

## Emmanuel Junior Academy Primary School - Art and Design Progression Grid

Art and Design 2014 National Curriculum:

### Purpose of Study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

### Aims

The NC for Art and Design aims to ensure that all pupils

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

## Evaluate and Edit Analyse (EA)

Disciplinary Knowledge	<b>At Lower Key Stage Two:</b> EA1 create sketch books to record their observations and use them to review and revisit ideas. EA2 record and explore ideas from first hand observations, experience and imagination and ideas for different purposes. E3 question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks. EA4 think critically about their art and design work.	<b>At Upper Key Stage Two:</b> EA1 create sketch books to record their observations and use to review and revisit ideas. EA2 record and explore ideas from first hand observations, experience and imagination and ideas for different purposes. E3 question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks. EA4 think critically about their art and design work.	
	<b>Evaluate and Analyse vocabulary at Lower KS2</b>	<b>Evaluate and Analyse vocabulary at Upper KS2</b>	
Vocabulary	creative adaptation sources variation complement contrast personal response elements of art	cartridge / tissue media Distance Symbolic Subtle Complex	Atmosphere , Representation engaging, Inconsistent Delicate Flowing Vibrant

During their time at Emmanuel, the children will be taught the following range of disciplines:

- Drawing
- Painting and Printing
- 3D Design – Sculpture
- Collage and Textiles

The table below outlines the disciplines and artists studied in each year group. For each art unit, the children will create an independent piece, in the style of the selected artist, as an end of unit assessment.

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Collage Eileen Downs		Painting Romero Britto		Printing Gordy Wright Sarah Alps	

Year 4	Drawing Leonardo Di Vinci		Painting Impressionism Van Gogh		Sculpture Surrealism Salvador Dali and Anthony Gormley	
Year 5	Drawing Ben Kwok		Painting Kardinsky		Textiles Pacita Abad	
Year 6	Sculpture Ferdinand Leger		Painting Francis Bacon Distortion		Printing Islamic Art	
Discipline	Painting	Drawing	Sculpture	printing	collage	textiles

The following progression grids outline the disciplinary knowledge and vocabulary to be taught across each phase, along with a sequence of artists pupils will study.

### Substantive Knowledge

For each focus artist, pupils are expected to learn the following **substantive knowledge**:

- Their name
- The time period in which they lived
- The reasons their art is being studied
- Their styles, their techniques and the subjects of their work
- Important elements of their biographies which influenced their works
- The art movement of which they were part





Children will also be taught:

Visual and tactile elements, including colour, pattern, texture, line and tone, shape form and space.

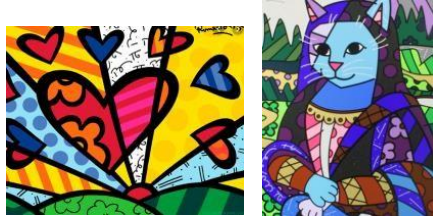


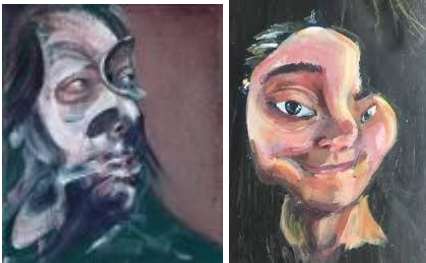
Materials and processes used in art,craft and design.



Differences and similarities in the work of artists and crafts people working in different times and cultures. (sculptors, photographers, architects and textile designers)

**NB – the specific artist/s mentioned in each year group are suggestions only. If a similar, but more relevant (e.g. linked to current topic) artist can be studied, this is acceptable. Please update the Art Curriculum Leader with your change of artist.**

Drawing						
	Lower Key Stage Two			Upper Key Stage Two		
	Year 3	Year 4		Year 5	Year 6	
Substantive knowledge		Leonardo Da Vinci <div>   </div>		Ben Kwok <div>   </div>		





Disciplinary knowledge	D1 draw for sustained periods of time. D2 use a sketchbook to collect and develop ideas from a range of sources. D3 experiment with marks and lines with a wide range of implements, such as charcoal, chalk, pencil, crayon, pens. D4 experiment with different grades of pencil to achieve varied tone. D5 create texture and pattern in drawing with a wide range of implements.		D1 work on sustained, independent, detailed drawings. D2 develop close observational skills. D3 use a sketchbook to collect and develop ideas. D4 use different techniques for different purposes, i.e. shading, hatching and blending. D5 begin to develop an awareness of composition, scale and proportion i.e. foreground, background, middle ground.	
Vocabulary		<b>Composition</b> – space, relationships, viewpoint, (depicting) texture, creative adaptation, sources, angles, contours, cross contours, still life, figurative, thumbnail  <b>Visual elements</b> – identical, ,reflective, rotate, translation, repeat, motif, related or contrasting colours, spectrum  Elements of Art	perspective, scale, proportion, natural and made forms. <b>Composition</b> - Viewfinders. Viewpoint, contrasts , differences. Optical illusion Distance, Variation, foreground background middle ground Elements of Art	


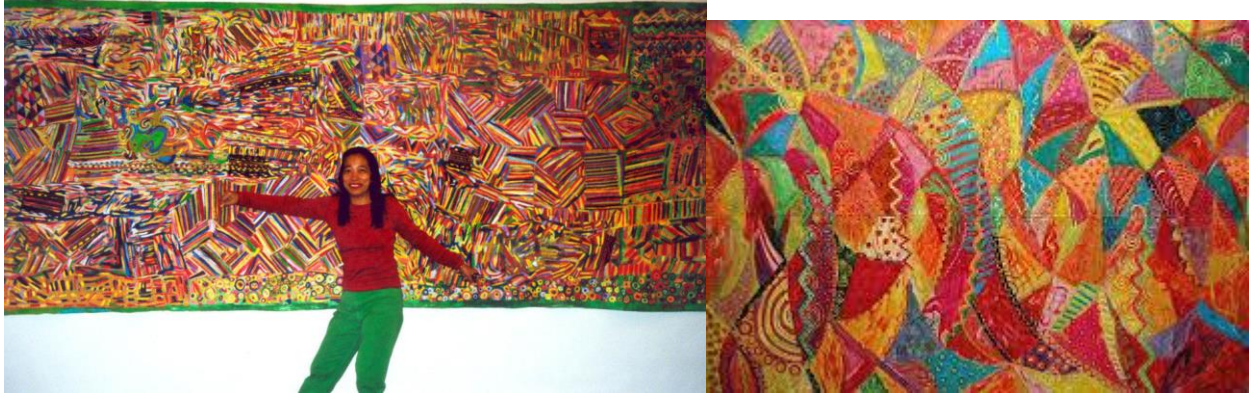
Painting (P) and Printing (PR)				
	Lower Key Stage Two		Upper Key Stage Two	
	Year 3	Year 4	Year 5	Year 6
Substantive knowledge	P: Romero Britto 	P: Vincent Van Gogh 	Kardinsky 	P: Francis Bacon 

	PR: Gordy Wright 		PR:	PR:Islamic Art 
Disciplinary Knowledge	<p>P1 experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects, adding depth and distance.</p> <p>P2 create different effects and textures with paint.</p> <p>P3 Use specific colour language – primary colour, secondary colour, tertiary colours, hue, shades (black added), tints (white added). Experiment with paint and pastels. Mix colours and know which are primary, secondary and tertiary colours. Make colour wheels.</p> <p>PR1 create printing blocks using relief or impressed method.</p> <p>PR2 develop print techniques i.e. mono-printing, block printing, relief or collagraph or impressed method.</p> <p>PR3 create repeating patterns</p>		<p>P1 develop a painting from a drawing</p> <p>P2 experiment with different media and materials for painting.</p> <p>P3 create imaginative work from a variety of sources e.g. observational drawing, music, poetry, other artists.</p> <p>P4 mix and match colours to create atmosphere and light effects. Identify how colour can portray emotion and use this in their own artwork.</p> <p>P5 identify, mix and use primary, secondary, complimentary and contrasting colours.</p> <p>PR1 create printing blocks using sketchbook ideas.</p> <p>PR2 develop techniques</p> <p>PR3 experiment with overprinting motifs and colours.</p>	
Vocabulary	Primary colours Secondary colours Colour Wheel pastel Tint. Viewfinder Opaque Translucent Complementary/opposite colours Collagraph Relief/impressed method Block printing Repeating pattern	tone hue Tertiary colours Shades Tones spectrum Tint Viewfinder Figurative, abstract Opaque Translucent Complementary/opposite colours Tertiary colours impressionism	Warm colours cold colours Acrylic Texture Technique Synaesthesia Colour music Abstract	atmosphere Distortion, Anamorphosis <b>Human form</b> -pose. Gesture, contorted, transform, vary. <b>Representation</b> – depict, portray, <b>Colour</b> – opposite, complementary, (revisit)clashing Overprinting Motif Lino cut

3D Design – Sculpture (S)			
	Lower Key Stage Two		Upper Key Stage Two
	Year 3 or 4		Year 5 or 6



Substantive Knowledge	<p>Salvador Dali    Anthony Gormley</p>  	<p>Fernand Leger</p>  
Disciplinary Knowledge	<p>S1 plan, design and make models from observation or imagination.  S2 develop skills in joining, extending and modelling clay.  S3 use papier mache to create simple 3D effects.  S4 experiment with constructing and joining recycled, natural and manmade materials including wire and Mod Roc  S5 create textures and patterns in malleable materials including clay.</p>	<p>S1 shape, form, model and construct from observation and imagination.  S2 plan a sculpture through drawing and other preparatory work.  S3 develop skills in using clay including slabs, coils, slips etc.</p>
Vocabulary	<p>carving surface transparent opaque  manipulate recycled casting  constructing modelling Surrealism  <b>Figurative sculpture</b>  Clay, foil, mod-roc, plaster, paper mache fabric, wool, media  Frames -wire, Armature wood, card</p>	<p>Consolidate prior vocabulary  <b>Soft sculpture</b>  Still life,  Ordinary objects  Pop and contemporary art</p>

Collage (C) and Textiles (T)		
	Lower Key Stage Two	Upper Key Stage Two
	Year 3 or 4	Year 5 or 6
Substantive Knowledge	<p>C: Picasso</p> 	<p>T: Pacita Abad</p> 
Disciplinary Knowledge	<p>T1 use a variety of techniques e.g. printing, dyeing, weaving and stitching to create different textural effects. T2 develop skills in stitching, cutting and joining</p> <p>C1 experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. C2 use collage as a means of collecting ideas and information and building up a visual vocabulary.</p>	<p>T1 use fabrics to create 3D designs  T2 experiment with a range of media to overlap and layer creating textures, effects and colours.</p> <p>C1 use a range of media to create collages.  C2 use different techniques, colours and textures when designing and making pieces of work.  C3 use collage as a means of extending work from initial ideas.</p>

Vocabulary	surface transparent opaque Mixed media Recycled Portrait Fragmented/abstracted Figure, object Natural, manmade reclaimed, recycled Subject Weave Embroidery tapestry		Consolidate prior vocabulary from Y3. Mixed media- dye thread, beads, types of stitching, fabric, canvas, embellishment
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