, 3B, 4B pencils, sketch, scale, balance, Tone, portrait	
<b>National Curriculum</b>	Pupils should be taught: Improve their mastery of art and design techniques, including sculpture with a range of materials.		Pupils should be taught: Learn about great artists, architects and designers in history  To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]		Pupils should be taught: To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]  To create sketch books to record their observations and use them to review and revisit ideas	

Year 4						
<b>Generating Ideas</b>	<b>Sketchbook page</b> Develop more autonomy on how to set up page – placement of work. Draw own title and add facts about the main artist studied. Annotate examples of work, relating to focus objectives.		<b>Observation and discussion</b> Discuss artist’s intention and skills used to create this. Observe and make connections to other artists’ work that share the same technique or subject matter. Make personal preferences and justify opinions. Make connections to skills used in previous work. Use correct key art vocabulary in the correct context.			
<b>Making</b>	<b>Painting</b> Select different types of brushes/tools appropriate for the purpose.  Mix colours to create cool and warm tones using the correct vocabulary e.g. tint, shade, primary and secondary.  Create different textures and effects with paints.	<b>Sculpting</b>	<b>Drawing</b> Sketch lightly to avoid using an eraser.  Experiment with showing line, tone and texture with different hardness of pencils.  Can produced detailed drawings and recognise proportions.  Can adopt style for different purposes.	<b>Printing</b> Create a printing block from polystyrene tile.  Explore inking tile – loaded with ink, thin layer of ink. Which is most effective?  Create series of repeated prints using contrasting colours.  Complete mono-print.	<b>Collage/ Textiles</b> Cut increasingly complex shapes from a range of materials with some accuracy.  Tear paper into strips and shapes.  Modify the surface of materials by crumpling, creasing, folding etc.  Apply glue sparingly and	

					<p>stick shapes accurately</p> <p>Develop design skills arranging and apply materials to focus on colour, shape, texture and pattern.</p> <p>Develop sewing skills further by independently threading needles and 'anchor' and finish off stitching. Apply stitching to enhance shapes and design in collage.</p>	
<b>Formal Elements</b>	<b>Colour</b>	<b>Form</b>	<b>Line</b>	<b>Shape</b>	<b>Texture</b>	<b>Value (Tone)</b>
	Analyse and describe colour and painting techniques in artist's work. Develop knowledge of		Develop awareness and skill at using a pen/pencil to create a simple line drawing outline.	Cut and combine shapes to create recognisable forms.	Explore manipulation of a range of media to create a desired effect. Select media to show a range of	Use a variety of tones to create different effects.  Understand tone can create 3D effects.

	<p>colour wheel further, understanding how to mix colours to create a range of shades.</p> <p>Select colours and materials to create effect and form some unity.</p>		<p>Learn and apply symmetry to draw accurate shapes.</p> <p>Analyse and describe how artists use line in their work.</p>	<p>Use size to create the illusion of distance.</p> <p>Develop understanding of relationship between shape and space of subject to the background.</p>	<p>texture in art piece.</p> <p>Emulate artists' techniques in creating texture.</p> <p>Feel and describe texture.</p>	<p>Analyse and describe use of tone in artist's work.</p>
<b>Knowledge of Artists</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>			
	Georges Seurat Pointillism	Sharon Rentta Book illustrator	Collage			
<b>Evaluation</b>	<p>If I saw lots of red and yellow dots together, what colour would I see if I stood further back?</p> <p>How does pointillism work well?</p>	<p>How can I use a pencil to create light and shade?</p> <p>Do my drawings have the correct proportions?</p> <p>How have I adapted my design to create a successful print?</p>	<p>Can I use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork?</p> <p>Can I describe some of the key ideas techniques and working practice of artists, architects and designers I have studied?</p> <p>Can I create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes?</p>			
<b>Vocabulary</b>	Pointillism, Seurat, blend, blur, shade, primary, tint, secondary	Print, monochrome, pressure, light, shade, ink, polystyrene tile, ink roller, texture, form, shape, outline	Collage, textiles, layering, sewing, thread, stitch, texture			

<b>National Curriculum</b>	Pupils should be taught: <ul style="list-style-type: none"><li>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li></ul>	Pupils should be taught: <ul style="list-style-type: none"><li>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li></ul>	Pupils should be taught: <ul style="list-style-type: none"><li>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li></ul>

Year 5						
Generating Ideas	<b>Sketchbook page</b> Design own page layout. Choose suitable lettering and colour pallet to match the subject matter. Select and write five facts about the artist. Annotate samples of work explaining processes and choices. Designs and final outcome show an increasing degree of self-initiated exploration.			<b>Observation and discussion</b> Discuss artist's intention and skills used to create this. Observe and make connections to other artists' work that share the same technique or subject matter. Make personal preferences and justify opinions. Make connections to skills used in previous work. Develop oral and written art vocabulary further. Develop observations skills further by observing features like use of line and colour pallet.		
Making	<b>Painting</b> Use a variety of techniques, including splashes, washes and layers of paint.  Show the effect of light, colour, texture and tone on natural/man-made objects.  Explore the work of other artists/	<b>Sculpting</b> Create life-like qualities and proportions.  Use tools and materials to create shapes, textures and pattern.  Combine visual and tactile elements.  Use frameworks to provide stability and form.	<b>Drawing</b> Understand and acknowledge how drawn designs needs to be modified when used for different purposes. E.g. a design to be recreated in stitches needs to be simple and manageable.  Use a range of techniques to create movement,	<b>Printing</b>	<b>Collage/ Textiles</b> Independently, cut, thread and sew with thread with growing accuracy.  Develop and practise blanket stitch  Use a preferred method of stitching to create patterns.	



	craft -makers and cultures.	Develop patience and control during covering of framework.	<p>shadows, perspective and reflection. Choose a style of drawing suitable for the work.</p> <p>Develop skill and accuracy when drawing a repeated pattern, concentrating on size, proportion and similarity in shape.</p>		Learn tie dye techniques. Create own pattern appropriate to the task.	
<b>Formal Elements</b>	<b>Colour</b>	<b>Form</b>	<b>Line</b>	<b>Shape</b>	<b>Texture</b>	<b>Value (Tone)</b>
	<p>Extend colour wheel knowledge to tertiary colours.</p> <p>Explore creating tones and variations of one over-arching colour. E.g. blue – how many different shades do we see, can mix? How can we achieve this?</p>	<p>Understand the importance of the construction of the framework to the quality of the outcome.</p> <p>Independently use tools, techniques and materials carve, add shape, texture and pattern.</p>	<p>Extend and develop a greater understanding of how line has been used in different ways e.g seascapes and repeated pattern.</p> <p>Understand the difference between fluidity and rigidity in line.</p>	<p>Understand proportions of objects in subject matter in relation to each other.</p> <p>Further develop perspective skills in creating the illusion of distance. Foreground, mid ground and background.</p>	Experiment with different paint techniques and paint types.	Explore tones of colour to create illusions of movement and depth.

	<p>Develop ability to 'control' colour when painting; for blending, reducing hue and increasing transparency of shade.</p> <p>Understand that objects in the distance need to be painted paler than those in the foreground.</p>	<p>Use a range of techniques for building, joining and decorating clay.</p> <p>Use papier mâché to model 3D shapes.</p>				
<b>Knowledge of Artists</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>			
	Alexandra Kehayoglou, Mary B\abcock, Carolyn Saxby Textile artists	Joseph Mallord. William Turner, Casper David Frederich, Rana Maglouth, Amanda Hamilton, Caz Scott, Van Gogh Seascapes	Ancient Greek pottery			
<b>Evaluation</b>	<p>Can I sew using a blanket stitch?</p> <p>Are my stitches consistent in size and spacing?</p> <p>Can I explain how tie-dying could be unsuccessful?</p>	<p>Can I explain the difference between primary, secondary and tertiary colours?</p> <p>What techniques can I use to create texture in my painting?</p>	<p>What is and when would I use slip?</p> <p>How do I create a smooth surface when using coiling clay or attaching a handle?</p>			
<b>Vocabulary</b>	Textiles, layering, thread, running stitch, blanket stitch, texture	Secondary colours, tertiary colours, mood/ tone, foreground, background	Clay, coil, slip, pinch pot, motif, amphora, krater,			

<b>National Curriculum</b>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"><li>• to create sketch books to record their observations and use them to review and revisit ideas</li><li>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li></ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"><li>• to create sketch books to record their observations and use them to review and revisit ideas</li><li>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li></ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"><li>• to create sketch books to record their observations and use them to review and revisit ideas</li><li>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li><li>• about great artists, architects and designers in history</li></ul>
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Year 6							
Generating Ideas	<b>Sketchbook page</b> Design own page layout. Choose suitable lettering and colour pallet to match the subject matter. Select and write facts about the artist including opinions. Annotate samples of work explaining processes and choices. Designs and final outcome show an increasing degree of self-initiated exploration. Design suitable background for page, add details to personalise as a presentation page.		<b>Observation and discussion</b> Discuss artist's intention and skills used to create this. Observe and make connections to other artists' work that share the same technique or subject matter. Make personal preferences and justify opinions. Make connections to skills used in previous work. Develop oral and written art vocabulary further. Develop observations skills further by observing features like use of line and colour pallet. Develop questions to ask when looking at artworks/stimulus.				
	Making	<b>Painting</b> Develop knowledge of colour wheel and colour mixing further to include complimentary and contrasting colours for effect.  Paint with greater control, applying tonal techniques and more complex	<b>Sculpting</b> Planning and designing sculpture.  Select suitable tools and materials to fit the purpose.  Learn about the properties of mod-roc and how to use if effectively.	<b>Drawing</b> Work with a range of media to create the desired effect.  Develop techniques to establish key elements of line, tone, space, texture, proportion and perspective.  Develop skills at drawing 3D blocks – cubes and cuboids.	<b>Printing</b> Create a design that would be suitable for transfer on to a polystyrene tile.  Develop inking skills further and explore different effects that can be made. e.g. allow ink to fade, use two colours on initial design, inverting print and overlaying original print.	<b>Collage/ Textiles</b> Plan and design a themed collage.  Stick to a colour pallet, select a range of mixed media. Arrange and overlap items to create pattern in the background.  Use decoupage techniques to	

	<p>colour theory to own work.</p> <p>Compose the work and plan effective use of available space.</p> <p>Reinforce knowledge of background colours being paler than foreground to create illusion of distance.</p> <p>Paint from imagination, first-hand experience. Select the media and how it might be used.</p> <p>Experience a range of paintings on the same theme and make suggestions to how they created that effect.</p>	<p>Relating the work to the work of other sculptors.</p> <p>Develop patience and precision work with cardboard, tin foil and tape to create small detailed structures.</p>	<p>Develop an eye for design and effective use of space.</p> <p>Develop stamina, perseverance and high expectations for precision sketching and shading from first hand observations.</p>	<p>Modifying design and over-printing on top of original print.</p> <p>Experimentation of different effects.</p>	<p>mount foreground objects and lettering. Select font to fit the style.</p>	
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<b>Formal Elements</b>	<b>Colour</b>	<b>Form</b>	<b>Line</b>	<b>Shape</b>	<b>Texture</b>	<b>Value (Tone)</b>
	<p>Select contrasting colours from the colour wheel for printing.</p> <p>Mix subtle tones for backgrounds and stronger colours to make a feature stand out in the foreground of a painting.</p> <p>Explore range of colour mixing in different media e.g. watercolour paint, acrylics, watercolour pencils.</p> <p>Increasing precision in colour mixing to colour match natural objects e.g. flowers and leaves.</p> <p>Use pastels to mix shades and blend</p>	<p>Learn how to use mod-rock to manipulate and create textures of a form.</p> <p>Planning the sculpture, methods, tools and materials. Choosing materials appropriate to the subject.</p> <p>Develop skills in using malleable materials such as clay. Learn how to coil, attach and mould.</p> <p>Discuss their sculpture and how they explored ideas and how their outcome relates to the work of other sculptors.</p>	<p>Develop confidence and precision line drawings using fine liner pens.</p> <p>Use a range of techniques to create light and dark shading including cross hatching.</p> <p>To be able to discuss how their use of line relates to line used in another artists' work.</p>	<p>Refine accuracy in using geometrical shapes as basis for drawings and designs.</p> <p>Learning how to enlarge and abstract a natural form.</p> <p>Develop design skills at using shape and space effectively in poster designs.</p>	<p>Select materials (e.g string, wool, fabrics, paper, textured card, photos, stamps etc) to create interest and design element in collage.</p>	<p>Develop skills using graded pencils to create tone and texture using varying pressure and crosshatching techniques.</p>

	to blur edges to create gradient.					
<b>Knowledge of Artists</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>			
	Eric Joyner Painter animator	Kurt Switter Collage	Charles Darwin, Leonardo Da Vinci Botanical Georgia O’Keeffe Painter			
<b>Evaluation</b>	Can I transfer my design effectively onto a printing tile? Can I make repeated patterns with an element of precision? Can I make modifications to my tile? Can I overlay another colour to create a two-colour press print?	Can I select mixed media that conforms to a limited colour palette? Can I use shape and overlapping techniques to create a well-designed background? Can I select collage details that follow a theme? Can I arrange objects suitably that show good design and use of space?	Can I use observation skills effectively to draw a life-like flower or creature? Can I colour mix and match shades of living things? Can I enlarge a selected area of a features to create an abstract piece of work? Can I use subtle blending to show gradual gradient of colours? Can I adapt my skills to work on small and large scales?			
<b>Vocabulary</b>	Line, pattern, symmetry, texture, colour, shape, press print, tile, inking rollers, printing ink, foreground, background, subtle.	Overlapping, design, fabric, decoupage, collage, colour pallet, propaganda, font, image.	Abstract, realistic, botanical, naturalist, colour wash, blend, subtle, blur, enlarge, colour match.			
<b>National Curriculum</b>	Pupils should be taught: to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	Pupils should be taught: to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of			

			materials [for example, pencil, charcoal, paint, clay]
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