



St Mark's C. E Junior School

Progressive Knowledge, Skills & Outcome Journey for Art

Outcomes				
	Year 3	Year 4	Year 5	Year 6
Autumn	<p>Children will paint a collaborative piece of work based on Kandinsky & Klimt.</p> <p>Children will paint a Stonehenge silhouette painting.</p>	<p>Children will draw emotion portraits inspired by Sandra Silberzweig.</p> <p>Children will construct a cardboard mask using Picasso's cubism as inspiration.</p>	<p>Children will draw detailed facial features and then apply them to a pencil self-portrait. They will then use mixed media to finish their portraits following inspiration from Frida Kahlo.</p>	<p>Children will paint an industrial watercolour scene based on Lowry.</p> <p>Children will create silk paintings in the style of William Morris.</p>
Spring	<p>Children will draw and paint Nightingale collages in the style of Paul Klee.</p> <p>Children will create a Georgia O'Keeffe inspired chalk pastel drawing and a flower sculpture using clay.</p>	<p>Children will paint Landscapes of Cheltenham in the style of Van Gogh's Starry Sky.</p>	<p>Children will use pointillism to paint an image of Gloucester docks in the style of Seurat.</p>	<p>Children will stencil a self-portrait using Banksy and Haring as inspiration.</p>
Summer	<p>Children will paint an African Tinga Tinga painting in the style of Edward Tingatinga.</p>	<p>Children will design and sculpt Roman mosaics.</p> <p>Children will draw Roman columns based on architecture of the time.</p>	<p>Children will design and print a Mayan glyph to produce a polychrome fabric print.</p> <p>Children will make a rainforest collaged piece taking inspiration from Matisse and Rousseau.</p>	<p>Children will sketch an underground shelter piece and build a sculpture both in the style of Henry Moore.</p>

Knowledge & Skills				
	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Exploring & developing ideas through sketch books	Use sketch books to record observations and key information about artists. To explore and experiment with a variety of media to be able to review and revisit in future learning.	Use sketchbooks to continue to record and experiment. Improve on previous skills by reviewing previous learning.	Further develop sketchbooks, improving and expanding on previous skills and use to plan future projects.	Use sketchbooks to independently collect, record and plan for projects using a broad range of media. Adapt work according to views and describe how they would develop it further.
Drawing	Develop intricate patterns/marks on a variety of surfaces using a range of pencils, chalks, pens, pastels and charcoal. Begin to show an awareness of objects having a third dimension and perspective.	Develop further techniques to create intricate patterns and texture to begin to develop tone and shade and understand why these are best used for a particular piece of work. Build further on the third dimension and perspective. Introduce view finders to select an area of a subject for drawing.	Selecting the appropriate technique for the specific project with a focus on shading and light. Continue with perspective using a single focal point and horizon and start to develop an awareness of scale and proportion. Drawing from first hand observations including digital images.	Confident in using line, tone, pattern and texture from previous learning. Recognise where different skills are required for different purposes within their work and why. Further develop awareness of composition, scale and proportion.
Key Vocabulary	Pencil Grades Third dimension Perspective Media	Texture Tone Shade Third dimension Perspective View finder	Texture Light Shading Focal point Perspective Horizon Scale Proportion	Texture Line Tone Form Pattern Texture Composition Scale Proportion
	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Painting/Colour	Identify primary colours and know how to mix secondary and tertiary colours. Create tints and shades of	Mix colours, shades and tones with increased confidence using prior knowledge. Demonstrate a greater control	Mix and match colours with confidence from prior learning. Create atmosphere and light effects with those colours.	Independently mix colours, shades, tints and tones with confidence. Choose appropriate paint, paper

	<p>primary/secondary colours.</p> <p>Experiment with different brushes to explore a range of effects that can be created.</p> <p>Explore lighter and darker tones and blocking in colour and washes.</p> <p>Create different effects and textures with paint.</p> <p>Replicate key aspects of an artist's work in their own.</p>	<p>with a range of brushwork and further experimentation with different effects.</p> <p>Create textures, blocking of colour, washes and thickened paint to create textural effects.</p> <p>Start to develop a painting from a drawing.</p> <p>Begin to work in the style of a selected artist – not copying.</p>	<p>Confidently control finer brushstrokes within work.</p> <p>Recognise the techniques of key influential artists and draw upon the themes and styles of these artists and explore how to use these in their own work.</p>	<p>and tools to adapt and extend their work.</p> <p>Work from a variety of sources, including previous learning and independently researched.</p> <p>Show an awareness of composition (how paintings are created).</p>
Key Vocabulary	<p>Primary Colours</p> <p>Secondary Colours</p> <p>Tints</p> <p>Shades</p> <p>Block Colour</p> <p>Washes</p> <p>Watercolours</p>	<p>Primary Colours</p> <p>Secondary Colours</p> <p>Shades</p> <p>Tones</p> <p>Texture</p> <p>Blocking</p> <p>Washes</p> <p>Acrylic</p>	<p>Primary Colours</p> <p>Secondary Colours</p> <p>Shades</p> <p>Tones</p> <p>Atmosphere</p> <p>Light</p> <p>Acrylic</p> <p>Canvas</p>	<p>Primary Colours</p> <p>Secondary Colours</p> <p>Shades</p> <p>Tones</p> <p>Tints</p> <p>Composition</p> <p>Acrylic</p> <p>Watercolour</p> <p>Canvas</p>
	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Printing	<p>Using simple block shapes to make a collagraph to take relief prints from other objects (leaves, fabric, corrugated card) to show texture.</p>	<p>Begin to understand which materials will best represent the line, form and texture on a collagraph to match an observed scene.</p>	<p>Using rollers and inks to create patterns made of two or more motifs to produce printing tiles for multiple images (tessellating patterns).</p>	<p>Demonstrate experience in a range of print making techniques.</p> <p>Understand positive and</p>

	<p>Begin to make connections in their work and patterns and textures in the local environment.</p>	<p>Begin to gain an understanding of positive and negative spaces/shapes.</p> <p>Make connections between own work and forms, lines, patterns, textures and colour in the local environment.</p>	<p>Explore techniques from paper printing to fabric printing.</p> <p>Make clear connections between own work and patterns, shapes, lines and colour in the local and wider world environment.</p>	<p>negative shapes/spaces.</p> <p>Overlay prints with another media.</p> <p>Independently choose which medium to print on including graded paper, wallpaper, fabrics, plastic etc.</p> <p>Independently make precise connections between own work and patterns, shapes, lines and colour in the local and wider world environment.</p>
Key Vocabulary	<p>Print Collagraph Monoprint Texture Patterns</p>	<p>Print Collagraph Positive Shapes Negative Shapes Texture Pattern</p>	<p>Print Collagraph Tessellations Fabric Print Inks Roller</p>	<p>Print Collagraph Positive Shapes Negative Shapes Overlay Mixed media Texture Pattern</p>
	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Collage	<p>Collage paper, felt and paint to create a landscape.</p>	<p>Use paintings/natural world as stimulus.</p>	<p>Combine previously learnt techniques to produce a mixed media collage using two or more mediums.</p>	<p>Create a mixed media collage using a collection of resources – buttons, felt, paper, beads, wool and natural materials.</p>

			Use paintings/natural world as stimulus.	Have an awareness of the natural environment through careful colour matching and understanding of seasonal colours. Use images from paintings, photographs as inspiration.
Key Vocabulary	Mixed media Collage	Manipulation Collage Mixed media Stimulus	Collage Mixed media Stimulus manipulation	Collage Mixed Media Stimulus Manipulation
3D Form / Sculpture	Make a new form by identifying and assembling found materials. Using clay to create impressions and natural sculptures.	Explore mosaic techniques and create an outdoor mosaic using colour theory and natural surroundings as inspiration.	Use objects around us to form sculptures. Choose suitable colours reflecting studied culture	Build a wire and Modroc human form showing some movement and body shape. Choose colours that match the emotion, mood and theme.
Key Vocabulary	Sculpture Clay Impressions Form	Mosaic Tiling Grouting Pattern		Modroc Form Movement Theme Emotion
	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Knowledge Key Artists	Look at and discuss about the work of key influential artists.	Look at and discuss about the work of key influential artists and identify the techniques which may have been used.	Look at and critically discuss about and get inspiration from the work of key influential artists using a variety of approaches.	Demonstrate how the work of key influential artists studied were influential in both society and to other artists.
Key Vocabulary	Kandinsky Paul Klee Georgia O'Keefe Edward Tingatinga	Silberzweig Picasso Van Gogh Gaudi	Freida Kahlo Seurat Matisse & Rousseau	Lowry William Morris Banksy & Haring Henry Moore

Evaluating	Begin to evaluate their own work by saying what they like about it at varying stages of completion and finished piece. What would they change/ do differently next time?	Begin to take a more critical eye of their work. What do they like/dislike about their work by comparing two designs. How could they improve upon it.	Compare their work with peers, discuss and review at different stages. Become more aware of how to improve and develop their work.	Independently review and evaluate their work comparing with peers and previously researched methods. Take a balanced yet analytical view of finished outcomes and have a clear understanding of how to improve their work and why.

Assessment				
	Year 3	Year 4	Year 5	Year 6
Autumn	<p>Children will be able to mix Primary, Secondary and Tertiary colours, using shades and tones.</p> <p>Children will be able to paint a tri-colour watercolour sunset wash</p>	<p>Children will be able to use colour and texture effectively in a self portrait.</p> <p>Children will be able to produce a cubism style cardboard mask showing influence from Picasso.</p>	<p>Children will be able to draw detailed facial features using varying gradients of pencil and use mixed media for collage effects.</p>	<p>Children will be able to depict the Industrial mood using watercolours.</p> <p>Children will be able to transfer a design onto silk and use Gutta Purka and silk paint.</p>
Spring	<p>Children will be able to use varying pencil skills</p> <p>Children will be able to use chalk pastels creating an appropriate perspective.</p> <p>Children will be able to manipulate clay to sculpt.</p>	<p>Children will be able to use brushstrokes in the style of Van Gogh to create a landscape painting.</p>	<p>Children will be able to use pointillism</p>	<p>Children will be able to create a stencilled self-portrait through overexposed photography.</p>
Summer	<p>Children will be able to show contrast in painting black and white African animals in the Tingatinga style.</p>	<p>Children will be able to manipulate varying materials to make a mosaic.</p> <p>Children will be able to use charcoal and chalk techniques to show light and shade.</p>	<p>Children will be able to print a polychrome glyph design on fabric using positive and negative space.</p> <p>Children will be able to use blending and texture techniques using oil pastels.</p>	<p>Children will be able to show an understanding of form and depict atmosphere and mood in an underground shelter drawing through pencil techniques and charcoal.</p> <p>Children will be able to create Modroc sculptures in the style of Henry Moore.</p>