

## Whole School Progression of Skills & Knowledge Year C

*'Let all that you do be done in Love' Corinthians 1'*

Years 3, 4 & 5		Purple = Substantive Knowledge <i>(A specific, factual content for the subject, which must be connected into careful sequence)</i>	Green = Implicit Knowledge / Skills <i>(The knowledge gained from applying the information learned in that how-to guide in a real world situation)</i>
Drawing	Sketchbooks	Painting	Making
Understand that artists and illustrators interpret narrative texts and create sequenced drawings. <a href="#">Storytelling Through Drawing</a>	Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook. <a href="#">All Pathways for Year 4</a>	To explore painting on different surfaces, e.g. fabric, and combine paint with 3d making. <a href="#">Festival Feasts</a>	To understand that make sculpture can be challenging. To understand its takes a combination of skills, but that we can learn through practice. That it is ok to take creative risks and ok if things go wrong as well as right. <a href="#">Festival Feasts</a>
To understand that visual artists look to other artforms for inspiration.	To understand that architects and other artists have responsibilities towards society. Understand that artists can help shape the world for the better. <a href="#">Fashion Design</a>	To make work as part of a community/class and understand how everyone can contribute towards a larger artwork. <a href="#">Festival Feasts</a>	To understand that make sculpture can be challenging. To understand its takes a combination of skills, but that we can learn through practice. That it is ok to take creative risks and ok if things go wrong as well as right. <a href="#">Festival Feasts</a>
Create owned narratives by arranging toys in staged scenes, using these as subject matter to explore creation of drawings using charcoal and chalk which convey drama and mood. Use light and portray light/shadow. <a href="#">Storytelling Through Drawing</a>	Use sketchbooks to:  Practise drawing skills. <a href="#">Storytelling Through Drawing Festival Feasts</a>  Make visual notes to record ideas and processes discovered through looking at other artists. <a href="#">Storytelling Through Drawing Festival Feasts</a>	Mix colour intuitively to create painted sheets. Use pattern to decorate, working with more paint or ink. Transform these 2d patterned sheets into 3d forms or collaged elements to explore fashion design (see column 6 "making"). <a href="#">Fashion Design</a>	Understand that architects and other artists have responsibilities towards society. Understand that artists can help shape the world for the better. <a href="#">Fashion Design</a>
Interpret poetry or prose and create sequenced images in either an accordion or poetry comic format. Work in a variety of media according to intention, including handwriting pen, graphite or ink. <a href="#">Storytelling Through Drawing</a>	Test and experiment with materials. <a href="#">Storytelling Through Drawing Festival Feasts</a>  Brainstorm pattern, colour, line and shape. <a href="#">Festival Feasts</a>  Reflect. <a href="#">Storytelling Through Drawing Festival Feasts</a>  Explore mark making. <a href="#">Fashion Design</a>	Develop our construction skills, creative thinking and resilience skills by making sculpture which combines lots of materials. Use tools to help us construct and take creative risks by experimenting to see what happens. Use Design through Making philosophy and reflect at all stages to inform future making. <a href="#">Festival Feasts</a>	Understand artists often collaborate on projects, bringing different skills together.
Use a variety of drawing media including charcoal, graphite, wax resist and watercolour to make observational and experimental drawings. To feel able to take creative risks in pursuit of creating drawings with energy and feeling. <a href="#">Storytelling Through Drawing</a>	Make visual notes to capture, consolidate and reflect upon the artists studied. <a href="#">Fashion Design</a>	To combine modelling with construction using mixed media and painting to create sculpture. <a href="#">Festival Feasts</a>	Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.
		Option to work in 3d to devise fashion constructed from	Understand artists often collaborate on projects, bringing different skills together.
			Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.
			Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. <a href="#">All Pathways for Year 3</a>
			Look at the work of illustrators and graphic artists, painters and sculptors. Understand the processes, intentions an outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.
			Understand artists often collaborate on projects, bringing different skills together.
			Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.
			Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. <a href="#">All Pathways for Year 4</a>
			Look at the work of designers, artists, animators, architects.

	<p>Explore ideas relating to design (though do not use sketchbooks to design on paper), exploring thoughts about inspiration source, materials, textures, colours, mood, lighting etc. <a href="#">Fashion Design</a></p> <p>Experiment with colour mixing and pattern, working towards creating paper “fabrics” for fashion design. <a href="#">Fashion Design</a></p>		<p>patterned papers. <a href="#">Fashion Design</a></p>	<p>Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. <a href="#">All Pathways for Year 5</a></p> <p>Reflect upon the artists’ work, and share your response verbally (“I liked... I didn’t understand... it reminded me of...”).</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might...”). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting &amp; perspective. <a href="#">All Pathways for Year 3</a></p> <p>Reflect upon the artists’ work, and share your response verbally (“I liked... I didn’t understand... it reminded me of... It links to...”).</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....”). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting &amp; perspective. <a href="#">All Pathways for Year 4</a></p>
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Year 6		Purple = Substantive Knowledge <i>(A specific, factual content for the subject, which must be connected into careful sequence)</i>			Green = Implicit Knowledge / Skills <i>(The knowledge gained from applying the information learned in that how-to guide in a real world situation)</i>	
Drawing	Sketchbooks	Printmaking	Painting	Making	Purpose/Visual Literacy/Articulation	
Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects. <a href="#">2D to 2D</a>	Use sketchbooks to:  Practise seeing negative and positive shapes. <a href="#">2D to 2D Activism</a>  Using the grid method to scale up an image. <a href="#">2D to 2D</a>	Understand that artists sometimes use their skills, vision and creativity to speak on behalf of communities they represent, to try to change the world for the better. <a href="#">Activism</a>	Understand that the fabrics used to make clothes have been designed by someone. That there is a relationship between 2d shape and pattern and 3d form and function.	Understand that designers & makers sometimes work towards briefs, but always brings their own experience in the project to bear. <a href="#">Take a Seat</a>	Look at the work of designers, artists, art activists, installation artists, craftspeople and puppeteers.	
Understand that graphic designers use typography and image to create packaging which we aspire to use. <a href="#">2D to 2D</a>	Explore what your passions, hopes and fears might be. What makes you you? How can you find visual equivalents for	Understand that the nature of the object (artwork in gallery, graffiti on wall, zine) can be specific to the intention of the artist. <a href="#">Activism</a>		Understand that artists and designers add colour, texture, meaning and richness to our life. <a href="#">Take a Seat</a>	Understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist and ourselves.	
Understand that there are technical processes				Understand that artists reinvent. Understand that	Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. <a href="#">All Pathways for Year 6</a>	
					Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...").	

<p>we can use to help us see, draw and scale up our work. <a href="#">2D to 2D</a></p>	<p>the words in your head? <a href="#">Activism</a></p>	<p>Explore what kinds of topics or themes YOU care about. Articulate your fears, hopes,</p>		<p>as artists, we can take the work of others and re-form it to suit us. That we can be inspired by the past and make things for the future. <a href="#">Take a Seat</a></p>	<p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....). Talk about intention.</p>
<p>Explore using negative and positive space to “see” and draw a simple element/object. <a href="#">2D to 2D</a></p>	<p>Explore colour: make colours, collect colours, experiment with how colours work together. <a href="#">Activism</a></p>	<p>dreams. Think about what you could create (possibly working collaboratively) to share your voice and passion with the world. <a href="#">Activism</a></p>		<p>Use a variety of materials to design (through making) and construct a scaled piece of furniture. Bring your personality and character to the piece. Let your nature inform the choice of materials and shapes you use. <a href="#">Take a Seat</a></p>	<p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p>
<p>Use the grid system to scale up the image above, transferring the image onto card. <a href="#">2D to 2D</a></p>	<p>Explore combinations and layering of media. <a href="#">Activism</a></p>	<p>Use screen-printing and/or mono printing over collaged and painted sheets to create your piece of activist art. <a href="#">Activism</a></p>		<p>Use a variety of materials to design (through making) and construct a scaled piece of furniture. Bring your personality and character to the piece. Let your nature inform the choice of materials and shapes you use. <a href="#">Take a Seat</a></p>	<p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p>
<p>Use collage to add tonal marks to the “flat image”. <a href="#">2D to 2D</a></p>	<p>Develop Mark Making <a href="#">Activism 2D to 2D</a></p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied. <a href="#">Activism 2D to 2D</a> <a href="#">Take a Seat</a></p>	<p>Or create a zine using similar methods. <a href="#">Activism</a></p>		<p>Use a variety of materials to design (through making) and construct a scaled piece of furniture. Bring your personality and character to the piece. Let your nature inform the choice of materials and shapes you use. <a href="#">Take a Seat</a></p>	<p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting &amp; perspective. <a href="#">All Pathways for Year 6</a></p>