



## Progression of Skills - ART



### Intent

Through a rich and diverse curriculum (Art and Design, Design and Technology) at Holly Lodge, we aim to engage, inspire and challenge all pupils. We believe that Art and DT offer opportunities for the children to develop their individuality, creativity, self-esteem and become confident learners. They are able to explore, express and communicate their feelings whilst gaining knowledge and experiences of the wider world, preparing them for their future. We believe our children will develop into resilient, enthusiastic and engaged learners through a wide range of active, practical experiences. As pupils progress they are supported to think reflectively and to develop an understanding of how Art and DT reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

### Implementation

At Holly Lodge Primary Academy, we teach the Art and DT through a theme driven cross-curricular approach, which involves a wide range of collaborative and independent learning experiences. Children engage in projects that are grounded in their theme, giving them purpose and meaning (for example, Egyptian clay canopic jars and making axels for vehicles). We believe that this approach helps children to gain a greater understanding of what they are learning; encouraging and developing key skills, through the process of plan, do and review. The children will have the opportunities to explore and develop these skills during the whole school annual STEAM week as well as learn from visitors. The children are taught to use a wide range of materials, tools and techniques to design and produce creative outcomes, with a clear progression of skills developing across the school years. They are also taught about the work of a range of artists, designers, and architects, both now and through history.

### Impact

We aim for pupils to leave Holly Lodge able to:

- Have an appreciation for Art and DT.
- Confidently explore their ideas to express their individuality in creative forms.
- Record these in sketchbooks to show their journey.
- Develop a range of Art and DT skills.
- Evaluate and analyse creative works using a wide range of vocabulary and language.
- Demonstrate their knowledge of artists, designers, architects, and the historical and cultural development.



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### Materials

Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Investigate and construct with a variety of materials, tools and techniques to shape, assemble and join.</p> <p>Experiments with colour, design, texture, form and function.</p> <p>Investigate colour mixing.</p>	<p>Pattern: use a range of materials (with different textures) creatively to design and make products.</p> <p>Use a wide range of patterns. Discuss differences in patterns, building up vocabulary.</p> <p>Andy Goldsworthy - natural sculptures, patterns in the environment</p>	<p>Pattern, texture, form: use a limited choice of materials to design and make products.</p> <p>Create and use a wide range of patterns and colours.</p> <p>Identify manmade and natural patterns. Choose for effect and purpose.</p> <p>Sharing ideas and having discussions.</p>	<p>Introduce a wide range of artwork made from different materials.</p> <p>Share and compare ideas through discussions.</p> <p>Choose one for in depth analysis.</p> <p>Evaluate pattern, texture and form.</p> <p>Replicate the work to gain understanding and improve technique.</p>	<p>Experiment with visual texture and pattern using different marks and tools.</p> <p>Create patterns/motifs with repeated mark making.</p> <p>Evaluate, beginning to use more complex vocabulary.</p> <p>Develop techniques using different materials.</p> <p>Discuss why different techniques may be used.</p>	<p>Record, revisit and review their ideas and evaluate in their sketchbooks.</p> <p>Choose from a range of materials (e.g. pencil, charcoal, paint) thinking about their properties.</p> <p>Discuss what techniques and materials to use, and what the impact may be.</p>	<p>Refer to sketch books and use them for planning and evaluating.</p> <p>Choose from a range of materials (e.g. pencil, charcoal, paint, clay)</p> <p>Justify their choices using complex vocabulary.</p>
<p><u>Key vocab</u> Shape, join, Colour, primary, texture, print Tear, scrunch, roll</p>	<p><u>Key vocab</u> Shape, join, Colour, primary, texture, print, pattern, repeating</p>	<p><u>Key vocab</u> Natural, Manmade</p>	<p><u>Key vocab</u> Natural, Manmade, Collage, mosaic, technique, mark making, evaluate, compare</p>	<p><u>Key vocab</u> Shading, Texture, Marks, Repeating, Motifs, Light, Shadow, Forefront, Distance, evaluate, analyse</p>	<p><u>Key vocab</u> Shading, Perspective, Light, Shadow, Distance, Vanishing Point.</p>	<p><u>Key vocab</u> Materials, media, shading, perspective, light, shadow, vanishing point.</p>



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### Drawing

Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Enjoy mark-making using a variety of media.</p> <p>Use and begin to control a range of media.</p> <p>Draw on different surfaces and discuss what happens.</p>	<p>Line, shape: use drawing as a medium to replicate artwork and create individual artwork including ideas from their imagination and real experiences.</p> <p>Focus on using lines of different thicknesses and known geometric shapes.</p> <p>Compare the differences between lines.</p>	<p>Line, shape: refine skills in drawing and develop and share ideas. Incorporate known experiences.</p> <p>Focus on using lines (movement, contours, and feelings) and known shapes (geometric) to create self-portraits.</p> <p>Begin to sketch people and objects varying the pressure on the pencil.</p> <p>Compare the differences in pressure.</p>	<p>Pencil, charcoal: develop sketching skills using charcoal and pencil.</p> <p>Incorporate previously learned techniques i.e. varying line, shape (geometric and irregular), colour and space.</p> <p>Evaluate using specific vocabulary.</p> <p>Use mark making techniques to design and create a Rangoli pattern. - Explore cultural designs - Rangoli.</p> <p>Observational drawings - different types of lines and textures</p>	<p>Develop further sketching skills using charcoal and pencil.</p> <p>Choose the appropriate techniques i.e. line, shape, colour and space.</p> <p>Introduce the concept of negative space.</p> <p>Evaluate beginning to use complex vocabulary.</p>	<p>Experiment with shading and perspective to create form and texture when sketching royal portraits.</p> <p>Explore and compare historical portraits of Kings &amp; Queens.</p> <p>Evaluate choice of line, shape, colour and space when designing a poster for Brooklands. Continue to develop this skill, including practising drawing faces when sketching royal portraits.</p> <p>Start to master the use of lines, pressure and shading.</p> <p>Develop further control and awareness.</p>	<p>Use a variety of techniques to create form and texture i.e. shading, perspective, line, shape, colour and space.</p> <p>Evaluate choices using complex vocabulary.</p> <p>Self-portraits</p> <p>Sketch figures in action from different perspectives.</p> <p>Continue to master the use of lines, pressure and shading.</p> <p>Develop control and awareness.</p> <p>Self portraits</p>



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<u>Key vocab</u>	<u>Key vocab</u>	<u>Key vocab</u>	<u>Key vocab</u>	<u>Key vocab</u>	<u>Key vocab</u>	<u>Key vocab</u>
Tools, mark-making, line, curve, straight	Pop, colour, detail, size, observe, shape, space, pattern, represent	Sketch(ing), pressure, 2D shape names, light/dark, tone,	pastels, pencils, shade, line. silhouette, perspective, mark making, sketch, patterns, swirl, spiral, chequered, wavy, texture, media, reflect, evaluate	Line, shape, colour, space, blend, sketch, shade, negative space, charcoal, pastels, pencils, grading	Line, shape, colour and space, perspective, composition, sketch, improve, movement	Shading, perspective, light, dark, form, texture, line, shape.



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### Painting

Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Explore using and mixing paint.</p> <p>Experience a range of colours, collecting and naming colours.</p> <p>Use various implements (e.g. feathers, matchsticks, sponges) and paint on different surfaces.</p>	<p>Investigate using and mixing primary colours.</p> <p>Start to make colours lighter or darker without black or white paint.</p> <p>Investigate tones and changing colours.</p> <p>Use painting as a medium to develop and share ideas. Involve experiences and imagination.</p> <p>Start to choose appropriate tools.</p>	<p>Begin to control painting techniques e.g. layering, mixing and adding texture.</p> <p>Paint from own experiences or imagination.</p> <p>Begin to lighten and darken paint using black or white.</p> <p>Choose appropriate tools more independently.</p>	<p>Mix paints to create a layered, tonal effect from light to dark.</p> <p>Use visual sources to plan silhouette shapes.</p> <p>Discuss and evaluate stone age jewellery and cave painting. Evaluate using complex language.</p> <p>Study work of Nick Rowland. Identify techniques used. Evaluate using complex language.</p>	<p>Develop watercolour technique by conducting an in-depth analysis of a watercolour painting.</p> <p>Comment on the form, line, technique and other observations. Form and discuss opinions.</p> <p>Evaluate beginning to use more complex language.</p> <p>Mix watercolour paints to create their own artwork.</p>	<p>Mix primary colours to create new colours. Colour wheel. Discuss and experiment on the impact of adding black/white.</p> <p>Compare their work.</p> <p>Plan, create and evaluate a painting using watercolours.</p> <p>Refer to the sketch book and use it for planning. Revisit to evaluate using more complex language.</p> <p>Mix and match watercolour paints to create atmosphere and light effects. Comment on the affect.</p>	<p>Review, revisit and critically evaluate their work.</p> <p>Edit by painting over their work.</p> <p>Recreate a well-known piece or an element of the piece. (in style of Lowry) Make links to their own work.</p> <p>Discuss the colour wheel to use "harmonious colours" and "contrasting colours".</p> <p>Mix and match a range of different paints (including acrylics) to create atmosphere and light effects.</p>



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<u>Key vocab</u>	<u>Key vocab</u>	<u>Key vocab</u>	<u>Key vocab</u>	<u>Key vocab</u>	<u>Key vocab</u>	<u>Key vocab</u>
Mark-making, brush, paint, purpose, mix	Primary colours Secondary colours, tools, technique	Shades Tints Texture Layers Scales	Wash, Tone, shade, blend, layers, perspective water colour, cold/warm colour texture - moods, lighten, darken, technique, primary Mixing, blocking	Water colour, wash, blend, light, dark, colour, stroke, tip, side, layers, shade, tint, tone, hue, shade	Water colour, Brush stroke, wash, mixing, colour, light, dark, complimentary/contrasting	Acrylic, harmonious, contrasting, colour wheel, evaluate, layers, foreground/background, depth, composition.



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### Sculpting

Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Enjoy a range of malleable media e.g. clay, papier maché, salt dough.</p> <p>Build and construct sculptures using a variety of objects e.g. recycled, natural and man-made materials.</p>	<p>Experiment in a variety of malleable media and manipulate in a variety of ways e.g. pinching, rolling, kneading, impressing.</p> <p>Shape and model for a purpose e.g. pot, tile.</p> <p>Use tools and equipment safely.</p>	<p>Use equipment and media with increasing confidence.</p> <p>Shape, form, construct and model from observation and imagination.</p> <p>Use surface patterns and textures when appropriate.</p>	<p>Refer to sources for shape and detail. Use tools to create intricate surface patterns. Understand the importance of moulding the clay.</p> <p>Understanding cultural development.</p> <p>Design, create and evaluate a papier mâché model.</p> <p>Join two parts successfully. Construct a simple base for extending with other shapes.</p> <p>Secure work to continue in the future</p>	<p>Make a slip to join pieces of clay.</p> <p>Produce a mock-up before making a final piece.</p> <p>Adapt work where necessary and explain why.</p> <p>Begin to model over a framework.</p> <p>Use recycled, natural and man-made materials to produce sculptures.</p> <p>Begin to carve sculptures learn about scoring techniques.</p>	<p>3D Animal sculpture: Develop understanding of different ways of finishing work e.g. glazing, painting, polishing.</p> <p>Gain experience modelling over a framework.</p> <p>Plan sculpture including how to join parts.</p> <p>Continue to carve sculptures, using variety of scoring techniques</p>	<p>As independently as possible plan, create and evaluate a sculpture incorporating form, pattern and texture. Demonstrate experience in relief and free-standing work.</p> <p>Work around a framework.</p> <p>Use imagination and experience to influence work.</p> <p>Evaluate and edit using complex language.</p> <p>Begin to master techniques.</p>
<p><u>Key vocab</u> Plan, build, construct, 3D, model</p>	<p><u>Key vocab</u> Stick, cut, shape, join, combine, manipulate, squeeze, roll, pinch</p>	<p><u>Key vocab</u> Slip (name given to wet clay when joining clay together), joining, texture,</p>	<p><u>Key vocab</u> Mould, sculpt, tools, layer, smooth, rough, detail, embellish,</p>	<p><u>Key vocab</u> Material, moulding, smooth, rough, texture, tools, recycled, natural, man-made, sculpture, carve,</p>	<p><u>Key vocab</u> Material, finishing, moulding, indentation, tools, smooth, rough, texture, proportion, realistic, interpretation,</p>	<p><u>Key vocab</u> Framework, pattern, texture, free-standing, relief, quality</p>



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### Famous Artists

Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Discuss what an artist is.</p> <p>Show children some famous pieces of artwork and help them to produce their own versions.</p> <p>Guiseppe Archimboldo</p>	<p>Link their work to well-known artists Andy Warhol.</p> <p>Make links to the local artistic community.</p> <p>Discuss similarities and differences.</p> <p>Andy Goldsworthy</p>	<p>Make links to the local artistic community (Sculpture Park)</p> <p>Examine work from well-known and local artists. Produce own artwork based on what they have learnt and evaluate their work.</p> <p>Mondrian, Rothko, Klee, Pollock.</p>	<p>Refer to artists, architects and designers in history for inspiration or comparison.</p> <p>Make comparisons to other artists/styles.</p> <p>Jeannie Baker, Georgia O'Keefe, Nick Rowland</p>	<p>How has art become a valuable part of our history?</p> <p>Continuously refer back to artists, architects and designers in history for inspiration or comparison</p> <p>Anicent Greek pots. Hokusai - The Great Wave</p>	<p>Compare and contrast painters of different monarchs throughout history.</p> <p>Record observations of other artists.</p> <p>Peter Thorpe Antoine- Louis Barye Jules Chéret</p>	<p>Refer back to artists, architects and designers in history for inspiration or comparison. Record thoughts in sketchbooks.</p> <p>LS Lowry</p>
<p><u>Key vocab</u></p> <p>Artist, opinion, reason, like/dislike, colour, shape</p>	<p><u>Key vocab</u></p> <p>Artist, opinion, reason, like/dislike, design, craft makers, similarity/difference, colour, shape</p>	<p><u>Key vocab</u></p> <p>Artist, opinion, reason, like/dislike, design, craft makers, similarity/difference, sculpture, technique</p>	<p><u>Key vocab</u></p> <p>Collage, volcano, stroke, chalk, blend, colour, material, layer, pattern, line, texture, justify, evaluate, architects, compare</p>	<p><u>Key vocab</u></p> <p>Abstract, slip, concentric, colour mixing, primary, secondary, block printing</p>	<p><u>Key vocab</u></p> <p>Portrait, facial features, silhouette, framing.</p>	<p><u>Key vocab</u></p> <p>Perspective, form, colour, silhouette.</p>