



Ravenscote Junior School – Art and Design Skills Progression.



By the end of Key Stage 2 pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. They should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

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]
- about great artists, architects and designers in history.

	Year 3	Year 4	Year 5	Year 6
Topics studied	1. British Landmarks – Stephen Wilshire - pencil work 2. Modern movement – range of artists - painting 3. Natural Art – Andy Goldsworthy - sculpture	1. Prehistoric art – pencils and drawing 2. Landscapes – Vincent Van Gogh – painting 3. Water art – Jenny Berry and Megan Coyle – collage and paint	1. Tudor art – Hans Holbein – pencil work and sketching 2. Comparing landscapes (Grand Canyon and Icebergs) - Robert Neubecker and Anthony Smith – illustration, sculpture and paint 3. Space art – Peter Thorpe and Wassily Kandinsky	1. WW2 art – Henry Moore - drawing 2. Asian art – Yayoi Kusama – paint, textiles 3. Perspectives – range of artists and architects - drawing and pencil skills



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Exploring and developing ideas	<ul style="list-style-type: none">- Select and 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 to use in their work.- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	<ul style="list-style-type: none">- Select and 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 roles and purposes of artists, craftspeople and designers working in different times and cultures.
Evaluating and developing work	<ul style="list-style-type: none">- Develop sketch books through trial and error, mark making and testing out skills- Use a variety of ways to record ideas including digital cameras and iPads.- Develop artistic/visual vocabulary to discuss work.- Begin to suggest improvements to own work and provide constructive criticism to their peer's work.- Experiment with a wider range of materials. Present work in a variety of ways.	<ul style="list-style-type: none">- Select and develop ideas confidently, using suitable materials confidently.- Improve quality of sketchbook with mixed media work and annotations.- Select own images and starting points for work.- Develop artistic/visual vocabulary when talking about own work and that of others.- Begin to explore possibilities, using and combining different styles and techniques.- 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.



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Drawing and mark making	<ul style="list-style-type: none">- Experiment with different grades of pencil and other implements.- Plan, refine and alter their drawings as necessary.- Use their sketchbook to collect and record visual information from different sources.- Draw for a sustained period of time at their own level.- Use different media to achieve variations in line, texture, tone, colour, shape and pattern	<ul style="list-style-type: none">- Make informed choices in drawing. Alter and refine drawings and describe changes using art vocabulary.- Collect images and information independently in a sketchbook.- Use research to inspire drawings from memory and imagination.- Explore relationships between line and tone, pattern and shape, line and texture.	<ul style="list-style-type: none">- Use a variety of source material for their work.- Work in a sustained and independent way from observation, experience and imagination.- Use a sketchbook to develop ideas- Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.	<ul style="list-style-type: none">- Demonstrate a wide variety of ways to make different marks with dry and wet media.- Develop ideas using different or mixed media, using a sketchbook.- Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.- Introduce perspective, fore/back and middle ground Investigate proportions.- Show total qualities using cross hatching, pointillism, sidestrokes, use of rubber to draw/highlight.
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Painting	<ul style="list-style-type: none"> - Mix a variety of colours and know which primary colours make secondary colours. - Be able to mix primary colours to make secondary colours to use in their work. - Use a developed colour vocabulary. - Experiment with different effects and textures including blocking in colour, washes, thickened paint etc. - Work confidently on a range of scales e.g. thin brush on small picture etc. 	<ul style="list-style-type: none"> - Make and match colours with increasing accuracy. - Use more specific colour language e.g. tint, tone, shade, hue. - Choose paints and implements appropriately. - Plan and create different effects and textures with paint according to what they need for the task. - Show increasing independence and creativity with the painting process. 	<ul style="list-style-type: none"> - Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. - Work on preliminary studies to test media and materials. - Create imaginative work from a variety of sources. 	<ul style="list-style-type: none"> - Create shades and tints using black and white. - Choose appropriate paint, paper and implements to adapt and extend their work. - Carry out preliminary studies, test media and materials and mix appropriate colours. - Work from a variety of sources, including those researched independently. - Show an awareness of how paintings are created (composition).
Printing	<ul style="list-style-type: none"> - Print using a variety of materials, objects and techniques including layering. - Research, create and refine a print using a variety of techniques. - Explain the processes used to produce a simple print. - Select broadly the kinds of material to print with in order to get the effect they want - Explore pattern and shape, creating designs for printing. 			
		<ul style="list-style-type: none"> - Explore a variety of different techniques and describe them - Choose the printing method appropriate to task. - Build up layers and colours/textures and be familiar with layering prints - Organise their work in terms of pattern, repetition, symmetry or random printing styles. - Be confident with printing on paper - Alter and modify work. - Work relatively independently. 		



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Textiles and collage	<ul style="list-style-type: none">- Use a variety of techniques such as printing, embroidery, paper and plastic trappings and appliqué.- Choose collage or textiles as a means of extending work already achieved.- Name the tools and materials they have used and be able to match the correct tool to the material- Develop skills in stitching.- Experiment with a range of media e.g. overlapping, layering etc and be able to combine skills more readily- Refine and alter ideas and explain choices using an art vocabulary.- Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.	<ul style="list-style-type: none">- Join fabrics in different ways, including stitching.- Use different grades and uses of threads and needles.- Use different techniques, colours and textures etc when designing and making pieces of work- Awareness of the potential of the uses of material- Use a range of media to create collage.- To be expressive and analytical to adapt, extend and justify their work.- Extend their work within a specified technique
Sculpture/3D form	<ul style="list-style-type: none">- Make informed choices about the 3D technique chosen.- Show an understanding of shape, space and form.- Plan, design, make and adapt models.- Talk about their work understanding that it has been sculpted, modelled or constructed.- Use a variety of materials and be able explain choices made	<ul style="list-style-type: none">- Design and create sculpture, both small and large scale.- Use objects around us to form sculptures.- Make informed choices about the material and techniques they are going to use.- Discuss their work using skilled vocabulary and describe the different qualities involved in modelling, sculpture and construction.- Use recycled, natural and man-made materials to create sculpture.- Plan a sculpture through drawing and other preparatory work.- Create sculptures with increasing independence.



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Knowledge of artists

- Use the work of artists to replicate ideas or inspire their own work.
- Discuss artist's skills and techniques using a rich a wide vocabulary
- Express what style of art the artists has created
- Express likes and dislikes of each artists and their work