

Shadsworth Junior School

Progression Document for: Art

<p>NC Objectives</p>	<p>Key Stage 2 By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. In 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.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> ▪ To create sketchbooks 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 			
<p>Drawing</p>	<p>A Year 3 Artist will:</p> <ul style="list-style-type: none"> ▪ Experiment with various pencils ▪ Use a sketchbook to document and develop ideas ▪ Draw from observation and imagination ▪ Experiment with mark making using alternative tools ▪ Create initial sketches for painting ▪ Begin to draw with accuracy ▪ Discuss shadows, light and dark ▪ Have an awareness of how pattern can be used to create texture 	<p>A Year 4 Artist will:</p> <ul style="list-style-type: none"> ▪ Consider scale and proportion ▪ Create accurate observational drawings ▪ Work on a variety of scales ▪ Produce drawings using IT ▪ Identify and draw the effect of light ▪ Draw for a sustained period of time ▪ Develop techniques to create intricate patterns – range of media 	<p>A Year 5 Artist will:</p> <ul style="list-style-type: none"> ▪ Work in a sustained and independent way to create an accurate, detailed drawing. Developing key elements of their work (line, tone, pattern, texture) ▪ Draw from different viewpoints considering horizon lines. ▪ Begin to consider perspective ▪ Use different techniques for purpose e.g. different styles of shading ▪ Work from a variety of sources including observation and photographs to develop own work 	<p>A Year 6 Artist will:</p> <ul style="list-style-type: none"> ▪ Select appropriate media and techniques to achieve a specific outcome ▪ Develop their own style ▪ Draw for a sustained period of time over a number of sessions ▪ Use tone in drawings to achieve depth ▪ Develop drawing with perspective and focal points ▪ Adapt drawings according to evaluations and discuss further developments
<p>Painting</p>	<ul style="list-style-type: none"> ▪ Lighten a colour by adding white ▪ Darken / Lighten colours without using black / white (e.g. dilute with water) ▪ Explore a variety of media to create colour (paint, crayon, coloured pencil, textiles, ink, pastels etc.) ▪ Demonstrate increasing control of the types of marks made to create certain effects using paint 	<ul style="list-style-type: none"> ▪ Begin to alter paint colour using white, grey and black ▪ Observe colour and suggest why it has been used ▪ Select colour to reflect mood ▪ Explore different brush strokes and consider why / when they might be used ▪ Begin to discuss how they are influenced by the work of other artists 	<ul style="list-style-type: none"> ▪ Mix colours with confidence, building on previous knowledge ▪ Select colour for purpose, explaining choices ▪ Discuss how colour can be used to express ideas, feelings and mood. ▪ Confidently control the types of marks made and experiment with different effects and textures 	<ul style="list-style-type: none"> ▪ Select colour to express feelings ▪ Work in a sustained and independent way, developing own style ▪ Purposefully control the types of marks, brushstrokes used to create desired effect ▪ Use colours and brushstrokes to create atmosphere and light effects

Sculpture 3D Shape & Form Architecture	<ul style="list-style-type: none"> ▪ Plan, shape, mould and make constructions from different materials ▪ Show an awareness of how texture, form and shape can be transferred from 2D to 3D ▪ Demonstrate awareness in environmental sculpture 	<ul style="list-style-type: none"> ▪ Discuss the work of other sculptors and architects and how these have influenced their own work / designs ▪ Make slip to join and secure pieces of clay together ▪ Produce more intricate surface patterns using a range of processes ▪ Adapt work when necessary and explain why. 	<ul style="list-style-type: none"> ▪ Develop an understanding of different ways of finishing work (e.g. glaze, paint, varnish) ▪ Understand that a range of media can be selected (due to their properties) for different purposes ▪ Independently recognise problems and adapt work when necessary – taking inspiration from other sculptors 	<ul style="list-style-type: none"> ▪ Recognise sculptural forms in the environment and use these as inspiration for their own work ▪ Demonstrate experience in relief and freestanding work using a range of media ▪ Independently select sculpture as a method of producing work, if this fits the criteria of the task
Printing	<ul style="list-style-type: none"> ▪ Design and create a repeated relief print considering background paper ▪ Use sketchbooks to explore and develop prints making changes where needed ▪ Understand the difference between repeat printing and mono printing 	<ul style="list-style-type: none"> ▪ Explore the process of mono printing ▪ Demonstrate an awareness of printing with multiple colours ▪ Demonstrate an awareness of printing onto fabric and consider the difference to printing onto paper 	<ul style="list-style-type: none"> ▪ Gain experience in overlaying colours ▪ Start to overlay prints with other media ▪ Continue to experience in combining prints to produce an end piece ▪ Explore, experiment, plan and collect source material for future work 	<ul style="list-style-type: none"> ▪ Combine different printing techniques within the same piece of artwork ▪ Use print as a starting point to embroidery
Collage	<ul style="list-style-type: none"> ▪ Use collage as a means of collecting ideas and information to build a visual brainstorm ▪ Collect and select textured papers to form a collaged image 	<ul style="list-style-type: none"> ▪ Develops experience in embellishing, using a range of joining techniques ▪ Experiment with a range of collage techniques such as tearing, overlapping and layering to create collaged images 	<ul style="list-style-type: none"> ▪ To create a photomontage using given photographs from a range of sources ▪ Add collage to a painted, printed or drawn background to enhance work 	<ul style="list-style-type: none"> ▪ Use collage as a means of extending work from initial ideas ▪ Independently select a range of media to produce a collaged image
Digital Media	<ul style="list-style-type: none"> ▪ Use a graphics package or app to create images using different tools and effects with increased precision ▪ To have experience of using an iPad to extend knowledge of photography 	<ul style="list-style-type: none"> ▪ Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose ▪ Begin to use digital media to record and evaluate a creative learning journey 	<ul style="list-style-type: none"> ▪ Confidently use a graphics package or app to create and manipulate images using a wider range of digital tools ▪ Understand that a digital image can be made up of different layers ▪ Create layered images from original ideas 	<ul style="list-style-type: none"> ▪ Use digital media as a means of extending work from initial ideas ▪ Use digital media in order to self-evaluate the creative learning journey ▪ Present personal ideas and choices using a range of digital media
Textiles (DT crossover)	<ul style="list-style-type: none"> ▪ Use a variety of techniques e.g. printing and stitching to create different textural effects ▪ Begin to apply decoration ▪ Show experience in changing and modifying threads and fabrics – knotting, fraying, fringing, twisting 	<ul style="list-style-type: none"> ▪ Become confident with a range of stitches to stitch a range of fabrics together ▪ Record textile explorations and experimentation as well as trying out ideas ▪ Change and modify threads and fabrics 	<ul style="list-style-type: none"> ▪ Show experience in painting, printing and dyeing fabric ▪ Demonstrate experience in combining techniques to produce an end piece – embroidery over tie dye ▪ Show an awareness of natural dyes and how these are more sustainable in the fashion industry 	<ul style="list-style-type: none"> ▪ Experiment in a range of techniques, exploring ideas in sketchbooks ▪ Use a number of different stitches creatively to produce different patterns and textures ▪ Design and create a textile piece using a range of techniques