

## Subject Progression for Art

Year Group	Unit	Objectives	Skills / Knowledge Children at the expected standard can...
3	<b>Painting / Printing</b>  Artist study – William Morris  <i>KEY QUESTION:</i> <i>Create, Print, Repeat: How are patterns used in art?</i>  <i>KEY VOCABULARY:</i> <i>Printing; Design; Repeating pattern; Stamp; Printing block</i>	To learn about a great designer from history.  To improve mastery of design and printing techniques.	Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.  Explore a range of great artists, architects and designers in history.  Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.  Demonstrate experience in printing techniques and creating stamps to produce an end piece.  Explore colour mixing paint and create a colour wheel.
	<b>Drawing</b>  (Cave Paintings)  <i>KEY QUESTION: Stone Age stories; How did Stone age people create cave paintings?</i>  <i>KEY VOCABULARY:</i> <i>Mark-making; Implement; Media theme</i>	To be taught simple sketching techniques using pencil.  To explore mark making using ink/ink pens.  To be able to focus and draw for a sustained period of time.	Develop patterns and drawings using pencil and other implements to create lines and marks.  Draw for a sustained period of time at an appropriate level.
4	<b>Sculpting</b>  (Roman Oil Lamps)  <i>KEY QUESTION: Into the light: How can clay be shaped to create an oil lamp?</i>	To improve their mastery of sculpture, using techniques to mould and join clay.  To look at examples of clay work throughout history.	Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.  Adapt work as and when necessary and explain why.  Use language appropriate to skill and technique.

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	<p><i>KEY VOCABULARY:</i> <i>Lamp; Sculpting; Pinch; Slab; coil</i></p>		<p>Show awareness of the effect of time upon sculptures and an understanding of artists and techniques.</p> <p>Use a sketchbook to plan, collect and develop ideas.</p> <p>Show experience in combining pinch, slabbing and coiling to produce a simple end piece.</p>
	<p><b>Drawing</b> (Mythical Creatures)</p> <p><i>KEY QUESTION: Wondrous creatures; How can 3D drawing skills be used to capture creatures from mythology?</i></p> <p><i>KEY VOCABULARY:</i> <i>3D</i> <i>Intricate</i> <i>Tone</i> <i>Shading</i> <i>texture</i></p>	<p>To explore making marks with different grades of pencil in their sketchbooks.</p> <p>To learn to focus and draw for a sustained period.</p> <p>To attempt to create a 3D effect when drawing by using shading and changes of tone.</p>	<p>Develop intricate patterns using different grades of pencil to create lines and marks.</p> <p>Draw for a sustained period of time at an appropriate level.</p> <p>Experiment with different grades of pencil to achieve variations in tone and make marks to achieve texture.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works.</p> <p>Have opportunities to develop further drawings featuring the third dimension and perspective.</p> <p>Experiment with different grades of pencil and other implements to achieve variations in tone.</p> <p>Further develop drawing a range of tones, lines using a pencil.</p> <p>Include in their drawing a range of technique and begin to understand why they best suit.</p> <p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p>

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5	<b>Drawing</b>  (Good / Evil Portraits)  Artist study  <i>KEY QUESTION:</i> <i>The Dark side or into the light:</i> <i>How has good and evil been portrayed by artists in the past?</i>  <i>KEY VOCABULARY:</i> <i>sketching</i> <i>Shading</i> <i>Hatching</i> <i>texture</i>	To use sketchbooks to practice techniques and to record ideas.  To learn about great artists in history.  To improve mastery of drawing techniques.	Work in a sustained and independent way to create a detailed drawing.  Develop a key element of their work: line, tone, shading, texture.  Draw for a sustained period of time at an appropriate level.  Use different techniques for different purposes i.e. shading, hatching within their own work.  Use drawing techniques to explore work from other sources e.g photographs/pictures.  Develop close observation skills using a variety of view finders.  Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.  Identify artists who have worked in a similar way to their own work.
	<b>Painting</b>  (Propaganda Posters)  <i>KEY QUESTION: Propoganda: How can colour and design be used to send a message?</i>  <i>KEY VOCABULARY:</i> <i>Propaganda</i> <i>Colour wash</i> <i>Atmosphere</i>	To use different sized brushes to create different effects.  To practise using a wash and blocking in colour with thick paint.  To mix and match colours to create atmosphere/light and dark.	Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.  Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge.  Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.

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	<i>tone</i>	To recap colour mixing- this was covered in year 3 but children should be allowed to explore mixing their own colours!	
6	<b>Drawing</b>  (Ink)  <i>KEY QUESTION:</i> <i>Transformation: How can shading and 3D effects be created using ink?</i>  <i>KEY VOCABULARY:</i> <i>Cross-hatching</i> <i>Shading</i> <i>Smudging</i> <i>Mark making</i> <i>3D</i>	To work independently to explore mark making using ink.  To choose which type of drawing/mark making works well in my work.	Work in a sustained and independent way to develop their own style of drawing. This style may be through the development of: colour, tone and shade.  Purposely control the types of marks made and experiment with different effects and textures e.g line, cross hatching, shading.  Mix colour, shades and tones with confidence, building on previous knowledge. Show an understanding of which works well in their work and why.  Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material.  Adapt their work according to their views and describe how they might develop it further.  Annotate work in sketchbook. Discuss and review own and others work, expressing thoughts and feelings explaining their views.
	<b>Sculpting</b>  Architect study – Gaudi  <i>KEY QUESTION:</i>	To explore and discuss the work of Gaudi, collecting ideas in sketch books.  To develop claywork skills and work in a safe, organised way.	Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.  Model and develop work through a combination of pinch, slab, and coil.

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	<p><i>Gaudi: How did he use sculpture and decoration and why is his work unique?</i></p> <p><b>KEY VOCABULARY:</b> <i>Sculpture; Pinch; Slab; Coil</i></p>	<p>To model and develop clay work through a combination of pinch, slab and coil.</p>	<p>Use sketchbooks to collect and record visual information from different sources. Use the sketch book to plan how to join parts of the sculpture. Annotate work in sketchbook.</p> <p>Solve problems as they occur. Use language appropriate to skill and technique.</p> <p>Discuss and review own and others work, expressing thoughts and feelings explaining their views and identify/ explain modifications/ changes and see how they can be developed further.</p>