



Frimley Church of England School

Art and Design - Skills and Knowledge Progression



Intent

Through the teaching of Art and DT, the aim is to enable to improve children's engagement, creativity and provide them with opportunities to develop and extend their skills. All children will have the opportunity to express their individual ideas, thoughts and interests through a variety of mediums, equipment and resources. Children will become more confident artists and creators understanding that there is no 'wrong' result/outcome and develop resilience to improving their outcomes. They will learn more about different techniques and skills and have opportunities to practice these to become more confident inventors and creators of their own works of art and projects. Where possible activities will include child-choice and be child-led to develop creativity and independence further.

Implementation

Lessons are taught in blocks by the class or enrichment teachers. Planning will follow a small step approach to mastery. Children will be influenced through enrichment, after school clubs and assemblies to provide further opportunity for creativity and child-led approaches. Lessons will be exciting and creative where children can explore their ideas through different mediums, equipment and resources in a supportive style of small-step learning to build confidence and more positive outcomes.

Class teachers will take photographs of the children's work and submit a selection half-termly to enable skills and knowledge progression to be monitored. Monitoring will also be through flip scrutiny, sketchbook scrutiny and pupil/staff voice. The curriculum overview will show progression in line with the skills and knowledge progression document.

Impact

In classrooms you will see:

- Excitement, engagement and enthusiasm.
- Exploration of techniques and equipment.
- Children expressing their interests, ideas and thoughts with more confidence.
- Children will broaden and deepen their understanding in these areas and enjoy the varied creative opportunities.
- Evidence is collected through sketch books (where relevant) and photos (where appropriate).

Children will be able to:

- Become better creative risk takers.
- Become more resilient.
- Become more experimental and understand how to better their outcomes.
- Children will broaden and deepen their understanding in these areas and enjoy the varied creative opportunities.

Children leave Frimley:

- With a wide range of skills, knowledge and techniques
- Have the ability to express their own ideas, interests and thoughts on paper.
- With a confident approach to creative learning (being an individual).
- Well equipped to plan and carry out creative learning and have developed their skills to achieve better outcomes.

National curriculum expectations:

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.

What Frimley offers to its pupils:

	Year 3	Year 4	Year 5	Year 6
Knowledge	Knowledge of specific artists, architects and designers in history and artistic style including Seurat, Goldsworthy . Famous sculptures – recycling.	Knowledge of specific artists, architects and designers in history and artistic style including Vincent Van Gogh .	Use previous knowledge of specific artists, architects and designers in history to compare and contrast artistic styles. Explore artists such as Frida Kahlo, Samuel Cody, Jackson Pollock.	Use previous knowledge of specific artists, architects and designers in history to compare and contrast artistic styles. Explore artists such as Van Gogh.
Skills	<p>Drawing: Experiment with various pencils (2B - HB). Encourage close observation of objects – still life drawing. Observe and draw simple shapes. Draw both the positive and negative shapes. Make initial sketches as preparation for painting etc. Encourage more accurate drawings of people: particularly faces, draw features, not always the whole image</p> <p>Colour: Apply colour mixing. Make colour wheels to show primary and secondary colours. Introduce different brushes for specific purposes. Begin to apply colour using dotting, scratching, splashing to imitate an artist (Jackson Pollock, Seurat Signac etc.)</p>	<p>Drawing: As Year 3, plus: Identify and draw the effect of light (shadows) on a surface/objects/people. Introduce concepts of scale and proportion in greater depth. Encourage more accurate drawings of whole objects to include people: proportion, placement and shape of body. Work on a variety of scales – A4, A3</p> <p>Colour: Make the colours shown on a commercial colour chart. Mix and match colours to those in a work of art. Work with one colour against a variety of backgrounds. Observe and mix flesh colours.</p>	<p>Drawing: Observe and use a variety of techniques to show effect of light on objects and people. Look at the effect of light on an object from different directions. Use a variety of techniques to interpret the texture of a surface. Produce increasingly accurate drawings of people/objects etc. Produce increasingly detailed preparatory sketches for painting and other work. Introduce perspective. Work on a variety of scales and collaboratively. Independently selects materials and techniques to use to create a specific outcome.</p> <p>Colour:</p>	<p>Drawing: Observe and use a variety of techniques to show effect of light on objects and people. Look at the effect of light on an object from different directions. Use a variety of techniques to interpret the texture of a surface. Produce increasingly accurate drawings of people/objects etc. Produce increasingly detailed preparatory sketches for painting and other work. Introduce perspective. Work on a variety of scales and collaboratively. Independently selects materials and techniques to use to create a specific outcome.</p> <p>Colour: Controlling and experimenting particular qualities of tone, shades, hue and mood.</p>

<p>Pointillism – control over coloured dots.</p> <p><u>Texture:</u> Use smaller eyed needles and finer threads. Use colour to express an idea in weaving. Awareness of the nature of materials and surfaces – fragile, tough, durable. Look at artists Linda Caverley, Ellen Jackson, Alison King. Handling, manipulating and enjoying using materials Simple collages, using paper, pasta, beans and larger tactile things. Selects, sorts, tears and glues items down.</p> <p><u>Form:</u> Use equipment and media with increasing confidence. Shape, form, model and construct from observation / imagination with increasing confidence. Plan and develop ideas in sketchbook and make simple choices about media. Understanding of different adhesives and methods of construction Begin to have some thought towards size Simple discussion about aesthetics</p> <p><u>Printing:</u> Use equipment and media with increasing confidence. Use relief and impressed printing processes. Use sketchbook for recording textures/patterns. Use language appropriate to skill.</p>	<p>Advise and question suitable equipment for the task e.g. size of paintbrush or paper needed. Use colour to reflect mood (matisse)</p> <p><u>Texture:</u> Build on all previous experiences. Use a wider variety of stitches to 'draw' with and develop pattern and texture – e.g. zig zag stitch, chain stitch, seeding. Start to place more emphasis on observation and design of textural art. Use initial sketches to aid work. Continue experimenting with creating mood, feeling, movement and areas of interest. Look at fabrics from other countries and discuss. Compare with own. Discuss different types of fabric. Handling, manipulating and enjoying using materials Simple collages, using paper, pasta, beans and larger tactile things. Selects, sorts, tears and glues items down.</p> <p><u>Form:</u> Plan and develop ideas in sketchbook and make informed choices about media. Experienced surface patterns / textures. Work safely, to organize working area and clear away. Discuss own work and work of other sculptors with comparisons made. (Hepworth, Arp, Nevelson, Gabo, etc) Consider light and shadow, space and size.</p>	<p>Controlling and experimenting particular qualities of tone, shades, hue and mood. Explore texture in colour with sawdust, glue, shavings, sand and on different surfaces. Considering colour for purposes. Use colour to express moods and feelings. Explore the texture of paint Encourage individual identification of suitable equipment for a particular purpose. Consider artists use of colour and application of it (Pollock, Monet, Chagall)</p> <p><u>Texture:</u> Interpret stories, music, poems and use environment and townscapes as stimuli. Select and use materials to achieve a specific outcome. Embellish work, using a variety of techniques: drawing, painting, printing on top of textural work. Consider methods of making fabric. Look at work of other artists using textiles i.e, Molly Williams, Jill Denton, Linda Caverley Handling, manipulating and enjoying using materials Simple collages, using paper, pasta, beans and larger tactile things. Selects, sorts, tears and glues items down.</p> <p><u>Form:</u> Use sketchbook to inform, plan and develop ideas. Shape, form, model and join with confidence.</p>	<p>Explore texture in colour with sawdust, glue, shavings, sand and on different surfaces. Considering colour for purposes. Use colour to express moods and feelings. Explore the texture of paint Encourage individual identification of suitable equipment for a particular purpose. Consider artists use of colour and application of it (Pollock, Monet, Chagall)</p> <p><u>Texture:</u> Develops experience in embellishing, combining techniques to complete a piece – applique, drawing, sticking, cutting, paint, weaving, layering etc. Applies knowledge of different techniques to express feelings. Use found and constructed materials. Work collaboratively on a larger scale. Handling, manipulating and enjoying using materials Simple collages, using paper, pasta, beans and larger tactile things. Selects, sorts, tears and glues items down.</p> <p><u>Form:</u> Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings</p> <p><u>Printing:</u> Builds up drawings and images of whole or parts of items using various techniques</p>
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<p>Discuss own work and that of other artists. (Packaging, Hiroshige, Escher, etc.)</p> <p>Explores images through monoprinting on a variety of papers.</p> <p>Explore colour mixing through overlapping colour prints deliberately.</p> <p>Pointillism</p> <p>Pattern:</p> <p>Search for pattern around us.</p> <p>Use the environment and other sources to make own patterns, printing, rubbing.</p> <p>Use sketchbooks to design motif to repeat.</p> <p>Create patterns using ICT.</p> <p>Make patterns on a range of surfaces.</p> <p>Link to Maths - symmetry</p>	<p>Investigate, analyse and interpret natural and manmade forms of construction.</p> <p>Printing:</p> <p>Use sketchbook for recording textures/patterns.</p> <p>Use language appropriate to skill.</p> <p>Interpret environmental and manmade patterns and form</p> <p>Discuss the nature of effects able to modify and adapt print as work progresses.</p> <p>Explores images and recreates texture through deliberate selection of materials wallpaper, string, polystyrene etc</p> <p>Pattern:</p> <p>Consider different types of mark making to make patterns.</p> <p>Look at various artists creation of pattern and discuss effect, ie. Gaudi, Matisse, Escher, aboriginal art)</p> <p>Link to Maths – tessellation (Escher) Geometry, shape lines (Mondrian/klee)</p>	<p>Produce more intricate patterns and textures.</p> <p>Work directly from observation or imagination with confidence.</p> <p>Take into account the properties of media being used.</p> <p>Discuss and evaluate own work and that of other sculptors in detail (Goldsworthy, Calder, Segal, Leach, recycled sculptures from Africa and India, Giacometti, etc.)</p> <p>Printing:</p> <p>Experienced in combining prints taken from different objects to produce end piece.</p> <p>Experiment with ideas, plan in sketchbook.</p> <p>Experienced in producing pictorial and patterned prints.</p> <p>Designs prints for fabrics, book covers and wallpaper</p> <p>Makes connections between own work and patterns in their local environment (e.g. curtains, wallpaper)</p> <p>Discuss and evaluate own work and that of others. (Morris, labeling, etc.)</p> <p>Pattern:</p> <p>Organise own patterns</p> <p>Use shape to create patterns</p> <p>Create own abstract pattern</p> <p>Patterns reflect personal experiences and expression.</p> <p>Creating pattern for purposes</p> <p>Look at various artists creation of pattern and discuss effect, ie. Morris, Sol Lewitt, Matisse (pattern within pattern), Bridget Riley, Miro)</p> <p>Discuss own work, drawing comparisons and reflecting on their own creations</p>	<p>Recreates a scene remembered, observed or imagined, through collage printing</p> <p>Screen printing</p> <p>Explore printing techniques using by various artists.</p> <p>Pattern:</p> <p>Organise own patterns</p> <p>Use shape to create patterns</p> <p>Create own abstract pattern</p> <p>Patterns reflect personal experiences and expression.</p> <p>Creating pattern for purposes</p> <p>Look at various artists creation of pattern and discuss effect, ie. Morris, Sol Lewitt, Matisse (pattern within pattern), Bridget Riley, Miro)</p> <p>Discuss own and artists work, drawing comparisons and reflecting on their own creations</p>
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