

Hudson Road Primary School

Art and Design

Progression of Knowledge, Vocabulary and Skills Document



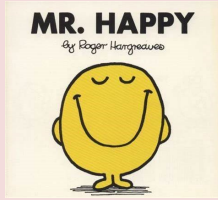
	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Unit of Study One</u> Drawing	Theme: Character Creation	Theme: Faces and Feelings	Theme: Ancient Egypt	Theme: Our Community	Theme: City Skylines	Theme: Still Life and Observation
<u>Unit of Study Two</u> Painting and printing	Theme: African Art	Theme: Under the Sea	Theme: Cityscapes	Theme: Feelings and Emotions	Theme: Patterns of the World	Theme: Art as Protest
<u>Unit of Study Three</u> 3D Designs, Collage and Textiles	Theme: Homes and Habitats	Theme: The Great Fire of London and Rebuilding the City	Theme: Wildlife and Nature	Theme: Monsters and Mythical Creatures	Theme: Masks and their Meaning	Theme: Leaving Our Mark

Drawing

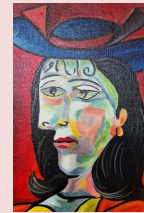
Year 1—Character Creation

Year 2—Faces and Feelings

Artist Knowledge



Artist of Study: Roger Hargreaves (Illustration)



Artist Focus: Pablo Picasso (Cubism and Portraiture)

Skills

- Explore a range of drawing tools to make marks
- Begin to control the types of marks made with a range of media.
- Draw on different surfaces
- Explore different textures
- Draw from imagination

- Experiment with tools and surfaces
- Draw experiences and feelings
- Begin to control marks made with different media
- Investigate tone by drawing light/dark lines using pencil
- Investigate textures and produce an expanding range of patterns

Vocabulary





Illustration Line Character Detail Expression

Portrait Proportion Expression Features Cubism

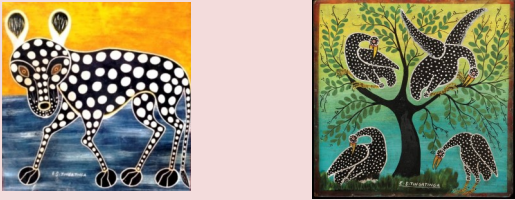

SKETCH BOOKS





- Can they sketch to make quick records?
- Can they label in their sketch books?
- Can children discuss the work of Roger Hargreaves and create their own characters?

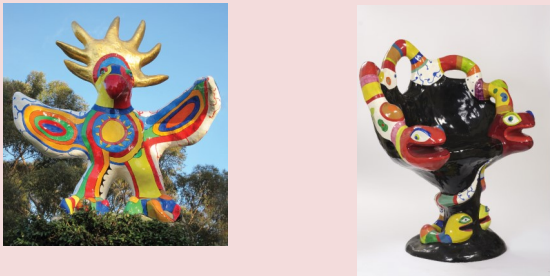
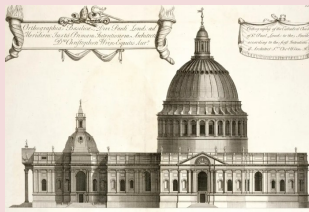
- Can they demonstrate ideas through photographs and in their sketch books?
- Can they set out their ideas, using ‘annotation’ in their sketch books?
- Can they keep notes in their sketch books as to how they have changed their work?
- Can they sketch to make records of observations?

Drawing				
	Year 3– Ancient Egypt	Year 4– Our Community	Year 5– City Skylines	Year 6– Still Life and Observation
Artist Knowledge	 <p>Artist of Study: Ancient Egyptian Art/ Alaa Awad (Modern Comparison)</p>	 <p>Artist of Study: Norman Cornish</p>	 <p>Artist of Study: L. S. Lowry</p>	 <p>Artist of Study: Giorgio Morandi (Still Life)</p>
Skills	<ul style="list-style-type: none"> ▪ Experiment with various pencils ▪ Draw from observation and imagination ▪ Experiment with mark making using alternative tools ▪ Create initial sketches for painting ▪ Begin to draw with accuracy ▪ Discuss shadows, light and dark ▪ Have an awareness of how pattern can be used to create texture 	<ul style="list-style-type: none"> ▪ Consider scale and proportion ▪ Create accurate observational drawings ▪ Work on a variety of scales ▪ Identify and draw the effect of light ▪ Draw for a sustained period of time ▪ Develop techniques to create intricate patterns – range of media 	<ul style="list-style-type: none"> ▪ Work in a sustained and independent way to create an accurate, detailed drawing. Developing key elements of their work (line, tone, pattern, texture) ▪ Draw from different viewpoints considering horizon lines. ▪ Begin to consider perspective ▪ Use different techniques for purpose eg. different styles of shading ▪ Work from a variety of sources including observation and photographs to develop own work 	<ul style="list-style-type: none"> ▪ Select appropriate media and techniques to achieve a specific outcome ▪ Develop their own style ▪ Draw for a sustained period of time over a number of sessions ▪ Use tone in drawings to achieve depth ▪ Develop drawing with perspective and focal points ▪ Adapt drawings according to evaluations and discuss further developments
Vocabulary	Hieroglyph Symbolism Relief Art Ancient Tomb	Heritage Local Scene Observation Composition	Perspective Horizon Line Depth Vanish-ing Point	Shading Observation Composition De-tail Still Life
SKETCH BOOKS	Can they make notes about techniques they have used by artists? Can they write and explanation of sketch notes? Can they make improvements by keeping notes in their sketch books?	Can they produce a montage about themselves? Can they use their SB to adapt and improve their original ideas? Can they record facial expressions and body language in their sketches?	Can they use their SB to compare and discuss ideas with others? Can they make notes in their SB on how to devel-op their work further?	Can they compare their methods to others and keep notes? Can they include research? Can they adapt and refine their work?

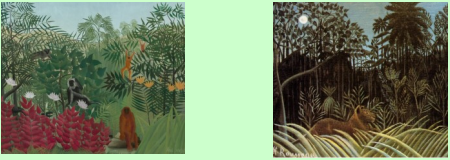

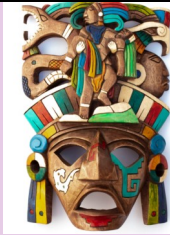

Painting and Printing

	Year 1– African Art	Year 2– Under The Sea
Artist Knowledge	 <p>Artist of Study: Edward Tingatinga</p>	 <p>Artist of Study: Claude Monet</p>
Skills	<ul style="list-style-type: none"> ▪ Begin to explore and experiment with the primary colours ▪ Mix primary colours to create secondary colours ▪ Describe collections of colours ▪ Discuss and use warm and cold colours ▪ Describe favourite colours and why colours may be used for different purposes ▪ Explore a range of paint, brush sizes and tools 	<ul style="list-style-type: none"> ▪ Begin to describe a range of colours ▪ Mix a range of secondary colours ▪ Talk about why they have selected colours for their artwork ▪ Begin use a range of paint ▪ Explore different shades of blue and green to create an underwater scene. ▪ Introduction to watercolour techniques.
Vocabulary	Primary Colours Blending Background Repetition Pattern Warm/ Cold Colours	Watercolour Techniques Shade Secondary Colours Background Symmetry
Sketchbooks	<p>Can they describe what they can see and like in the work of another artist?</p> <p>Can they ask sensible questions about a piece of art?</p>	<p>Can they say how other artists have used colour, pattern and shape?</p> <p>Can they create another piece of work in response to another artists work?</p>

Painting and Printing				
	Year 3— Cityscapes	Year 4— Feelings and Emotions	Year 5— Patterns of The World	Year 6— Art as Protest
Artist Knowledge	 <p>Artist of Study: Hokusai (Printmaking)</p>	 <p>Artist of Study: Wassily Kandinsky</p>	 <p>Artist of Study: Laura Ashley/ William Morris</p>	 <p>Artist of Study: Banksy</p>
Skills	<p>Begin to explore and experiment with the primary colours</p> <ul style="list-style-type: none"> ▪ Mix primary colours to create secondary colours ▪ Describe collections of colours ▪ Print pictures with a range of materials e.g. sponge, reels ▪ Begin to explore impressed printing e.g. with Styrofoam ▪ Begin to identify different forms of printing e.g books, newspapers, fabric, wallpaper 	<ul style="list-style-type: none"> ▪ Begin to alter paint colour using white, grey and black ▪ Observe colour and suggest why it has been used ▪ Select colour to reflect mood ▪ Explore different brush strokes and consider why / when they might be used ▪ Begin to discuss how they are influenced by the work of other artists 	<ul style="list-style-type: none"> ▪ Mix colours with confidence, building on previous knowledge ▪ Select colour for purpose, explaining choices ▪ Discuss how colour can be used to express ideas, feelings and mood. ▪ Confidently control the types of marks made and experiment with different effects and textures ▪ Add collage to a painted, printed or drawn background to enhance work 	<ul style="list-style-type: none"> ▪ Select colour to express feelings ▪ Purposefully control the types of marks, brushstrokes used to create desired effect ▪ Use colours and brushstrokes to create atmosphere and light effects ▪ Independently select a range of media to produce a collaged image
Vocabulary	Printmaking Line Pattern Block Print Monoprint	Abstract Shape Non— Representational Movement Emotion	Design Pattern Print Weaving Textile	Protest Symbolism Message Street Art Graffiti
Sketchbooks	<p>Can they compare the work of different artists?</p> <p>Are they beginning to understand the viewpoints and what artists are trying to express in their work?</p>	<p>Can they experiment with different styles which artists have used?</p> <p>Can they explain art from other periods of history?</p>	<p>Can they experiment with different styles which artists have used?</p> <p>Do they learn about the work of others by looking at work in books, on the internet, visits to galleries and other sources?</p>	<p>Can they say what their work is influenced by?</p> <p>Can they include technical aspects (eg. architectural design)?</p> <p>Can they make a record about the styles and qualities in their work?</p>

3D Design / Textiles and Collage		
	Year 1—Homes and Habitats	Year 2— The Great Fire of London and Rebuilding the City
Artist Knowledge	 <p>Artist of Study: Niki de Saint Phalle</p>	 <p>Artist of Study: Sir Christopher Wren (Architecture)</p>
Skills	<ul style="list-style-type: none"> ▪ Enjoy handling, feeling and manipulating a range of materials ▪ Construct using a range of media ▪ Cut shapes using scissors and other modelling tools in a safe way ▪ Build a construction using a variety of objects ▪ Discuss the different types of buildings in their locality 	<ul style="list-style-type: none"> ▪ Show an awareness that natural and human made materials can be used to create sculpture ▪ Create models from imagination and direct observation ▪ Join materials together and apply decorative techniques ▪ Discuss the work of other sculptors/ architects and relate these to their own ideas and designs ▪ Design and create their own models of buildings inspired by Wren's architectural style, using various materials such as cardboard, clay, and recycled materials.
Vocabulary	Sculpture 3D Form Texture Structure	Architecture Structure Design Symmetry Dome
Sketchbooks	<p>Can they recognise different textures and fabrics?</p> <p>Can they use specific vocabulary related to sculpture and 3D accurately?</p>	<p>Can they use vocabulary to compare and comment on different approaches?</p> <p>Can they evaluate their work?</p>

3D Design / Textiles and Collage

	Year 3 - Wildlife and Nature	Year 4- Monsters and Mythical Creatures	Year 5—Masks and Their Meaning	Year 6—Leaving our Mark
Artist Knowledge	 <p>Artist of Study: Henri Rousseau (Jungle Scenes)</p>	 <p>Artist of Study: Auguste Rodin (Sculpture)</p>	 <p>Artist of Study: Masks from different cultures</p>	 <p>Artist of Study: Diego Rivera (Murals) or Keith Haring (Community Art)</p>
Skills	<ul style="list-style-type: none"> ▪ Begin to use scissors and tearing to create a range of shapes ▪ Explores different methods of fixing one material to another ▪ Create an image from a variety of cut or torn media ▪ Arrange and glue materials to different backgrounds ▪ Enjoy handling, feeling and manipulating a range of materials 	<ul style="list-style-type: none"> ▪ Discuss the work of other sculptors and architects and how these have influenced their own work / designs ▪ Make slip to join and secure pieces of clay together ▪ Produce more intricate surface patterns using a range of processes ▪ Adapt work when necessary and explain why 	<ul style="list-style-type: none"> ▪ Develop an understanding of different ways of finishing work (e.g. glaze, paint, varnish) ▪ Understand that a range of media can be selected (due to their properties) for different purposes ▪ Independently recognise problems and adapt work when necessary – taking inspiration from other sculptors 	<ul style="list-style-type: none"> ▪ Use collage as a means of extending work from initial ideas ▪ Independently select a range of media to produce a collaged image ▪ Select colour to express feelings ▪ Work in a sustained and independent way, developing own style
Vocabulary	Collage Texture Mixed Media Composition Layers	3D Form Sculpture Texture Detail	Culture Identity Symbolism Design Mask	Mural Public art Collaboration Design Community
Sketchbooks	<p>Can they describe the difference between 2D and 3D art?</p> <p>Can they recognise sculpture techniques translate to architectural details?</p> <p>Can they talk about how different materials have been assembled to create an end product?</p>	<p>Can they talk about and show the necessary starting point for their sculpture using 2D form in sketchbooks?</p> <p>Do the understand the limitations and different qualities of materials they use? (eg. clay drying out)</p>	<p>Can they recognise 2D as a starting point for 3D sculpture (change work of an artist)?</p> <p>Can they recognise certain colours and textures compliment each other and talk through their ideas using correct vocabulary?</p>	<p>Can they talk about the different stages of their sculpture/ work?</p> <p>Can they talk about the design being the starting point?</p> <p>Do the understand basic skills must be mastered? (neatness and accuracy)</p>

Sketchbook Expectations		
KS1	LKS2	UKS2
<p>E1 Record and explore ideas from first hand observations.</p> <p>E2 Ask and answer questions about starting points for their work.</p> <p>E3 Develop and share their ideas, try things out and make changes.</p> <p>E4 Describe the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>E5 Think critically about their art and design work.</p>	<p>E1 Create sketch books to record their observations and use them to review and revisit ideas.</p> <p>E2 Record and explore ideas from first hand observations, experience and imagination and ideas for different purposes.</p> <p>E3 Question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks.</p> <p>E4 Think critically about their art and design work</p>	<p>E1 Create sketch books to record their observations and use to review and revisit ideas.</p> <p>E2 Record and explore ideas from first hand observations, experience and imagination and ideas for different purposes.</p> <p>E3 Question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks.</p> <p>E4 Think critically about their art and design work.</p>