

Art Progression – Alton Park Junior School

Intent:

By the end of year 6, pupils at Alton Park Junior School will:

Aspiration – be inspired to use different media when creating art and will have gained knowledge of well-known artists who may inspire them to create art.

Learning – be able to talk about art using the appropriate subject vocabulary, create and critique artists' work and their own, and explore and work using a range of methods, techniques, media and materials.

Tenacity – be resilient learners and 'try their best' when creating artwork. *'Every artist is different'*.

Opportunity – be able to use their art skill in other subjects. All children will have the opportunity to create artwork using different media and materials.

Nurture – be considerate towards others views of art and be reflective about their own artwork.

Units for all year groups:

Autumn Term - Drawing

Spring Term - Painting and mixed media

Summer Term - Sculpture and 3D

	Year 2	Year 3	Year 4	Year 5	Year 6
Making Skills (including formal elements)					
<p>Methods, techniques, media and materials</p> <p>Learn to:</p>	<p>Demonstrate increased control with a greater range of media.</p> <p>Make choices about which materials and techniques to use to create an effect.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p>	<p>Confidently use a range of materials and tools, selecting and using these appropriately with more independence.</p> <p>Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p>	<p>Demonstrate greater skill and control when drawing and depict forms, such as show an awareness of proportion and being able to create 3D effects.</p> <p>Apply observational skills, showing a greater awareness of composition and demonstrating the beginning of an individual style.</p>	<p>Work with a range of media with control in different ways to achieve effects including experimenting with the techniques used by other artists.</p> <p>Combine a wider range of media e.g. photography and digital art effects.</p> <p>Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</p>	<p>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p> <p>Combine materials and techniques appropriately to fit with ideas.</p> <p>Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.</p>
<p>Colour</p> <p>Learn that:</p>	<p>Different amounts of paint and water can be used to mix hues of secondary colours.</p> <p>Colours can be mixed to match real life objects or to create things from your imagination.</p>	<p>Using light and dark colours next to each other creates contrast.</p> <p>Paint colours can be mixed using natural substances, and that prehistoric people used these paints.</p>	<p>Adding black to a colour creates shade.</p> <p>Adding white to a colour creates tint.</p>	<p>Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm and cool colours.</p>	<p>A 'monochromatic' artwork uses tints and shades of just one colour.</p> <p>Colour can be symbolic and have meaning that vary according to your culture or background, e.g. red for danger or for celebration.</p>
<p>Form</p> <p>Learn that:</p>	<p>That composition means how things are arranged on the page.</p> <p>Pieces of clay can be joined using the scratch and slip technique.</p> <p>A clay surface can be decorated by pressing into or by joining pieces on.</p>	<p>3D forms are either organic (natural) or geometric (mathematical shapes, like a cube).</p> <p>Organic forms can be abstract.</p>	<p>Using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>Simple 3D forms can be made by creating layers, by folding and rolling materials.</p>	<p>An art installation is often a room or environment in which the viewer experiences the art all around them.</p> <p>The size and scale of 3D artwork changes the effect of the piece.</p>	<p>The surface texture created by different materials can help suggest form in 2D artwork.</p>

<p>Shape Learn that:</p>	<p>Collage material can be shaped to represent shapes in an image.</p> <p>Shapes can be organic (natural) and irregular</p> <p>Patterns can be made using shapes.</p>	<p>Negative shapes show the space between objects. Artists can focus on shapes when making abstract art.</p>	<p>How to use basic shapes to form more complex shapes and patterns.</p>	<p>Shapes can be used to place the key elements in a composition.</p>	<p>How an understanding of shape and space can support creating effective composition.</p>
<p>Line Learn that:</p>	<p>Lines can be used to fill shapes to make outlines and to add detail or pattern.</p>	<p>Using different tools or using the same tool in different ways can create different types of lines.</p>	<p>Lines can be lighter, darker, thicker or thinner and that this can add expression or movement to a drawing.</p>	<p>Lines can be used by artists to control what the viewer looks at within a composition, e.g. by using diagonal lines to draw your eye into the centre of a drawing.</p>	<p>How line is used beyond drawing and can be applied to other art forms.</p>
<p>Pattern Learn that:</p>	<p>Drawing techniques such as hatching, scribbling, stippling and blending can make patterns</p> <p>Patterns can be used to add detail to artwork.</p>	<p>Patterns can be man-made (like printed wallpaper) or natural (like a giraffe's skin)</p> <p>Surface rubbings can be used to add or make patterns.</p>	<p>Patterns can be irregular, and change in ways you wouldn't expect.</p> <p>The starting point for a repeating pattern is called a motif and a motif can be arranged in different ways to make varied patterns.</p>	<p>Artists create patterns to add expressive detail to art work, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.</p>	<p>Pattern can be created in many different ways, e.g. in the rhythm of brushstrokes in a painting (Van Gogh) or in repeated shapes within a composition.</p>
<p>Texture Learn that:</p>	<p>Collage materials can be chosen to represent real-life textures.</p> <p>Collage material can be overlapped and overlaid to add texture.</p> <p>Drawing techniques such as hatching, scribbling, stippling and blending can create surface texture.</p> <p>Painting tools can create varied textures in paintings.</p>	<p>Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured.</p>	<p>How to use texture more purposely to achieve a specific effect or to replicate a natural surface.</p>	<p>How to create texture on different materials.</p>	<p>Applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.</p>
<p>Tone Learn that:</p>	<p>Different amounts of paint and water can be used to mix hues of secondary colours.</p>	<p>tone in art means light and dark.</p> <p>Shading helps make drawn objects look realistic.</p> <p>Come basic rules for shading when drawing, e.g. shade in one direction, blending tones smoothly and with no gaps.</p>	<p>That using lighter and darker tints and shade of colour can create a 3D effect.</p> <p>Tone can be used to create contrast in an artwork.</p>	<p>Tone can help show the foreground and background in an artwork.</p>	<p>Chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.</p>

		Shading is used to create different tones in an artwork and can include hatching, cross hatching, scribbling and stippling.			
Knowledge of artists					
Meanings, interpretations, materials and processes. Learn to:	<p>Talk about art they have seen using some appropriate subject vocabulary.</p> <p>Create work from a brief, understanding that artists are sometimes commissioned to create art.</p> <p>Create and critique both figurative and abstract art, recognising some of the techniques used.</p> <p>Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.</p>	<p>Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence.</p> <p>Understand the limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects.</p> <p>Consider how to display art work, understanding how artists consider their viewer and the impact on them.</p>	<p>Use subject vocabulary confidently to describe and compare creative works.</p> <p>Understand how artists use art to convey messages through the choices they make.</p> <p>Work as a professional designer does, by collating ideas to generate a theme.</p>	<p>Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Discuss how artists create work with the intent to create an impact on the viewer.</p> <p>Consider what choices can be made in their own work to impact their viewer.</p>	<p>Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces.</p> <p>Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.</p>
Evaluating and analysing					
What is art? Why do people make art? How do people talk about art? Learn to:	<p>Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it.</p> <p>Begin to talk about how they could improve their own work. Talk about how art is made.</p>	<p>Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art.</p> <p>Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.</p> <p>Begin to carry out a problem-solving process and make changes to improve their work.</p>	<p>Use more complex vocabulary when discussing their own and others' art.</p> <p>Discuss art considering how it can affect the lives of the viewers or users of the piece.</p> <p>Evaluate their work more regularly and independently during the planning and making process.</p>	<p>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</p> <p>Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas.</p> <p>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>Give reasoned evaluations of their own and others' work which takes account of context and intention.</p> <p>Discuss how art is sometimes used to communicate social, political, or environmental views.</p> <p>Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way.</p> <p>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>