








HJS Curriculum Skills Progression – Art and Design

 Art Skills	Year 3	Year 4	Year 5	Year 6
Art in every year will consist of; a unit based on <u>line</u> , a unit based on <u>colour</u> and a unit linked to either <u>3D form</u> or <u>texture/pattern</u> . A range of works by artists/ designers and architects will be analysed, both as part of an art ‘unit of work’ but also in morning starters. Teachers will plan their own units of work based on this skills progression sheet.				
<b>Topics</b>	Brilliant Bristol, Awesome Ancestors, Ancient Egypt	Ancient Influences, Earth Explorers, Our World Our Future	Invaders, Explorers, Rainforests	America, WW2, The Maya
<b>Artists, architects, designers and artistic movements</b>  	<b>Colour:</b> Hundertwasser, Kandinsky.  <b>Pattern:</b> Banksy, street art Topic link- Bristol- Brunel,  <b>Line:</b> Klimt	<b>Line:</b> Self-Portraits, Pointillism- Seurat, Van Gogh  <b>Colour:</b> Andy Goldsworthy, Arcimboldo, O’Keefe  <b>Shape, form and space:</b> building of the world e.g Norman Foster- The Gerkin, Renzo Piano- The Shard	<b>Line:</b> Still Life paintings- Cezanne, Van Gogh etc  <b>Colour:</b> St Ives school, portrayals of the sea in art.  <b>Pattern:</b> Warhol, Roy Lichtenstein, Chris Ofili, Chuck Close	<b>Shape, form and space:</b> Henry Moore  <b>Line:</b> Portraits e.g Frida Kahlo  <b>Colour:</b> Maya mask making
<b>Cross curricular links</b> 	Topic link Bristol: Local artists or United Kingdom e.g-Charles Rennie Mackintosh	Science/ Topic link- World’s tallest buildings –Skyscrapers. Topic link- Roman mosaics.	Science link- sustainability, eco building, Topic link- Rainforests- Architecture working with environment [e.g Gaudi, Ken Yeang, Anish Kapoor, Zaha Hadid]	Topic link- American Frank Lloyd-Wright  Topic link: Maya art
<b>Media</b> 	Watercolours, pencils, oil pastels, poster paint, charcoal	Watercolours, pencils, oil pastels, clay	Watercolours, pencils, oil pastels, charcoal, chalk pastels, collage	Watercolours, pencils, oil pastels, clay, collage

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<p><b>Line</b></p> 	<p><b>Marks, Tone, Form, Texture</b></p>	<p>Use a variety of <b>pencil grades</b>. Make drawings using black, white and grey to create a range of <b>tones</b>. Create texture with a range of drawing <b>media</b>; <b>charcoal, pencil, oil pastel, pens</b>.</p>	<p>Use <b>planning lines</b> that can be rubbed out later. Draw a range of faces in lots of ways. Work on simple face <b>proportions</b>.</p>	<p>Sketch <b>3D</b> objects thinking about shading and shape. Use <b>2D</b> shapes to create an effect of 3D- e.g. <b>ellipses</b>. Use different techniques for different purposes e.g <b>cross hatching, shading</b>.</p>	<p>Create different <b>tones</b> using <b>graphite</b> pencils Use line to create a 3D shape. Revise face <b>proportions</b>.</p>
	<p><b>Perspective and composition</b></p>	<p>Use <b>sketch books</b> to collect and record visual information from different sources. Analyse the shapes that can be seen in something the children are observing. Copy artists work.</p>	<p>Use <b>sketch books</b> to make copies of drawings of faces and figures from a range of artists' works. Draw animals using <b>proportion</b>. Begin to show an awareness of 3D. Draw for a sustained period of time at a certain level.</p>	<p>Use a <b>sketchbook</b> to develop ideas. Draw groups of objects from different angles. Discuss how artists use <b>composition</b> for effect. Use artists to influence own pictures.</p>	<p>Use <b>sketchbook</b> to collect a variety of sources to influence own pictures. Create mood by strong <b>contrast</b>. Look at <b>composition, scale and proportion</b>. Use shading to create 3D effect. Introduce <b>perspective</b>.</p>
<p><b>Colour</b></p> 	<p><b>Colour</b></p>	<p>Colour mixing- <b>primary, secondary colours</b> <b>Tints/ Shades</b> Colour wheel.</p>	<p>Recap colour wheel. Recap colour mixing- <b>secondary, tertiary</b> colours. <b>Complementary</b> colours Look at different artists' use of colour.</p>	<p>Recap- colour wheel- <b>primary, secondary complementary and contrasting colours</b>. Develop own use of colour. Mix and match colours to create <b>atmosphere</b> and light effects.</p>	<p>Create different <b>tones</b> using paint. Use tone to influence own work. Consider colour for different purposes. Carry out preliminary studies using different media. Develop further understanding of how artists have used colour.</p>
	<p><b>Utensils/application</b></p>	<p>Basic skills How to use a paintbrush Ways of applying colour- <b>wash</b> Set out <b>pallet</b> How to look after brushes, amount of paint. Water colours</p>	<p>Different methods of application e.g <b>pointillism</b> Create texture.</p>	<p>Explore a range of painting effects- feathery, furry, shiny, and waxy.</p>	<p>Discuss the effect of texture in artists work. Create a range of tonal paintings.</p>

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<p><b>Shape, form, space</b></p> 		<p><b>Shape, model, form and construct</b> from observation or imagination.</p> <p>Teach techniques for making shapes in clay, wire or card (if 3D use the word <b>form</b> if 2D use the word <b>shape</b>).</p> <p>Create surface patterns and textures.</p> <p>Join clay accurately and construct a simple base.</p> <p>Teach clay techniques such as; <b>thumb pots, coil pots, smoothing and stretching.</b></p> <p>Use Roman pots to look at structure/ shape and form.</p>		<p>Plan a sculpture through drawing and other preparatory work.</p> <p>Use recycled, natural and man-made materials to create sculptures.</p> <p>Develop skills in clay inc <b>slabs, coils, slips</b></p> <p>Create intricate patterns and textures in malleable materials.</p> <p>Look at sculptures that have been inspired by the human form.</p>
<p><b>Texture and pattern</b></p> 	<p>Create different effects in black and white.</p> <p>Draw basic shapes from close examination</p> <p>Explore <b>tessellated</b> shapes</p> <p>Create repeated patterns</p> <p><b>Print</b> onto paper using different shaped objects.</p> <p>Use <b>reflection, symmetry and tessellation</b></p> <p>Create <b>block printing</b> by simplifying a sketch book idea.</p>		<p>Design patterns for a variety of needs.</p> <p>Look at a range of natural and 'man made' patterns.</p> <p>Use <b>relief or impressed</b> method</p> <p>Create prints with overlays.</p> <p>Work into prints with pens, paints.</p> <p>Use a range of printing techniques.</p> <p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</p>	<p>Collage- add collage to a painted or drawn background</p> <p>Use a range of media to create collages.</p> <p>Use different techniques, colours and textures etc when designing and making pieces of work.</p> <p>Use collage as a means of extending work from, initial ideas.</p>

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<p><b>Use of Vocabulary</b></p>	<p>Washes Textures Tints Shades Overlays Reflection Symmetry Tessellation Wash Pallet Primary, secondary colours Sketch books Tone Media</p>	<p>Pointillism Mosaic Stencils Structure, shape, form Coil pots Thumb pots Smoothing, stretching Secondary, tertiary colours Shape Form Proportion Planning lines Complementary Model, form and construct</p>	<p>Shape Form Relief Impressed Block prints, batik, wax resist. 3d 2D Ellipses Cross hatching Shading Composition Contrasting colours Atmosphere Feathery, furry, shiny, and waxy.</p>	<p>Perspective Foreground, Background Composition Scale Focal point slabs, coils, slips graphite Tonal range Proportion</p>
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**National Curriculum 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.

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.