

Geoffrey Field Junior School Art Skills Progression

Core elements of the Art and design curriculum	Year 3	Year 4	Year 5	Year 6
Aesthetics Visual Elements and Principles of composition	<ul style="list-style-type: none"> ● Begin to explore a range of great artists, architects and designers in history. ● Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work ● Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. ● Use some vocabulary to describe visual elements 	<ul style="list-style-type: none"> ● Explore a range of great artists, architects and designers in history. ● Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. ● Understand the language and vocabulary to describe visual artwork 	<ul style="list-style-type: none"> ● Explore a range of great artists, architects and designers in history. ● Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. ● Identify artists who have worked in a similar way to their own work. ● To be able to identify key visual elements and composition principles in own work 	<ul style="list-style-type: none"> ● Explore a range of great artists, architects and designers in history. ● Discuss and review own and others work, expressing thoughts and feelings explaining their views. and identify modifications/ changes and see how they can be developed further. ● Identify artists who have worked in a similar way to their own work. ● To be able to discuss visual elements and composition of artwork using correct vocabulary
Health and Safety	<ul style="list-style-type: none"> ● Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. 	<ul style="list-style-type: none"> ● Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. 	<ul style="list-style-type: none"> ● Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. 	<ul style="list-style-type: none"> ● Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.
Sketch Books	<ul style="list-style-type: none"> ● Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. ● Identify changes they might make or how their work could be developed further. 	<ul style="list-style-type: none"> ● Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. ● Plan own ideas and select materials ● Adapt work as and when necessary and explain why. 	<ul style="list-style-type: none"> ● Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. ● Annotate work in sketchbook. ● Plan own ideas and select materials and techniques appropriate to task ● Adapt work as and when necessary and explain why. 	<ul style="list-style-type: none"> ● Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. ● Plan and select own materials and techniques ● Solve problems as they occur.
Choose a medium for each term leaving the summer 6 for Spirited Arts	Year 3	Year 4	Year 5	Year 6
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	<ul style="list-style-type: none"> ● Develop intricate patterns/ marks with a variety of media. ● Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. ● Begin to show an awareness of objects having a third dimension and perspective. ● Create textures and patterns with a wide range of drawing implements.. 	<ul style="list-style-type: none"> ● Develop intricate patterns using different grades of pencil and other implements to create lines and marks. ● Draw for a sustained period of time at an appropriate level. ● Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media. ● Develop further drawings featuring the third dimension and 	<ul style="list-style-type: none"> ● Work in a sustained and independent way to create a detailed drawing. Develop a key element of their work: line, tone, pattern, texture. ● Draw for a sustained period of time at an appropriate level. ● Use different techniques for different purposes i.e. shading, hatching within their own work. ● Experiment with expressive mark making 	<ul style="list-style-type: none"> ● Work in a sustained and independent way to develop their own style of drawing. This style may be through the development of: line, tone, pattern, texture. ● Draw for a sustained period of time over a number of sessions working on one piece. ● Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.

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	<ul style="list-style-type: none"> Initial sketches as a preparation for painting Accurate drawings of people esp. faces 	<p>perspective. Experiment with different grades of pencil and other implements to achieve variations in tone.</p> <ul style="list-style-type: none"> Further develop drawing a range of tones, lines using a pencil. Include in their drawing a range of technique and begin to understand why they best suit. Explore computer generated drawings 	<ul style="list-style-type: none"> produce increasingly accurate drawings of people develop further simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings. Use drawing techniques to work from a variety of sources including observation, photographs and digital images. Develop close observation skills using a variety of view finders. 	<ul style="list-style-type: none"> produce increasingly accurate drawings of people Develop further simple perspective in their work using a single focal point and horizon. Develop an awareness of composition, scale and proportion in their paintings. Understand and demonstrate how mark making expresses mood
Painting (painting watercolour acrylic , ink, dye, , pencils, crayon, pastels)	<ul style="list-style-type: none"> Demonstrate increasing control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Use light and dark within painting and begin to explore complementary colours. Mix colour, shades and tones with increasing confidence. Continue to control the types of marks made with the range of media. Use a brush to produce marks appropriate to work. E.g. small brush for small marks. 	<ul style="list-style-type: none"> Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Start to develop a painting from a drawing. Begin to choose appropriate media to work with. Use light and dark within painting and show understanding of complimentary colours. Mix colour, shades and tones with increasing confidence. Confidently create different effects and textures with paint according to what they need for the task. 	<ul style="list-style-type: none"> Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge. Begin to understand colour perspective 	<ul style="list-style-type: none"> Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade. Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Mix colour, shades and tones with confidence building on previous knowledge. Use colour perspective in work.
Textiles and mixed media (textiles, clay, sand, plaster, stone) (paint, pencil, textiles, clay, printing)	<ul style="list-style-type: none"> Show awareness and name a range of different fabrics. Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects pattern in the environment make patterns on a range of surfaces explore symmetrical pattern 	<ul style="list-style-type: none"> Use a technique as a basis for stitch embroidery. Apply decoration using needle and thread: buttons, sequins. Become confident in applying colour with printing, tie dye. Create and use dyes. Use resist paste and batik. compare different fabrics explore environmental and manmade patterns eg tessellation 	<ul style="list-style-type: none"> Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. Demonstrate experience in 3D weaving. Produce two colour tie dye. embellish work fabric making explore artists using textiles create own abstract pattern to reflect personal experiences and expression create pattern for purposes 	<ul style="list-style-type: none"> apply knowledge of different techniques to express feelings work collaboratively on a larger scale. create own abstract pattern to reflect personal experiences and expression create pattern for purposes
Sculpture (3D work, clay, dough, boxes, wire, paper sculpture, mod roc, found materials)	<ul style="list-style-type: none"> Shape, form, construct and model from observation and imagination. Join two parts successfully. Construct a simple base for extending and modelling other shapes. 	<ul style="list-style-type: none"> make a slip to join two pieces of clay. Decorate, coil, and produce maquettes confidently when necessarily. Model over an armature: newspaper frame for modroc. 	<ul style="list-style-type: none"> Show experience in combining pinch, slabbing and coiling to produce end pieces. Develop understanding of different ways of finishing work: glaze, paint, polish 	<ul style="list-style-type: none"> Model and develop work through a combination of pinch, slab, and coil. Work around armatures or over constructed foundations. Demonstrate experience in the understanding of different ways

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	<ul style="list-style-type: none"> ● Produce larger ware using pinch/ slab/ coil techniques. 	<ul style="list-style-type: none"> ● Use recycled, natural and man-made materials to create sculptures. 	<ul style="list-style-type: none"> ● Gain experience in modelling over an armature: newspaper frame for modroc. ● Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. 	<p>of finishing work: glaze, paint, polish.</p> <ul style="list-style-type: none"> ● Demonstrate experience in relief and freestanding work using a range of media. ● Recognise sculptural forms in the environment: Furniture, buildings.
<p>Printing/digital media (found materials, fruit/veg, wood blocks, press print, lino, string)</p>	<ul style="list-style-type: none"> ● Print simple pictures using different printing techniques. ● Continue to explore both impress, mono-printing and relief printing. ● Demonstrate experience in 3 colour printing. ● Colour mixing through overlapping colour prints 	<ul style="list-style-type: none"> ● Increase awareness of mono and relief printing. ● Demonstrate experience in fabric printing. ● Expand experience in 3 colour printing. ● Continue to experience in combining prints taken from different objects to produce an end piece. ● Create repeating patterns. ● Textures/patterns ● Interpret environmental and manmade patterns ● Modify and adapt print 	<ul style="list-style-type: none"> ● Photographic prints ● Photographic composition ● Develop and acquire computer editing skills ● Explore different forms and use of photography 	<ul style="list-style-type: none"> ● Demonstrate experience in a range of printmaking techniques. ● Describe techniques and processes. ● build up drawings and images of whole or parts of items using various techniques ● Screen printing ● Explore printing techniques used by other artists

- The subject or ideas behind each term's unit of work is to be connected to topics or events during that term.
- Arts week is in the first term, many targets can be achieved in this period remember to plan then in.
- Select artists with cross curricular links