

# Art and Design Progression of skills – Robert Miles Junior School



	Year 3	Year 4	Year 5	Year 6
<b>To develop ideas and evaluate</b>	<ul style="list-style-type: none"> <li>• Develop ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources.</li> <li>• Adapt and refine ideas as they progress.</li> <li>• Explore ideas in a variety of ways.</li> <li>• Comment on artworks using visual language.</li> <li>• Make art for expression, imagination and pleasure</li> <li>• Work from memory or imagination</li> <li>• Use evaluation to understand what they need to do to improve</li> <li>• Understand all artist evaluate</li> <li>• Pupils have the opportunity to talk about how they can improve their work</li> <li>• Pupils offer advice and praise to their peers</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils use their imagination from their observations to create art</li> <li>• Use colour, texture, line and purpose to compose a piece with respect to a particular story</li> <li>• Pupils understand a final piece is the product of planning and drafting</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li> <li>• Use the qualities of materials to enhance ideas.</li> <li>• Spot the potential in unexpected results as work progresses.</li> <li>• Comment on artworks with a fluent grasp of visual language.</li> <li>• Understand all artist evaluate</li> <li>• Pupils have the opportunity to talk about how they can improve their work</li> <li>• Pupils offer advice and praise to their peers</li> <li>• Use evaluation to understand what they need to do to improve</li> </ul>	<ul style="list-style-type: none"> <li>• Make art from photos they have taken</li> <li>• Use materials with increasing spontaneity and confidence, experimenting and taking risks</li> <li>• Record observation and research of artists and themes</li> <li>• Use a sketchbook for a range of purposes</li> <li>• Have a greater understanding of art in society</li> <li>• Understand that the making process can be difficult</li> </ul>
<b>Painting</b>	<ul style="list-style-type: none"> <li>• Increase their precision and control when painting detail, lines, edges and shape</li> <li>• Make shades (adding black)</li> <li>• Make tints (adding white)</li> <li>• Make tones (adding grey)</li> <li>• Make secondary colours with primary</li> <li>• Make a colour wheel</li> <li>• Develop colour vocabulary</li> <li>• Choose appropriate paint brush</li> <li>• Learn how artists use paint</li> <li>• Apply this to own work</li> <li>• Use the right amount of paint on a surface</li> <li>• Experiment with colour, texture and composition</li> <li>• Experiment with mood/ feelings</li> <li>• Apply paint to 3D objects</li> <li>• Mix colours effectively</li> <li>• Introduce how contrasting colours can be used for good effect</li> </ul>	<ul style="list-style-type: none"> <li>• Use paint with sensitivity and control</li> <li>• Apply appropriate amounts of paint to surfaces</li> <li>• Use different types of paint</li> <li>• Experiment with colour, texture, line and shape</li> <li>• Use chalk to make pigment paints</li> <li>• Use old pastels to imitate natural pigments</li> <li>• Blend colours</li> <li>• Compare pigment paint to modern paints</li> <li>• Make a colour wheel</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils know and care for painting equipment</li> <li>• Develop skills to paint neatly and carefully, without leaving gaps or messy edges</li> <li>• Pupils paint in a creative style</li> <li>• Pupils control how much paint they need to use</li> <li>• Develop ability to control colour, for blending, reducing hue and improving the translucency of colour</li> <li>• Knows the relationships of colour such as complementary and harmonious</li> <li>• Mix secondary and tertiary colours</li> <li>• Make hues, tints, tones and shades</li> <li>• Know how to make colours lighter/ darker without using B/W</li> <li>• Develop colour vocabulary (e.g. PURPLE: violet, lilac, lavender, plum, maroon)</li> <li>• Investigates shapes, form and composition</li> <li>• Uses techniques, colours, tools and effects to represent things seen, remembered or imagined</li> <li>• Create depth and distance (e.g. sky lighter at horizon, things get 'bluer' with distance)</li> <li>• Use tone, line, texture and colour to express mood and feeling</li> <li>• Create fine details</li> <li>• Paint 'blocks' of colour</li> <li>• Apply paint to 3D objects carefully</li> <li>• Independently select paint to suit intent</li> <li>• Know when to paint 'loosely' or precisely</li> <li>• Articulate views about a range of artists/ styles of painting</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils know and care for painting equipment</li> <li>• Pupils should have the skill now to control paint to work in different ways, precise and accurate when needed and loose and instinctive when required</li> <li>• Pupils painting should show a more confident ability to create 3D form, depth and distance using colour and tone</li> <li>• Confidently use watercolour and compare this to other paint types</li> <li>• Paint from observations</li> <li>• Describe different surfaces and texture forms using tone, line, texture and colour to express mood and feeling</li> <li>• Able to articulate which styles of painting they prefer and why</li> <li>• Colours should be mixed with care and sensitivity</li> <li>• Confidently mix secondary and tertiary colours and control these for different purposes</li> <li>• Understand colour relationship such as harmonious and complimentary</li> <li>• Control paint to appear lighter and further away or darker and closer</li> </ul>

Collage	<ul style="list-style-type: none"> <li>• Use contrasting colours/ textures</li> <li>• In collage, experiment with using leaves– overlapping to create texture</li> </ul>	<ul style="list-style-type: none"> <li>• Use contrasting colours/ textures</li> <li>• In collage, experiment with using leaves– overlapping to create texture</li> <li>• Use layering to highlight key found objects</li> <li>• Select a range of materials for a striking effect</li> <li>• Ensure work is precise</li> </ul>	<ul style="list-style-type: none"> <li>• Mix yarn types (thin, thick, bobbly) to create texture</li> </ul>	<ul style="list-style-type: none"> <li>• Use layering of secondary sources to create a mood board</li> </ul>
Sculpture	<ul style="list-style-type: none"> <li>• Design and make 3D work</li> <li>• Use clay to a good standard</li> <li>• Work safely and sensibly</li> <li>• Persevere when the work is challenging</li> <li>• Create a clay structure</li> <li>• Use clay tools/ coils to create details</li> <li>• Use stimuli as a starting point for 3D work (focus on form, shape, pattern, texture, colour)</li> <li>• Use the pinch technique to a simple bowl shape</li> <li>• Introduce the slip, score and blend technique to join two pieces of clay together</li> </ul>	<ul style="list-style-type: none"> <li>• Design and make in 3D using card, paper and found objects</li> <li>• Understand how to finish and present their work to a good standard</li> <li>• Increase confidence in modelling materials</li> <li>• Work safely and sensibly, preserving when the work is challenging</li> </ul>	<ul style="list-style-type: none"> <li>• To use observations/ research to create own design</li> <li>• To consider purpose, shape (form), what it will be made from (materials) and how it will be made (methods)</li> <li>• Design and make art for different purposes</li> <li>• Design and make complex forms in 3D using a range of modelling materials</li> <li>• Understand how to finish work to a good standard</li> <li>• Explore clay to make structures</li> <li>• Make 3D figures</li> <li>• Develop and recap knowledge of techniques (e.g. clay – coiling, slabbing, joining with a slip)</li> <li>• Make imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings</li> <li>• Work safely with tools and know safety guidelines</li> </ul>	
Drawing	<ul style="list-style-type: none"> <li>• Use a sketchbook to practice/try out ideas &amp; techniques.</li> <li>• Use a sketchbook to make records of the world around them, ideas, thoughts, feelings and discoveries.</li> <li>• Draw 2D and 3D shapes</li> <li>• Identify 2D and 3D shapes in nature and the world around them</li> <li>• Draw the natural environment</li> <li>• Blend shading</li> <li>• Draw quick, light lines (sketching)</li> <li>• Make deliberate lines –more pressure</li> <li>• Rub out rough edges</li> <li>• Develop use of proportion</li> <li>• Use magnifiers/ different viewpoints in observational work.</li> <li>• Choose drawing materials best for a task (inc pencil grade)</li> <li>• Learn different styles of drawing - graphic (e.g. cartoons/ graffiti), realistic and abstract art</li> <li>• Draw aerial perspectives</li> <li>• Create light and dark tones</li> <li>• Practice shading</li> </ul>	<ul style="list-style-type: none"> <li>• Use shading to show light and shadow.</li> <li>• Use hatching and cross hatching to show tone and texture.</li> <li>• Further develop their ability to accurately identify and render when drawing things from second-hand sources or observation</li> <li>• Make progress in control and shading</li> <li>• Learn different styles of drawing - graphic (e.g. cartoons/ graffiti), realistic and abstract art</li> <li>• Make drawings with pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks and other materials such as wire, wool, straws, cotton buds, feathers, sticky tape.</li> <li>• Draw things they can see and (from nature, their environment, still life or from photos they have taken) alter the viewpoint of objects.</li> <li>• To understand self-portrait includes personal perception.</li> <li>• Use colour, line and texture</li> </ul>	<ul style="list-style-type: none"> <li>• Use a sketchbook to experiment with techniques to see what does/ does not work</li> <li>• Label/ annotate sketchbook experiments as a record of learning</li> <li>• Use sketchbooks to try out ideas &amp; techniques</li> <li>• Create mood boards/plans</li> <li>• Use sketchbooks to record observations/ research of artists and themes</li> <li>• Use line, tone and shade to create 2D and 3D drawings</li> <li>• Create light on drawn objects (use of rubber)</li> <li>• Explore drawing techniques (e.g. cross hatching, pencil pressure, pin method)</li> <li>• Independently select media for purpose/ intention – pen nib size, pencil grade</li> <li>• Use proportion/ scale (e.g. facial mapping)</li> <li>• Make choices about composition, colours and materials to suit their intent</li> <li>• Pattern repetition</li> <li>• Pencil and force control</li> <li>• Use drawing media that is harder to control – Chalk/charcoal</li> </ul>	<ul style="list-style-type: none"> <li>• Draw with confidence in own personal style</li> <li>• Know how and when to sketch and when to render more confident line</li> <li>• Know and apply very basic one-point perspective</li> <li>• Draw clearly defined silhouettes, paying close attention to shapes</li> <li>• Pupils work in a range of media with increasing confidence (pencils hard and soft, crayons, felt-tips, charcoal and chalk)</li> <li>• Pupils have greater choice over what materials they should use working to own strengths and personal tastes</li> <li>• Learn more styles of drawing and how drawing is used in art</li> </ul>

<b>Print</b>	<ul style="list-style-type: none"> <li>• Use printing (mono printing, block printing, relief printing etc.) individual images and repeat patterns.</li> <li>• Create a simple relief print -experiment with sticking shapes onto the block rather than indenting the design</li> <li>• Use overlapping, contrasting colours to make a repeated pattern</li> <li>• Explore colour mixing through printing, using two colours</li> </ul>	<ul style="list-style-type: none"> <li>• Make printing blocks (e.g. from coiled string glued to a block).</li> <li>• Make precise repeating patterns.</li> <li>• Pupils use printing to create individual and repeat patterns</li> <li>• Press, roll, rub and stamp to make prints</li> <li>• Use layers of two or more colours in cave art</li> <li>• Replicate patterns in natural or built environments</li> </ul>	<ul style="list-style-type: none"> <li>• Build up layers of colours</li> <li>• Use a range of visual elements to reflect the purpose of work</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils develop more complex mono printing, block printing and relief printing to create artwork that might be singular images or patterns</li> <li>• Pupils use more complex printing blocks</li> </ul>
<b>Textiles</b>		<ul style="list-style-type: none"> <li>• Use fabrics and textiles as a background for their shadow box project</li> <li>• Use a range of fabrics to produce leaves/rainforest scene</li> </ul>	<ul style="list-style-type: none"> <li>• Create weavings using natural and man-made materials</li> <li>• Use traditional weaving techniques to design a Victorian Brooch</li> <li>• Choose appropriate weaving materials</li> <li>• Use repeating weaving patterns to create a design or pattern</li> </ul>	
<b>Digital media</b>	<ul style="list-style-type: none"> <li>• Have an awareness of scale, perspective, movement and colour in photography</li> <li>• Have the opportunity to make art using digital means, drawing and painting programmes</li> </ul>	<ul style="list-style-type: none"> <li>• Create images, video and sound recordings and explain why they were created.</li> <li>• Make art using digital means, drawing &amp; painting programmes, vector drawing, photo manipulation</li> <li>• Manipulate images and use computers to experiment with repeated motifs</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils research to gain inspiration to aid with their design or their final piece</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils produce more complex digital art using computer, drawing and painting programmes</li> <li>• Make art from photos they have taken</li> </ul>
<b>Artist studied</b>	Freida Khalo – Self-portrait (Autumn) Monet – Water lily scene (Summer)	Banksy, Picasso, Henry Moore – Cave Art (Autumn) Joseph Cornell – Rainforest shadow box (Spring) Van Gogh – Still life (Summer)	Peter Thorpe – Abstract painting (Autumn) Judith Scott – Textiles (Summer)	Jacqueline Hurley – Emotive Scene (Autumn) Georgia O’Keefe – Landscape (Spring) Andy Warhol – Printed Collage (Summer)
<b>Period of art</b>	Modern – Autumn and summer Traditional - Spring	Traditional – Autumn and Summer Contemporary – Spring	Modern – Autumn and Spring Traditional – Summer	Modern – Autumn and Spring Contemporary - Summer

Vocabulary	Blend Colour Contrasting Evaluate Impressionism Layering Natural shape Observation Overlapping Pattern Pinch Primary, secondary, tertiary colours Proportion Score Self-portrait Sketch Slip Texture Tone	Block printing Cave painting Collage Colour Evaluate Form Graffiti Influence Line Mono printing Pattern Pigment Prehistoric art Primary and secondary colours Self-portrait Shading Shadow box Shape Stencil Still life Street art Texture Tone	Abstract Blend Blending Colour Dab Depth Dry brush Evaluate Highlights Masking Realism Score Scumbling Shape Slip Solid Splatter Stippling Tone Uneven	Block printing Colour Consumerism Cultural revolution Depth Emotion Evaluate Expressionist Geometric Impasto Impressionism Perspective Pop art Popular culture Proportion Relief work Self-portrait Shape Silhouette Texture Tone