



## Frimley Church of England School

### Art and Design - Skills and Knowledge Progression



#### **Intent**

We believe that high-quality Art lessons stimulate creativity and imagination. They provide a safe environment where there are no 'right' or 'wrong' results and offer an opportunity to make personal interpretations of what they have experienced and respond to the world. We enable children to communicate what they see, feel and think through drawing and the use of colour, texture, form, printing and pattern. Through art, children are encouraged to develop their creativity, and acquire and hone new skills. Children will have the opportunity to explore different creative ideas, experiencing a variety of subjects, mediums and techniques both through existing art and artists as well as through their own creations. Children are encouraged to take risks and experiment, whilst continuously reflecting on and evaluating their work, thinking about how they can make changes and keep improving.

#### **Implementation**

Children explore a variety of art and artists who showcase a range of artistic skills. The children are given opportunities to explore a variety of materials, tools and techniques in both 2D and 3D form. Children are encouraged to experiment with resources, styles and techniques whilst also being taught specific, relevant methods. They have their own sketch book, which is used for experimentation and to keep a bank of their work. All children follow a program of progressive skills in art which develop over their time in Key Stage 2. New techniques and skills are modelled and examples of work are shown to the children. In group and individual work, pupils have the opportunity to investigate, explore and develop ideas and techniques. They are also involved in evaluating their work, celebrating success and identifying areas for improvement.

#### **Impact**

Our children will be able to discuss their learning in art; which includes discussion of their thoughts, ideas, creations, alterations to and evaluations of work. They will have experienced a broad and varied art curriculum with a wide range of opportunities to express themselves creatively, helping them to develop an enthusiasm for their own personal creativity.

#### **National curriculum expectations:**

By the end of Key Stage 2 pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

**Pupils should be taught to:**

- 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, incl 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 <b>Seurat, Goldsworthy. Famous sculptures – recycling.</b>	Knowledge of specific artists, architects and designers in history and artistic style including <b>Vincent Van Gogh.</b>	<b>Use previous knowledge of specific artists, architects and designers in history to compare and contrast artistic styles.</b> <b>Explore artists such as Frida Kahlo, Samuel Cody, Jackson Pollock.</b>	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><u>Drawing:</u> 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><u>Colour:</u> 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.) Pointillism – control over coloured dots.</p>	<p><u>Drawing:</u> As Year 3, plus: <b>Identify and draw the effect of light (shadows) on a surface/objects/ people.</b> <b>Introduce concepts of scale and proportion in greater depth.</b> <b>Encourage more accurate drawings of whole objects to include people: proportion, placement and shape of body.</b> <b>Work on a variety of scales – A4, A3</b></p> <p><u>Colour:</u> <b>Make the colours shown on a commercial colour chart.</b> <b>Mix and match colours to those in a work of art.</b> <b>Work with one colour against a variety of backgrounds.</b> <b>Observe and mix flesh colours.</b> <b>Advise and question suitable equipment for the task e.g. size of paintbrush or paper needed.</b></p>	<p><u>Drawing:</u> <b>Observe and use a variety of techniques to show effect of light on objects and people.</b> Look at the effect of light on an object from different directions. <b>Use a variety of techniques to interpret the texture of a surface.</b> <b>Produce increasingly accurate drawings of people/objects etc.</b> <b>Produce increasingly detailed</b> preparatory sketches for painting and other work. <b>Introduce perspective.</b> <b>Work on a variety of scales and collaboratively.</b> <b>Independently selects materials and techniques to use to create a specific outcome.</b></p> <p><u>Colour:</u></p>	<p><u>Drawing:</u> 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><u>Colour:</u> Controlling and experimenting particular qualities of tone, shades, hue and mood.</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><b>Use colour to reflect mood (matisse)</b></p> <p><u>Texture:</u> Build on all previous experiences. <b>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.</b> Continue experimenting with creating mood, feeling, movement and areas of interest. <b>Look at fabrics from other countries and discuss. Compare with own. Discuss different types of fabric. Handling, manipulating and enjoying using materials</b> Simple collages, using paper, pasta, beans and larger tactile things. Selects, sorts, tears and glues items down.</p> <p><u>Form:</u> <b>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. Investigate, analyse and interpret natural and manmade forms of construction.</b></p> <p><u>Printing:</u></p>	<p><b>Controlling and experimenting particular qualities of tone, shades, hue and mood.</b> <b>Explore texture in colour with sawdust, glue, shavings, sand and on different surfaces. Considering colour for purposes. Use colour to express moods and feelings.</b> <b>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)</b></p> <p><u>Texture:</u> <b>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</b> Simple collages, using paper, pasta, beans and larger tactile things. Selects, sorts, tears and glues items down.</p> <p><u>Form:</u> <b>Use sketchbook to inform, plan and develop ideas. Shape, form, model and join with confidence.</b></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> <b>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</b> Simple collages, using paper, pasta, beans and larger tactile things. Selects, sorts, tears and glues items down.</p> <p><u>Form:</u> <b>Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings</b></p> <p><u>Printing:</u> <b>Builds up drawings and images of whole or parts of items using various techniques</b></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><u>Pattern:</u> Search for pattern around us. Use the environment and other sources to make own patterns, printing, rubbing. Use sketchbooks to design motif to repeat. Create patterns using ICT. Make patterns on a range of surfaces. Link to Maths - symmetry</p>	<p>Use sketchbook for recording textures/patterns.</p> <p>Use language appropriate to skill.</p> <p><b>Interpret environmental and manmade patterns and form</b></p> <p><b>Discuss the nature of effects able to modify and adapt print as work progresses.</b></p> <p><b>Explores images and recreates texture through deliberate selection of materials wallpaper, string, polystyrene etc</b></p> <p><u>Pattern:</u> <b>Consider different types of mark making to make patterns.</b> <b>Look at various artists creation of pattern and discuss effect, ie. Gaudi, Matisse, Escher, aboriginal art)</b> <b>Link to Maths – tessellation (Escher) Geometry, shape lines (Mondrian/kllee)</b></p>	<p><b>Produce more intricate patterns and textures.</b></p> <p>Work directly from observation or imagination <b>with confidence.</b></p> <p><b>Take into account the properties of media being used.</b></p> <p><b>Discuss and evaluate own work and that of other sculptors in detail (Goldsworthy, Calder, Segal, Leach, recycled sculptures from Africa and India, Giacometti, etc.)</b></p> <p><u>Printing:</u> <b>Experienced in combining prints taken from different objects to produce end piece.</b> <b>Experiment with ideas, plan in sketchbook.</b> <b>Experienced in producing pictorial and patterned prints.</b> <b>Designs prints for fabrics, book covers and wallpaper</b> <b>Makes connections between own work and patterns in their local environment (e.g. curtains, wallpaper)</b> <b>Discuss and evaluate own work and that of others. (Morris, labeling, etc.)</b></p> <p><u>Pattern:</u> <b>Organise own patterns</b> <b>Use shape to create patterns</b> <b>Create own abstract pattern</b> <b>Patterns reflect personal experiences and expression.</b> <b>Creating pattern for purposes</b> <b>Look at various artists creation of pattern and discuss effect, ie. Morris, Sol Lewitt, Matisse (pattern within pattern), Bridget Riley, Miro)</b> <b>Discuss own work, drawing comparisons and reflecting on their own creations</b></p>	<p><b>Recreates a scene remembered, observed or imagined, through collage printing</b></p> <p><b>Screen printing</b></p> <p><b>Explore printing techniques using by various artists.</b></p> <p><u>Pattern:</u> Organise own patterns Use shape to create patterns Create own abstract pattern Patterns reflect personal experiences and expression. Creating pattern for purposes Look at various artists creation of pattern and discuss effect, ie. Morris, Sol Lewitt, Matisse (pattern within pattern), Bridget Riley, Miro) Discuss own <b>and artists work</b>, drawing comparisons and reflecting on their own creations</p>
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