

Coteford Junior School Progression in Art

Essential characteristics of artists

- The ability to use visual language skilfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality.
- The ability to communicate fluently in visual and tactile form.
- The ability to draw confidently and adventurously from observation, memory and imagination.
- The ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media.
- An impressive knowledge and understanding of other artists, craft makers and designers.
- The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.
- Independence, initiative and originality which they can use to develop their creativity.
- The ability to select and use materials, processes and techniques skilfully and inventively to realise intentions and capitalise on the unexpected.
- The ability to reflect on, analyse and critically evaluate their own work and that of others.
- A passion for and a commitment to the subject.

Range of Coverage	Year 3	Year 4	Year 5	Year 6
Autumn	Mosaics (Roman)	Portraits (Tudors)	Landscapes	Still Life
Spring	Wire Sculptures	Architecture	Artist Spotlight - Vincent Van Gogh	Artist Spotlight - Jason De Graaf
Summer	Artist Spotlight – Georgia O'Keefe	Artist Spotlight – Yayoi Kusama	Supporting other subjects – café project	

Intent

To assist teachers in making sure they have covered the skills necessary to satisfy the goals of the national curriculum, we provide a framework and sequence of sessions. The goal is to guarantee that every student produces original, imaginative work. Children can investigate their ideas, keep a journal of their experiences, examine the works of others, and assess various creative concepts. The techniques of drawing, painting, and sculpting, as well as other chosen craft skills, such as collage, printing, weaving, and patterns, will help pupils develop their self-assurance and skills. Children will expand their knowledge of well-known designers, artists, and craftspeople. Through a sequence of sessions that give skills advancement and knowledge progression, children will also increase their interest in and curiosity about art and design. Children will have the opportunity to express their emotions through art during the courses, which will improve their emotional, social, and personal growth. Any teacher can use this progression grid to help students advance their abilities and knowledge.

Implementation

Each unit comes with an overview, an end of unit assessment pack and additional resources to give the teacher and adults leading art confidence in progression of skills and knowledge and that outcomes have been met. Each key stage focuses on different themes to ensure continued interest in the subject as well as acquiring new knowledge. The lessons we have suggested 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. Children should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. We have suggested a specific series of lessons for each year group, which will offer structure and narrative.

Impact

Art and design learning is loved by teachers and pupils across school. All children use technical vocabulary accurately and pupils are expected to know, apply and understand the matters, skills and processes specified. Children improve their enquiry skills and inquisitiveness about the world around them, and their impact through art and design on the world. Children will become more confident in analysing their work and giving their opinion on their own and other works of art. Children show competences in improving their resilience and perseverance by continually evaluating and improving their work. All children in school can speak confidently about their art and design work and their skills.

SKILLS	Pre-KS2	Year 3	Year 4	Year 5	Year 6
<p>Exploring and developing ideas</p> <p>KS2 pupils should be taught to use a range of materials creatively to design and make products.</p>	<p>Experiment with tools and surfaces.</p> <p>Draw lines from observations.</p> <p>Draw the gaps (draw shapes in between objects).</p>	<p>To create sketch books to record their observation and use them to review and revisit ideas.</p> <p>Compare their work to others discussing methods, techniques, colours etc.</p> <p>Adapt their work after discussion.</p> <p>Use a sketchbook to collect ideas, develop ideas and annotate.</p> <p>Record from observations and their own imagination.</p>	<p>Use a sketchbook to record media explorations and experimentations as well as trying out ideas, plan colours and collect source material for future works.</p> <p>Compare ideas, methods and approaches used by themselves and others.</p> <p>Discuss how they feel about their own and others work.</p> <p>Consider what might they change? Adapt work accordingly.</p> <p>Use a sketchbook to record</p>	<p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, planning colours and collecting source material for future works.</p> <p>Compare ideas, methods and approaches used by themselves and others and analyse how to change or improve.</p> <p>Discuss how they feel about their own and others work with room to explore further ideas.</p> <p>Consider what they they might change.</p>	<p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Annotate and revisit/review work in sketchbook.</p> <p>Compare ideas, methods and approaches used by themselves and others and analyse how to change or improve by annotating with notes.</p> <p>Discuss how they feel about their own and others work with room to explore further ideas.</p>

			<p>observations and other visual information from different sources.</p> <p>Annotate ideas.</p> <p>Consider what they can they magpie for their own work.</p>	<p>Adapt work accordingly.</p> <p>Use a sketchbook to record observations and other visual information from different sources.</p> <p>Annotate ideas.</p> <p>Consider what can they magpie for their own work.</p>	<p>Describe how they may change their work and why.</p> <p>Adapt work accordingly. Then discuss how they could change it further.</p> <p>Use a sketchbook to record close observations and other visual information from different sources.</p> <p>Annotate ideas.</p> <p>Question, discuss and make observations about starting points/artists and artworks.</p>
<p>Drawing</p> <p>KS2 Pupils should be</p>	<p>Experiment with tools - oil pastels, chalks, pencil, colouring</p>	<p>Experiment with different grades of pencil, cross</p>	<p>Experiment with different grades of pencil, cross</p>	<p>Use different media to make marks and lines in dry media – digital mark</p>	<p>Experiment with wet media to make marks, lines, patterns, textures</p>

<p>taught to improve their mastery of art and design techniques, including drawing with a range of materials.</p>	<p>pencils and poster paint.</p> <p>Experiment with surfaces including on the playground, fabrics, pastel paper and wood (look at texture and pattern).</p> <p>Draw lines from observation.</p> <p>Draw the gaps (draw shapes in between objects).</p>	<p>hatching and blending.</p> <p>Use different grades of pencil to apply tone to drawings.</p> <p>Make marks using different drawing implements – oil pastels and charcoal.</p> <p>Create textures with different drawing implements, pencil, oil pastels and charcoal.</p> <p>Use pencil, charcoal and oil pastels to draw different form and shape.</p>	<p>hatching and blending.</p> <p>Use different grades of pencil to apply tone to drawings.</p> <p>Make marks using different drawing implements – oil pastels and charcoal.</p> <p>Make marks and lines with a wide range of drawing implements, chalk pastels, pencils, fine liners, felt tips and paint.</p> <p>Apply and use simple pattern and texture to a drawing.</p> <p>Show an awareness of</p>	<p>making, pencil, charcoal and oil pastels.</p> <p>Explore colour mixing and blending with coloured pencils.</p> <p>Apply the effect of light on objects from different directions.</p> <p>Begin to use perspective in work using a single focused point and horizon.</p>	<p>and shapes – ink, paint and watercolour pencils.</p> <p>Produce accurate drawings from observation and use tonal contrast in drawings.</p> <p>Use mixed media in artworks using a combination of areas taught – print, ink, paint, fabric and collage etc. – use pattern and texture.</p> <p>Develop an awareness of composition, scale and proportion, foreground, middle ground and background.</p> <p>Scale up and down images.</p>
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			objects have a third dimension.		
<p>Painting</p> <p>KS2 Children can explore using a variety of different, learn the colour wheel and experiment with mixing paints to understand tone and secondary colours.</p>	<p>Experience painting with smaller brushes, developing brush control.</p> <p>Explore what happens what happens when secondary colours are mixed.</p> <p>Create tints with paint by adding white.</p> <p>Create tones with paint by adding black.</p> <p>Explain ideas of how artists have used colour pattern and shape.</p>	<p>Know tertiary colours. Further explore tint/tone shade- apply this in their paintings.</p> <p>Create a background using a colourwash.</p> <p>Use a range of brushes to create shapes, textures, patterns & lines.</p> <p>Use watercolour to produce washes for backgrounds and add detail.</p> <p>Identify the techniques used by different artists.</p> <p>Compare the work of different artists.</p>	<p>Mix tertiary colours.</p> <p>Know how different colours affect our mood/feelings compare/contrast two paintings with separate moods.</p> <p>Experiment with the styles used by other artists.</p> <p>Explain some of the features of art from historical periods.</p>	<p>Use tertiary colour in their paintings.</p> <p>Use the past as a source of artistic inspiration.</p> <p>Experiment with mood and colour.</p> <p>Sketch lightly before painting.</p> <p>Create a colour palette based on colours observed in natural world.</p>	<p>Use oil paint. Make individual choices regarding choice of media and state why in their work.</p> <p>Research artwork from different periods of history.</p> <p>Research artwork from different periods of history and locations and investigate similarities and differences between the technique and styles used.</p> <p>Identify great artists and how their work has influenced art today.</p> <p>Explain the style work produced</p>

	Create a piece of art in response to the work of an artist.	Recognise when art is from different cultures.			and how a famous artist has influenced it. Use feedback to make amendments and improvements to art. Create silhouettes / colour washes.
Colour KS2 Pupils should be taught to improve their mastery of art and design techniques, including painting with a range of materials.	Describe colours. Make as many tints as possible using white poster paint. Darken colours using black poster paint to create shades. Collect, sort and match colours to create an image.	Use specific colour language – primary colour, secondary colour, tertiary colours, hue, shades (black added) and tints (white added). Experiment with paint and pastels. Mix colours and know which are primary,	Colour mix to match tints, tones and shades in existing works. Mix and use, tints, tones and shades and apply to work. Use paints and chalk pastels. Compare watercolour and acrylic tints, tones and shades.	Identify and work with complementary and contrasting colours using different media – paint and pastels etc. Mix and match colours to create atmosphere. Use a variety of tools to create texture.	Mix and match colours to create light, thinking about direction of light and its effect on images. Use different media to create tints, tones, shade and mood – ink, paint, pastels and oil pastels. Identify how colour can portray emotion and use

	Use colour on a large scale.	secondary and tertiary colours. Make colour wheels. Experiment with effects and textures – dotting, scratching and splashing.			this in their own artwork.
Sculpture KS2 Pupils should be taught to improve their mastery of art and design techniques, including sculpture with a range of materials.	Explore sculpture of malleable materials and manipulate malleable materials for a purpose.	Shape, form and construct malleable and rigid materials. Construct a base for extending and modelling other shapes.	Shape, form, model and construct malleable and rigid materials.	Shape, form, model and construct from observation and imagination.	Shape, form, model and join using malleable and rigid materials.
Textiles and Collage KS2 Pupils should be taught to	Cut and shape fabric using scissors. Glue and stitch together using	Stitch (running stitch and over stitch), cut and join fabric.	Use a wide variety of stitches (running, back, blanket, over, cross stitch, chain stitch) to join	Identify how artists use textiles. Create work using textiles, and various stitching techniques	Use fabrics to create a 3D structure. Use a range of mixed media to

<p>improve their mastery of art and design techniques with a range of materials.</p>	<p>large eye needles.</p> <p>Use simple applique.</p> <p>Knot, fray, fringe, twist or plait threads/fabrics.</p> <p>Overlap and overlay materials.</p> <p>Show awareness of contrasts in textures and colours.</p>	<p>Use collage to represent objects as well as imaginative work.</p>	<p>materials and to create pattern and texture.</p> <p>Embellish work using a variety of techniques and materials.</p>	<p>and embroidery stitches.</p> <p>Recreate designs from other times and cultures using a variety of materials.</p>	<p>create collages, textiles, fabric, sew onto canvas, card etc.</p> <p>Add collage to a printed or painted background.</p>
<p>Printing</p> <p>KS2 Pupils should be taught to improve their mastery of art/ design techniques, including drawing and</p>	<p>Print with a wide range of objects, man-made and natural.</p> <p>Discuss regular and irregular shapes.</p>	<p>Experiment with mono printing.</p> <p>Colour mix by overlapping colour prints.</p> <p>Create repeating patterns using relief i.e. leaves, string prints.</p>	<p>Print with two overlays using an impressed print – lino cut.</p>	<p>Print with three overlays – using card, string and small lino tiles to create block prints.</p>	<p>Explore screen printing.</p>

<p>painting with a range of materials.</p>	<p>Experiment with over printing and colour.</p>	<p>Create repeating patterns using impressed print – press print tiles.</p> <p>Interpret manmade and environmental patterns.</p>			
<p>Awareness of other Artists</p> <p>KS2 - Pupils should be taught about great artists, illustrators, architects and designer studies.</p>	<p>Replicate some of the techniques.</p> <p>Create original pieces influenced by artists/designers /architects.</p>	<p>Continue to explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of</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> <p>Begin to explore a range of great artists, architects and designers in history.</p> <p>Artists: Yayoi Kusama</p>	<p>Recognise the art of key artists and begin to place them in key movements or historical events.</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> <p>Identify artists who have worked in a</p>	<p>Discuss and review own and others work, expressing thoughts and feelings explaining their views.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Explore a range of great artists, architects and designers in history.</p> <p>Artists: Jason De Graaf</p>

		<p>artists and techniques.</p> <p>Respond to art from other cultures and other periods of time.</p> <p>Artists: Georgia O'Keeffe</p>		<p>similar way to their own work.</p> <p>Explore a range of great artists, architects and designers in history.</p> <p>Compare the style of different styles and approaches.</p> <p>Artists: Vincent Van Gogh</p>	
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