



Art and Design - Progression of Knowledge and Skills Document



<p>Evaluating Art</p>	<p>Design and make art to express ideas.</p> <p>Ideas can be created through observation (looking closely), imagination (creating pictures in the mind) and memory (remembering experiences from the past).</p> <p>Generation of ideas</p> <p>Communicate their ideas simply before creating artwork.</p> <p>Ideas can be created through observation (looking closely), imagination (creating pictures in the mind) and memory (remembering experiences from the past).</p> <p>Evaluation</p> <p>Say what they like about their own or others' work using simple artistic vocabulary.</p> <p>Aspects of artwork that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings the artwork creates.</p>	<p>Describe similarities and differences between artwork on a common theme.</p> <p>Materials and techniques that are well suited to different tasks include ink; smooth paper and polystyrene blocks for printing; hard and black pencils and cartridge paper for drawing lines and shading; poster paints, large brushes and thicker paper for large, vibrant paintings and clay, clay tools and slip for sculpting.</p> <p>Generation of ideas</p> <p>Make simple sketches to explore and develop ideas.</p> <p>A sketch is a quickly-produced or unfinished drawing, which helps artists develop their ideas.</p> <p>Evaluation</p> <p>Analyse and evaluate their own and others' work using artistic vocabulary.</p> <p>Aspects of artwork to analyse and evaluate include subject matter, colour, shape, form and texture.</p>	<p>Use and combine a range of visual elements in artwork.</p> <p>Visual elements include colour, line, shape, form, pattern and tone.</p> <p>Generation of ideas</p> <p>Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.</p> <p>Preliminary sketches are quick drawings that can be used to inspire a final piece of artwork. They are often line drawings that are done in pencil.</p> <p>Evaluation</p> <p>Make suggestions for ways to adapt and improve a piece of artwork.</p> <p>Suggestions for improving or adapting artwork could include aspects of the subject matter, structure and composition; the execution of specific techniques or the uses of colour, line, texture, tone, shadow and shading.</p>	<p>Develop techniques through experimentation to create different types of art.</p> <p>Materials, techniques and visual elements, such as line, tone, shape, pattern, colour and form, can be combined to create a range of effects.</p> <p>Generation of ideas</p> <p>Create a series of sketches over time to develop ideas on a theme or mastery of a technique.</p> <p>Artists use sketching to develop an idea over time.</p> <p>Evaluation</p> <p>Give constructive feedback to others about ways to improve a piece of artwork.</p> <p>Constructive feedback highlights strengths and weaknesses and provides information and instructions aimed at improving one or two aspects of the artwork, which will improve the overall piece.</p>	<p>Produce creative work on a theme, developing ideas through a range of preliminary sketches or models.</p> <p>Preliminary sketches and models are usually simple line drawings or trial pieces of sculpture that are created to explore ideas and techniques and plan what a final piece of art will look like.</p> <p>Generation of ideas</p> <p>Review and revisit ideas and sketches to improve and develop ideas.</p> <p>Ways to review and revisit ideas include annotating sketches and sketchbook pages, practising and refining techniques and making models or prototypes of the finished piece.</p> <p>Evaluation</p> <p>Compare and comment on the ideas, methods and approaches in their own and others' work.</p> <p>Ideas are the new thoughts and messages that artists have put into their work. Methods and approaches are the techniques used to create art.</p>	<p>Create innovative art that has personal, historic or conceptual meaning.</p> <p>In conceptual art, the idea or concept behind a piece of art is more important than the look of the final piece.</p> <p>Generation of ideas</p> <p>Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art.</p> <p>A mood board is an arrangement of images, materials, text and pictures that can show ideas or concepts. A montage is a set of separate images that are related to each other and placed together to create a single image.</p> <p>Evaluation</p> <p>Adapt and refine artwork in light of constructive feedback and reflection.</p> <p>Strategies used to provide constructive feedback and reflection in art include using positive statements relating to how the learning intentions have been achieved; asking questions about intent, concepts and techniques used and providing points for improvement relating to the learning intention.</p>
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<p>Sculpture</p>	<p>Malleable materials</p> <p>Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing.</p> <p>Malleable materials include rigid and soft materials, such as clay, plasticine and salt dough.</p>	<p>Malleable materials</p> <p>Press objects into a malleable material to make textures, patterns and imprints. Malleable materials, such as clay, plasticine or salt dough, are easy to shape. Interesting materials that can make textures, patterns and imprints include tree bark, leaves, nuts and bolts and bubble wrap.</p>	<p>Malleable materials</p> <p>Create a 3-D form using malleable or rigid materials, or a combination of materials.</p> <p>Malleable materials, such as clay, papier-mâché and Modroc, are easy to change into a new shape. Rigid materials, such as cardboard, wood or plastic, are more difficult to change into a new shape and may need to be cut and joined together using a variety of techniques.</p>	<p>Malleable materials</p> <p>Use clay to create a detailed 3-D form.</p> <p>Techniques used to create a 3-D form from clay include coiling, pinching, slab construction and sculpting. Carving, slip and scoring can be used to attach extra pieces of clay. Mark making can be used to add detail to 3-D forms.</p>		<p>Malleable materials</p> <p>Create a 3-D form using malleable materials in the style of a significant artist, architect or designer.</p> <p>A 3-D form is a sculpture made by carving, modelling, casting or constructing.</p>
<p>Paper and Fabric</p>	<p>Paper and fabric</p> <p>Use textural materials, including paper and fabric, to create a simple collage.</p> <p>Collage is an art technique where different materials are layered and stuck down to create artwork.</p>			<p>Paper and fabric</p> <p>Weave natural or man-made materials on cardboard looms, making woven pictures or patterns.</p> <p>Weft yarns are woven horizontally over and under the warp yarns.</p>		
<p>Paint</p>	<p>Paint</p> <p>Identify and use paints in the primary colours.</p> <p>The primary colours are red, yellow and blue.</p>	<p>Paint</p> <p>Identify and mix secondary colours.</p> <p>The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together.</p>	<p>Paint</p> <p>Identify, mix and use contrasting coloured paints.</p> <p>Examples of contrasting colours include red and green, blue and orange, purple (violet) and yellow. They are obviously different to one another and are</p>	<p>Paint</p> <p>Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting.</p> <p>Warm colours include orange, yellow and red. They remind the viewer of heat, fire and sunlight. They can make people feel happy and they look like they are in the</p>	<p>Paint</p> <p>Mix and use tints and shades of colours using a range of different materials, including paint.</p> <p>A tint is a colour mixed with white, which increases lightness, and a shade is a colour mixed with black, which increases darkness.</p>	<p>Paint</p> <p>Use colour palettes and characteristics of an artistic movement or artist in artwork.</p> <p>Different artistic movements often use colour in a distinctive way. Expressionist artists use intense, non-naturalistic colours. Impressionist artists use complementary colours. Fauvist artists use flat areas or patches of colour. Naturalist artists use realistic colours.</p>



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			opposite each other on the colour wheel.	foreground of a picture. Cool colours include blue, green and magenta. Cool colours remind the viewer of water, ice, snow and the sky. They can make people feel calm or lonely and they recede		
Drawing	<p>Pencil, ink, charcoal and pen</p> <p>Use soft and hard pencils to create different types of line.</p> <p>Soft pencils create darker lines and are marked with a B for black. Hard pencils create lighter lines and are marked with an H for hard. Different types of line include zigzag, wavy, curved, thick and thin.</p>	<p>Pencil, ink, charcoal and pen</p> <p>Use the properties of pencil, ink and charcoal to create different patterns, textures and lines, and explore shape, form and space.</p> <p>Textures include rough, smooth, ridged and bumpy. Tone is the lightness or darkness of a colour. Pencils can create lines of different thicknesses and tones and can also be smudged. Ink can be used with a pen or brush to make lines and marks of varying thicknesses, and can be mixed with water and brushed on paper as a wash. Charcoal can be used to create lines of different thicknesses and tones, and can be rubbed onto paper and smudged.</p>	<p>Pencil ink charcoal and pen</p> <p>Add tone to a drawing by using linear and cross hatching, scumbling and stippling.</p> <p>Hatching, cross-hatching and shading are techniques artists use to add texture and form.</p>	<p>Pencil ink charcoal and pen</p> <p>Use the properties of pen, ink and charcoal to create a range of effects in drawing.</p> <p>Pen and ink create dark lines that strongly contrast with white paper. Pen and ink techniques include hatching (drawing straight lines in the same direction to fill in an area), cross-hatching (layering lines of hatching in different directions), random lines (drawing lines of a variety of shapes and lengths) and stippling (using small dots). Light tones are created when lines or dots are drawn further apart and dark tones are created when lines or dots are drawn closer together.</p>	<p>Pencil ink charcoal and pen</p> <p>Use pen and ink (ink wash) to add perspective, light and shade to a composition.</p> <p>Ink wash is a mixture of India ink and water, which is applied to paper using a brush. Adding different amounts of water changes the shade of the marks made. Ink wash can be used to create a tonal perspective, light and shade.</p>	<p>Pencil ink charcoal and pen</p> <p>Use line and tone to draw perspective.</p> <p>Line is the most basic element of drawing and can be used to create outlines, contour lines to make images three-dimensional and for shading in the form of cross-hatching. Tone is the relative lightness and darkness of a colour. Different types of perspective include one-point perspective (one vanishing point on the horizon line), two-point perspective (two vanishing points on the horizon line) and three-point perspective (two vanishing points on the horizon line and one below the ground, which is usually used for images of tall buildings seen from above).</p>
Printing	<p>Printing</p> <p>Make simple prints and patterns using a range of</p>	<p>Printing</p> <p>Use the properties of various materials, such</p>	<p>Printing</p> <p>Make a two-colour print.</p>		<p>Printing</p>	<p>Printing</p>















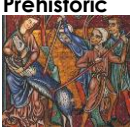













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	<p>liquids including ink and paint.</p> <p>A print is a shape or image that has been made by transferring paint, fabric paint, ink or other media from one surface to another.</p>	<p>as clay or polystyrene, to develop a block print.</p> <p>A block print is made when a pattern is carved or engraved onto a surface, such as clay or polystyrene, covered with ink, and then pressed onto paper or fabric to transfer the ink. The block can be repeatedly used, creating a repeating pattern.</p>	<p>A two-colour print can be made in different ways, such as by inking a roller with two different colours before transferring it onto a block, creating a full print then masking areas of the printing block before printing again with a different colour or creating a full print then cutting away areas of the printing block before printing again.</p>		<p>Add text or photographic samples to a print.</p> <p>Some artists use text or photographic images to add interest or meaning to a print.</p>	<p>Use line and tone to draw perspective.</p> <p>Printmakers create artwork by transferring paint, ink or other art materials from one surface to another.</p>
Natural Art	<p>Natural art</p> <p>Make transient art and pattern work using a range of natural materials.</p> <p>Transient art is moveable, non-permanent and usually made of a variety of objects and materials. Natural materials, such as grass, pebbles, sand, leaves, pine cones, seeds and flowers, can be used to make transient art.</p>	<p>Natural art</p> <p>Draw, paint and sculpt natural forms from observation, imagination and memory.</p> <p>Natural forms are objects found in nature and include flowers, pine cones, feathers, stones, insects, birds and crystals.</p>	<p>Natural art</p> <p>Use nature and natural forms as a starting point for artwork.</p> <p>Nature and natural forms can be used as a starting point for creating artwork.</p>	<p>Natural art</p> <p>Represent the detailed patterns found in natural phenomena, such as water and weather.</p> <p>Natural patterns from weather and water are often used as a subject matter.</p>	<p>Natural art</p> <p>Record natural forms, animals and landscapes with clarity, using digital photography.</p> <p>Various techniques can help children to take clear, interesting photographs, such as using auto mode, pausing and focusing before taking a picture, using the rule of thirds (imagining the view is split into three equal, horizontal sections and positioning key elements in the thirds), avoiding taking pictures pointing towards a light source and experimenting with close-ups, unusual angles and a range of subjects.</p>	<p>Natural art</p> <p>Create art inspired by or giving an environmental message.</p> <p>Environmental art addresses social and political issues relating to natural and urban environments.</p>
Landscapes	<p>Landscapes</p> <p>Draw or paint a place from memory, imagination or observation.</p> <p>Drawings or paintings of locations can be inspired by observation (looking</p>			<p>Landscapes</p> <p>Choose an interesting or unusual perspective or viewpoint for a landscape.</p> <p>Art can display interesting or unusual</p>		


























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	<p>closely), imagination (creating pictures in the mind) and memory (remembering places from the past).</p>			<p>perspectives and viewpoints.</p>		
<p>Human Form</p>	<p>Human form</p> <p>Represent the human face, using drawing, painting or sculpture, from observation, imagination or memory with some attention to facial features.</p> <p>A human face includes features, such as eyes, nose, mouth, forehead, eyebrows and cheeks.</p>	<p>Human form</p> <p>Represent the human form, including face and features, from observation, imagination or memory.</p> <p>A drawing, painting or sculpture of a human face is called a portrait.</p>			<p>Human form</p> <p>Explore and create expression in portraiture.</p> <p>A portrait is a picture of a person that can be created through drawing, painting and photography. Artistic movements or artists that communicate feelings through portraiture include the Expressionists.</p>	<p>Human form</p> <p>Use distortion, abstraction and exaggeration to create interesting effects in portraiture or figure drawing.</p> <p>In art, distortion is an alteration to an original shape, abstraction refers to art that doesn't depict the world realistically and exaggeration is the depiction of something that is larger than in real life.</p>
<p>Specific studies of Art and Artists</p>	<p>Funny Faces</p>  <p>A range of self portraits</p> <p>Rain and Sunrays</p>  <p>Collagraph print</p> <p>Street view</p>  <p>James Rizzi</p>	<p>Still Life</p>  <p>Van Gogh (Post-Impressionism)</p>  <p>George Braque (Cubism)</p>  <p>Ambrosius Bosschaert the Elder (Dutch Golden Age)</p>  <p>Matthias Laurenz Gräff (Expressionism)</p>	<p>Bell Beaker Pottery</p>  <p>Prehistoric Art</p> <p>Ammonite</p>  <p>Mosaic Masters</p>  <p>Roman</p>  <p>Ancient Greek</p>  <p>Islamic</p>	<p>Animal</p>  <p>George Stubbs</p>  <p>Prehistoric</p>  <p>Unknown (Medieval)</p>  <p>Leonardo da Vinci</p> 	<p>Expressionism</p>  <p>Ernst Ludwig Kirchner</p>  <p>Walter Gramatté</p>  <p>Vincent Van Gogh</p>  <p>Egon Schiele</p>  <p>Alexej von Jawlensky</p>	<p>Trail Blazers Barrier Breakers</p>  <p>Edmonia Lewis</p>  <p>Henry Ossawa Tanner</p>  <p>Augusta Savage</p>  <p>Gordon Parks</p>



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	<p>Paul Cézanne (Impressionism)</p> <p>Andy Warhol (Pop Art)</p> <p>Pieter Claesz Baroque</p> <p>Henri Matisse (Fauvism and Modern art)</p>	<p>Mesoamerican</p> <p>Art Nouveau</p> <p>Modern</p> <p>Mesopotamian</p>	<p>Richard Norris Brooke</p> <p>Henriette Ronner-Knip</p> <p>Damien Hirst</p> <p>Tom Classen</p> <p>Aztec art</p> <p>Ancient Egypt</p> <p>Bankura Horses Panchmura</p> <p>Vista</p> <p>Landscape</p> <p>George O'Brien</p>	<p>Ersnt Ludwig Kirchner</p> <p>Edvard Munch</p> <p>Still Life/Light, Line and Shadow</p> <p>Francisco de Zurbarán,</p> <p>Claude Monet</p> <p>Mary Cassatt</p> <p>Vincent Van Gogh</p> <p>Paul Gauguin</p> <p>Paul Cézanne</p> <p>Light, Line and Shadow</p>	<p>Elizabeth Catlett</p> <p>Yinka Shonibare</p> <p>Barbara Walker</p> <p>Hurvin Anderson</p> <p>Turgo Bastien</p> <p>Chris Ofili</p> <p>Environmental Art</p>
	<p>Flower Head</p> <p>Yayoi Kusama</p> <p>Portaits and Poses</p> <p>William Scrots</p> <p>Unknown</p> <p>George Gower</p>				

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	 <p>Hans Holbien Younger</p>  <p>Joos van Cleve</p>	 <p>Vincent Van Gogh</p>  <p>Claude Monet</p>  <p>Andre' Derain</p>  <p>Hendrik Pierneef</p> <p>Warp and Weft</p>  <p>Middle Ages</p>  <p>Iron Age</p>  <p>Modern - Present</p>  <p>Victorian</p>  <p>Ancient Egyptian</p>  <p>Anglo Saxon</p>	 <p>Pablo Picasso</p>  <p>Rembrandt</p>  <p>Rembrandt</p> <p>Pop Art</p>  <p>Andy Warhol</p>  <p>Roy Lichtenstein</p>	 <p>Distortion and Abstraction</p>  <p>Wassily Kandinsky</p>  <p>Robert Delaunay</p>  <p>Vincent Van Gogh</p>  <p>Edvard Munch</p>  <p>Paul Klee</p>  <p>Franz Marc</p>  <p>Hilma Klint</p>
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				 <p>Roman</p>		 <p>Sebastian Bieniek</p>
<p>About Art and Artists</p>	<p>Compare and contrast</p> <p>Identify similarities and differences between two or more pieces of art.</p> <p>Similarities and differences between two pieces of art include the materials used, the subject matter and the use of colour, shape and line.</p> <p>Significant people, artwork and movements</p> <p>Describe and explore the work of a significant artist.</p> <p>Words relating to colour, shape, materials and subject matter can be used to explore works by significant artists.</p>	<p>Compare and contrast</p> <p>Describe similarities and differences between artwork on a common theme.</p> <p>Common themes in art include landscapes, portraiture, animals, streets and buildings, gardens, the sea, myths, legends, stories and historical events.</p> <p>Significant people, artwork and movements</p> <p>Explain why a painting, piece of artwork, body of work or artist is important.</p> <p>Works of art are important for many reasons: they were created by famous or highly skilled artists; they influenced the artwork of others; they clearly show the features of a style or movement of art; the subject matter is interesting or important; they show the thoughts and ideas of the artist or the artist created a large body of work over a long period of time.</p>	<p>Compare and contrast</p> <p>Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time.</p> <p>Explorations of the similarities and differences between pieces of art, structures and products from the same genre could focus on the subject matter, the techniques and materials used or the ideas and concepts that have been explored or developed.</p> <p>Significant people artwork and movements</p> <p>Work in the style of a significant artist, architect, culture or designer.</p> <p>The work of significant artists, architects, cultures and designers has distinctive features, including the subject matter that inspires them, the movement to which they belong and the techniques and</p>	<p>Compare and contrast</p> <p>Compare and contrast artwork from different times and cultures.</p> <p>Artwork has been used at different times and in different cultures to express ideas about storytelling, religion and intellectual satisfaction. Similarities and differences between artwork can include the subject matter, style and use of colour, texture, line and tone.</p> <p>Significant people artwork and movements</p> <p>Explain the significance of art, architecture or design from history and create work inspired by it.</p> <p>Historical works of art are significant because they give the viewer clues about the past through the symbolism, colours and materials used.</p>	<p>Compare and contrast</p> <p>Describe and discuss how different artists and cultures have used a range of visual elements in their work.</p> <p>Visual elements include line, light, shape, colour, pattern, tone, space and form.</p> <p>Significant people artwork and movements</p> <p>Investigate and develop artwork using the characteristics of an artistic movement.</p> <p>Artistic movements include Expressionism, Realism, Pop Art, Renaissance and Abstract.</p>	<p>Compare and contrast</p> <p>Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art.</p> <p>Perspective is the representation of 3-D objects on a 2-D surface. Abstraction refers to art that doesn't depict the world realistically. Figurative art is modern art that shows a strong connection to the real world, especially people. Conceptual art is art where the idea or concept behind the piece is more important than the look of the final piece.</p> <p>Significant people artwork and movements</p> <p>Explain the significance of different artworks from a range of times and cultures and use elements of these to create their own artworks.</p> <p>Works of art can be significant for many reasons. For example, they are created by key artists of an artistic movement; have influenced other artists; have a new or unique concept or technique or have a famous or important subject.</p>



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