

# Wrockwardine Wood CE Junior School

## Art Progression Document



Whilst teaching Art, we intend to ensure the children secure substantive, theoretical and disciplinary knowledge throughout their Art and Design unit. Substantive knowledge in A&D is based on the areas of practical knowledge to improve their mastery of art & design techniques including drawing, painting and sculpture (as well as other areas of craft and forms of art). Theoretical knowledge will include the development of art through history where the children are exposed and introduced to a variety of art and artists from a range of cultural backgrounds, interpret, understand processes and materials and make connections between artwork from others and their own. Disciplinary knowledge in A&D enables the children to explore the thinking and history behind an artist's work, engage in discussions and understand the differences between, traditional, modern and contemporary art.

	Year 3	Year 3/4	Year 4	Year 5	Year 5/6	Year 6
<b>Drawing</b>  <b>Vocab:</b>  portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.	Experiment with different of pencils  Experiment with different grades of pencil, cross hatching, blending  Make marks using different drawing implements  Draw from observation and imagination  Use a variety of materials to draw human forms in different poses  Experiment with creating simple texture	Experiment with different pencils to apply tone to drawings  Add tone to a drawing by using linear and cross hatching, scumbling and stippling.  Draw from observation and imagination  Have an awareness of how pattern can be used to create texture	Make marks and lines with a wide range of drawing implements to create different effects  Draw for a sustained period of time  Begin to create increasingly accurate observational drawings  Begin to understand the concept of perspective  Apply and use patterns and texture to a drawing	Use different grades of pencil to apply tone, shade and texture to drawings  Work to create detailed drawings  Produce increasingly accurate drawings of people - explore and create expression in portraiture  Use media to add perspective, light and shade to a composition or model.  Create texture using a variety of media	Use different grades of pencil to apply tone, shade and texture to drawings  Create detailed, accurate drawings  Use media to add perspective, light, texture and shade to a composition or model.  Work from a variety of sources including observations and photographs to develop own ideas  Create a purposeful texture to a drawing	Confidently select an appropriate media and technique to achieve a specific outcome  Produce increasingly accurate drawings of people – using distortion, abstraction and exaggeration to create interesting effects.  Interpret the texture of a surface  Use line and tone to achieve depth.  Analyse and interpret the work of artists to inspire own work  Adapt drawings according to evaluations and discuss further developments
<b>Painting</b>  <b>Vocab:</b>  paint, colour, primary colours, mixing, warm, cool, paintbrush	Mix colours and know which are primary, secondary colours and understand the process  Identify, mix and use contrasting colours  Experiment various materials with effects and textures - dotting, scratching, splashing  Start to control types of marks made to create an effect	Make tints of one colour  Demonstrate increasing control of the types of marks made to create certain effects  Explore a variety of media to create colour  Demonstrating increasing control of type of marks made to create an effect	Begin to understand tints, tones and shades  Use variety of materials, choosing brushes that will be best to use.  Use colour to produce a background and then add detail  Explore different brushstrokes and why/when they might be used	Mix and use tints, tones and shades of colours using a range of different materials, including paint.  Mix and match colours to create atmosphere independently  Use a variety of tools to create texture  Control the types of marks made and experiment different effects	Mix and use tints, tones and shades of colours using a range of different materials, including paint—building on prior knowledge  Experiment with colour creating mood  Use a variety of tools to create texture  Confidently control the types of marks made and experiment different effects	Use different media to create tints, tones, shade and mood - using a variety of media  Identify how colour can portray emotion/feelings and use this in their own artwork  Use colour palettes and characteristics of an artistic movement or artist in artwork.  Purposefully controlling the types of marks, brushstrokes used to create atmosphere and light effects

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<b>3D form</b>  <b>Vocab:</b> clay, Modroc, recycled material  form, tone, line, pattern, texture, colour, shape,	Shape, form and construct malleable and rigid materials.  Construct a simple 3D base for extending and modelling other shapes.  Consider and discuss aesthetics  Model over an armature	Shape, form, model and construct malleable and rigid materials  Join clay adequately and work reasonably independently.  Make slip to join and secure pieces of clay together  Show an awareness of how texture, form and shape can be transferred from 2D to	Make informed choices about the detailed 3D technique chosen.  Understand the different adhesives and methods used in construction  Work in a safe, organised way, caring for equipment. Secure work for a later date	Shape, form, model and construct from observation and imagination.  Create a relief form using a range of tools, techniques and materials.  Plan a sculpture through drawing and other preparatory work.  Understand that tools can be used for different purposes	Shape, form, model and construct from observation and imagination using inspiration from artists' work.  Plan a sculpture through drawing and other preparatory work.  Use tools in a variety of ways to create texture  Begin to recognise problems and adapt where necessary	Create sculpture and constructions with increasing independence.  Creating own 3-D form in the style of significant artist, architect and designer  Independently select a range of tools for a specific purpose  Independently recognise and adapt problems - taking inspiration from other sculptors
<b>Printing</b>  <b>Vocab:</b> line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.	Make a two-colour print.  Create repeating patterns using impressed print - press print tiles  Interpret manmade and environmental patterns	Use sketchbooks to explore and develop prints making changes where needed  Demonstrate and awareness of printing onto fabric and discuss the difference to printing onto paper	Understand and discuss the effect of repeat printing.  Understand different printmaking techniques and materials to create a print on a theme.	Explain a few techniques  Print with multiple overlays  Choose inks and overlay colours.	Gain further experience in overlaying colours  Begin to overlay with other media  Begin to alter and modify work.	Describe varied techniques.  Be familiar with layering prints.  Be confident with printing on paper and fabric.  Alter and modify work.  Work relatively independently.  Use the work of a significant printmaker to influence artwork.

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<b>Digital media</b>  <b>Vocab:</b>  camera, photograph, Macro photography	Begin to extend knowledge of photography  Use apps or programs to create different images using different tools	Develop skills in photography to create own images using different tools  Experiment with colours and textures by making appropriate choices of special effects and filters to manipulate and create images for particular purposes	Begin to use digital media to record an evaluate a creative learning journey	Thoughtfully use digital media to record an evaluate a creative learning journey  Use photography to create layered images	Confidently use apps or programs to create and manipulate images using a wider range of tools  Independently use digital media to record an evaluate a creative learning journey	Use digital media as a means of extending work from initial ideas  Use digital media in order self-evaluate the creative learning journey
<b>Great artists, architects and designers</b>	Alma Thomas (3H)  Pablo Picasso (3G)  Keith Haring  Tom Lewis  Laurence Broderick	Vincent Van Gogh  Ed Weston	Frieda Kahlo (4B)  David Hockney (4W)  J. Vincent Scarpace  Brittany Marsh	Barbara Hepworth (5C)  Claude Monet (5H)  Andy Warhol  Salvador Dali (painting)  Rene Magritte	Faith Ringgold  Peter Thorpe  Wassily Kandinsky  Frank Bowling	Henry Moore(6S)  Gustav Klimt (6J)  Salavdor Dali (sculpture)   Banksy

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Generating ideas	<p>By the end of year 3, pupils will be able to:</p> <p>Gather and review information, references and resources related to their ideas and intentions. (researching and developing ideas)</p> <p>Use a sketchbook for different purposes, including recording observations, planning and shaping ideas (recording and experimenting in sketchbooks)</p>	<p>By the end of year 4, pupils will be able to:</p> <p>Select and use relevant resources and reference to develop ideas (researching and developing ideas)</p> <p>Use sketchbooks and drawing purposefully to improve understanding, inform ideas and plan outcome (sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome)</p>	<p>By the end of year 5, pupils will be able to:</p> <p>Engage in open ended research and exploration in the process of initiating and developing their own personal ideas</p> <p>Confidently use sketchbooks for a variety of purposes including: recording observations, developing ideas, testing materials, planning and recording information.</p>	<p>By the end of year 6, pupils will be able to:</p> <p>Independently develop a range of ideas which show curiosity, imagination, and originality</p> <p>Systematically investigate, research and test ideas and plans using sketchbooks and other approaches (sketchbooks will show in advance how work will be produced and how the qualities of materials will be used)</p>
Making	<p>By the end of year 3, pupils will be able to:</p> <p>Develop practical skills by experimenting with and testing the qualities of a range of different materials and techniques (exploring and developing skills and techniques)</p> <p>Select and use appropriately a variety of materials and techniques in order to create own work</p>	<p>By the end of year 4, pupils will be able to:</p> <p>Investigate the nature and qualities of different materials and process systematically (exploring and developing skills and techniques)</p> <p>Apply the technical skills they are learning to improve the quality of their work (e.g. in painting they select and use different brushes for different purposes)</p>	<p>By the end of year 5, pupils will be able to:</p> <p>Confidently investigate and exploit the potential of new and unfamiliar materials. (try out several different ways of using tools and materials that are new to them)</p> <p>Use their acquired technical expertise to make work which effectively reflects their ideas and intentions.</p>	<p>By the end of year 6, pupils will be able to:</p> <p>Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques</p> <p>Independently select and effectively use relevant processes in order to create successful and finished work</p> <p>Create innovative art that has personal, historic or conceptual meaning.</p>

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Knowledge and understanding	<p>By the end of year 3, pupils will be able to:</p> <p>About and describe the work of some artists, architects and designers (knowledge of art, cultural context etc)</p> <p>Be able to explain how to use some of the tools and techniques they have chosen to work with (knowledge of media, processes, techniques etc)</p>	<p>By the end of year 4, pupils will be able to:</p> <p>About and describe some of the key ideas, techniques and working practices of a variety of artists, architects and designers that they have studied (knowledge of art, cultural context etc)</p> <p>Be able to demonstrate how tools they have chosen to work with should be used effectively and with safety (knowledge of media, processes, techniques etc)</p>	<p>By the end of year 5, pupils will be able to:</p> <p>Research and discuss the ideas and approaches of various artists, architects and designers, taking account of their particular cultural context and intentions.</p> <p>How to describe the processes they are using and how they hope to achieve high quality outcomes</p>	<p>By the end of year 6, pupils will be able to:</p> <p>How to describe, interpret and explain work, ideas and working practices of some significant artists, architects and designers, taking account of the influence of the different historical, cultural and social contexts in which they work/ed</p> <p>About the technical vocabulary and techniques for modifying the qualities of different materials and processes</p>
Evaluating	<p>By the end of year 3, pupils will be able to:</p> <p>Suggestions for improving or adapting artwork could include aspects of the subject matter, structure and composition; the execution of specific techniques or the uses of colour, line, texture, tone, shadow and shading. Make suggestions for ways to adapt and improve a piece of artwork.</p>	<p>By the end of year 4, pupils will be able to:</p> <p>Constructive feedback highlights strengths and weaknesses and provides information and instructions aimed at improving one or two aspects of the artwork, which will improve the overall piece. Give constructive feedback to others about ways to improve a piece of artwork.</p>	<p>By the end of year 5, pupils will be able to:</p> <p>Regularly analyse and reflect on their progress taking account of what they hoped to achieve</p> <p>Compare and comment on the ideas, methods and approaches in their own and others' work.</p>	<p>By the end of year 6, pupils will be able to:</p> <p>Provide a reasoned evaluation of both their own and professional's work which takes account of the starting points, intentions and context behind the work.</p> <p>Strategies used to provide constructive feedback and reflection in art include using positive statements relating to how the learning intentions have been achieved; asking questions about intent, concepts and techniques used and providing points for improvement relating to the learning intention. Adapt and refine artwork in light of constructive feedback and reflection.</p>