

## GL Big Ideas Progression – ART LKS2 (to be read in conjunction with long term plan )

Big Idea	Objectives	Year 3 skills	Year 4 skills
<p>National Curriculum - Use sketchbooks to record their observations and use them to review and revisit ideas To learn about a range of artists, craft makers and designers describing the differences and similarities between different practices and disciplines and make links to their own work</p>			
<p><b>Generating ideas</b></p> <ul style="list-style-type: none"> <li>• Expressing their ideas and thoughts through Art</li> <li>• Learn how artists create their work</li> <li>• Represent themselves and their family through Art</li> <li>• Using sketchbooks to record techniques and ideas and observations</li> <li>• Creating aesthetic and visual effects</li> <li>• Representing ideas from multiple viewpoints and perspectives</li> </ul> <p><b>Knowledge of Artists</b></p> <ul style="list-style-type: none"> <li>• Learn how Artists tell stories through their work</li> <li>• Learn how famous artists incorporate political meaning in their work</li> <li>• Learn how different artists use different materials and techniques</li> <li>• Apply the creative processes of artists to their own work</li> </ul>	<p>To generate and record ideas through</p> <ul style="list-style-type: none"> <li>▪ Discussion- express how they think and feel and to communicate ideas</li> <li>▪ First hand experience - use the internet, galleries, museums and reproduced copies of artists' work to gain experience.</li> <li>▪ Using a range of starting points for work - use range of stimuli such as artists' work, non-western art, poetry, music, drama, stories, artefacts and the natural world to provide inspiration for their own work.</li> <li>▪ Using a sketchbook as an ongoing 'visual diary' of work. To use their sketchbook to develop ideas, keep notes, produce drawings and plans, experiment with some techniques</li> <li>▪ Experimenting and exploring a range of materials, tools and techniques - To be able to evaluate the suitability of materials, tools and techniques with reference to their own intended work.</li> </ul>	<p>Use the work of an artist and as stimulus for own original work.</p> <p>Draw upon and compare with previous artists studied (Y1/2)</p>	<p>Use the work of an artist and as stimulus for own original work.</p> <p>Draw upon and compare with previous artists studied</p> <p>Use an increasingly wider range of influences (Y1-3)</p>

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<p>National Curriculum To improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials</p> <p><b>Making Skills</b></p> <ul style="list-style-type: none"> <li>• Exploring unusual mediums</li> <li>• Simplifying to abstract forms</li> <li>• Developing drawing and painting skills - control tonal quality of paint, identify and represent key features in drawing</li> <li>• Designing and making 3D forms using a range of drawings and sculptural materials</li> </ul>	<p>Painting</p>	<p>Use increasing skill and control with line and detail.</p> <p>Use different paint types paints to create washes as backgrounds then add details using paints and watercolour pencils. Use different brushes and other objects such as rags, sticks, sponges.</p> <p>Use Poster paint, ready mix and watercolours</p> <p>Mix secondary and tertiary colours, create depth with tone. Paint with line to define detail. Create complex textures and patterns</p> <p>Look at paint technique of other artists.</p>	<p>Paint with increased sensitivity and control.</p> <p>Use different paint types to give a range of textured surfaces. Paint onto a canvas.</p> <p>Use Acrylic paint ( and previous)</p> <p>Use appropriate amount of paint</p> <p>Teach children how to mix full range of colours using a flat palette and avoiding use of black. Consider light/dark/pattern/texture - dramatic effect</p> <p>Deliberately choose colours for effect</p> <p>Mix colours accurately</p>
<p><b>Formal Elements</b></p> <ul style="list-style-type: none"> <li>• Develop ability to model in 3D developing technique of application of colour</li> <li>• Develop quality of tone - paint</li> <li>• Drawing - develop line, tone and colour</li> <li>• Develop greater understanding of pattern</li> </ul>	<p>Drawing</p>	<p>Observational still-life sketching. Use full range of softness of pencil. Use shading and line to show form. Blend shading and rub out edges</p> <p>Create texture.</p> <p>Look at proportion</p> <p>Use charcoal, crayons, pencil, feltpens, biro, drawing ink and pastels.</p> <p>Learn pastel techniques - creating a pastel background then drawing on top in similar way to watercolours</p>	<p>Use a range of lines to surface details and texture, using shading and crosshatching.</p> <p>Consider proportion and scale</p> <p>Compare and experiment with different types of drawing - realistic, abstract, graphic</p> <p>Sketch without using a rubber.</p> <p>Experiment with quick drawing.</p> <p>Use charcoal, crayons, felt tops, pencils, inks, pen</p>

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<b>National Curriculum</b>	Printing	Look at range of printmaking techniques. Use polyprint to explore repeating images. Make relief prints (string on card) Create images with increasing precision	Lino printing , cut out polystyrene , relief printing with increasing precision and use of colour.
	3D (Form)	Make coil pots from clay. Use slip to attach the parts. Apply colour Use card, found objects, clay. Consider finish.	Make a clay slabs using tools correctly. Use slip and scoring to attach parts. Apply colour and pattern Make wire sculptures
	Digital art	To use apps to create images, manipulating copied images and own photographs.	Use Brushes app or similar to paint landscape/riverscape images.
	Collage/textiles (texture)	Mixed media collage using found and printed items. Tear and layer papers Use different paper, images and layers Use fabric and paper	Develop Y3 Use of typeface Use mixed media - layer collage and pastels Create texture and colour in collage Add sewing, weaving

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<p>Learn about great artists, architects and designers in history.</p> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• To understand and reflect on why humans create art</li> <li>• To describe art using the correct language</li> <li>• To critically analyse art</li> <li>• To evaluate their own work</li> </ul>	<p><b>To use their sketchbook to keep notes on the following:</b></p> <p>To study the work of artists and their techniques and evaluate these. To identify meaning in work and explore reasons for its production.</p> <p>To recognise, compare and discuss a range of different approaches to their own and others' work. Identify similarities and differences and ways to improve.</p> <p>To make decisions about effectiveness of methods.</p> <p>To begin to understand the viewpoints of others.</p> <p>To explore art from other cultures and use this as an inspiration for their own work.</p>	<p>Comment on work of an artist Explain how their own work has been influenced. Give preferences. Relate to range of artists studied (Y1/2)</p>	<p>Comment on work of an artist Explain how their own work has been influenced. Give preferences. Relate to range of artists studied (Y1/2/3)</p>
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