



## Knowledge, Skills and Understanding Progression

### National Curriculum Requirements of ART at KS2

#### Aims

The national curriculum 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.

Key stage 2 Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

#### Our Intent

In Art, we aim to provide children with a variety of experiences where both their imagination and technical skills can be developed. Children have the opportunity to experiment and explore by improving their skills in drawing, painting, printing, model making and pottery. During each project children are taught to progress by learning and building on their knowledge of the formal elements in each medium. At Stanley Park Junior's we show progression through; Line, tone, colour, form, composition and depth. We help all children to respond creatively to the world around them and to the work of great artists, craft makers and designers

In each project we study art history and the children learn skills in the formal elements of art and design relating to the mediums they are exploring and working with. Each project taught develops children's understanding of the formal elements; line, tone, colour, form, composition and depth. Every child has a sketchbook where they record most of their progress and end of project evaluations, usually alongside photographs, of final pieces produced.

Children in the world today learn as much through visual images as they do through words. The understanding and use of visually communicated information, gathered from a wide range of sources, has become a basic skill. Pupils need to learn that pictures and symbols can have several meanings and that different interpretations of them are possible and valid in a multicultural world. Understanding art is the appropriate path towards such visual literacy.

A great deal of art work undertaken in the school will be topic related but specific skills which need to be developed may not necessarily lend themselves to being taught in a topic based format. Some lessons will be devoted to the teaching of specific skills and techniques in additional projects, to ensure children explore a range of techniques and media.

We give children opportunities to explore their ideas and find challenge, enjoyment and satisfaction through art. They are encouraged to analyse and evaluate creative works using technical language. We aim to increase children's awareness of the works of artists, craft makers and designers from our own country as well as others and to understand the historical and cultural development of their art forms.

## National Curriculum Requirements of Art at KS2

		<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Main Theme Of Learning</b>	<b>Stone Age art- Cave art</b>  <b>Colour mixing one-off lesson</b>	<b>Pattern and printing</b>	<b>Famous artist</b>	
<b>Artist, Designer, Craftsper son</b>	<b>Various prehistoric cave painters- artists</b>	<b>Owen Jones (Designer)</b>  <b>Various ancient Egyptian craftspeople</b>	<b>Van Gogh (artist and painter)</b>	
<b>Disciplinary Knowledge: To be an artist</b>	<ul style="list-style-type: none"> <li>- Can understand what Cave Art is including when and how it was created</li> <li>- Can use a sketchbook to experiment with different mark-making techniques in charcoal. Can understand that they are working in line to produce mark making and they are developing their use of line and tone (<b>formal elements</b>- see below for vocabulary).</li> <li>- Can use observation skills to work from images and draw animals</li> <li>- Can apply charcoal and mark-making techniques to create their own 'Cave art'</li> <li>- Can reflect on and evaluate final pieces of Cave Art created (<b>Children should be introduced to key vocabulary to use, see below. Also see resource in Art co-ordinator folder for assessment support and review examples</b>)</li> </ul> <p><u>Colour mixing</u></p> <ul style="list-style-type: none"> <li>- Can identify primary and secondary colours on a colour wheel</li> <li>- Can create secondary colours and complete a colour wheel</li> </ul>	<ul style="list-style-type: none"> <li>- Can say what a designer is</li> <li>- Can respond to the work of the famous designer Owen Jones</li> <li>- Can create some initial patterns by repeating, reflecting and rotating Owen Jones's designs (worksheet saved)</li> <li>- Can choose to use hieroglyphics to create patterns. Can choose 2 or 3 hieroglyphics at a time. Can use them to create different patterns. Can use repeat, reflect and rotate.</li> <li>- Can say what a craftsman is and explain the difference between a craftsman and a designer</li> <li>- Can design a symbol based on identity and transfer design onto a poly-print, then print it</li> <li>- Can reflect on and evaluate prints and design (<b>Children should be introduced to key vocabulary to use, see below.</b>)</li> </ul>	<ul style="list-style-type: none"> <li>- Can learn some facts about the artist</li> <li>- Can respond to a selection of his of his painting verbally</li> <li>- Can be introduced to the terms Impressionist and Post-impressionist</li> <li>- Can follow an artist's tutorial to create a response to Van Gogh's painting- 'A Starry Night'.</li> <li>- Can design and compose a landscape reproduction of Van Gogh's painting- 'A Starry Night'.</li> <li>- Can understand the term 'mixed media' and a medium or media</li> <li>- Can learn how to work with mixed media by applying washes of watercolour for effect</li> <li>- Can reflect on and evaluate final pieces (<b>Children should be introduced to key vocabulary to use, see below.</b>)</li> </ul>	

<p><b>Substantive Knowledge Skills they need to learn</b></p>	<p><b>Artist What they need to know</b></p> <ul style="list-style-type: none"> <li>- Various prehistoric cave painters- artists</li> </ul> <p>A famous site for ancient cave paintings is in the Dordogne, France: Lascaux's prehistoric cave paintings</p> <p><a href="https://www.youtube.com/watch?v=UnSq0c7jM-A">https://www.youtube.com/watch?v=UnSq0c7jM-A</a></p> <ul style="list-style-type: none"> <li>- Lascaux's cave paintings consist of 600 animals represented and composed over many caves, painted on walls and ceilings within. They are 17,000 years old.</li> <li>- Can take time to absorb and analyse their full meaning. Take time to point out the sensitive and skilled lines and colours used by the cave painters. While we may have a stereotype in our heads about cave men from The Flintstones, the cave paintings in Lascaux and Chauvet reveal sophisticated artistic representations of animals. Stone Age people were excellent artists.</li> <li>- They used earthy colours and black. They used charcoal and red, yellow complex mineral pigments.</li> <li>- Some cave paintings are 40,000 years old. The oldest cave painting have been discovered in Spain and archaeologists believe them to be 65,000 years old</li> </ul> <p><a href="https://www.smithsonianmag.com/science-nature/were-neanderthals-earliest-cave-artists-new-research-spain-points-possibility-180968236/">https://www.smithsonianmag.com/science-nature/were-neanderthals-earliest-cave-artists-new-research-spain-points-possibility-180968236/</a></p>	<ul style="list-style-type: none"> <li>- Owen Jones was one of the most famous designers of the 19<sup>th</sup> century and a pioneer of pattern design.</li> <li>- Can explain what a pattern is and explain some ways an artist may create patterns</li> <li>- In his search for a unique modern style, Jones looked to the Islamic world for inspiration. Owen Jones was also inspired by Ancient Egypt.</li> <li>- Owen Jones was born in 1809 and lived until 1874</li> <li>- He was an architect and designer, and he wrote a book all about pattern design that was used to teach others</li> </ul> <p><a href="https://www.vam.ac.uk/articles/owen-jones-and-the-grammar-of-ornament#slideshow=7716019588&amp;slide=0">https://www.vam.ac.uk/articles/owen-jones-and-the-grammar-of-ornament#slideshow=7716019588&amp;slide=0</a></p>	<ul style="list-style-type: none"> <li>- Can learn some facts about the artist, including;</li> <li>- Van Gogh was born in 1853; From 1881 to 1890, Van Gogh painted nearly 900 pictures</li> <li>- He was born in the Netherlands</li> <li>- Later in his life he moved to France- this influenced his painting style and he painted beautiful French country landscapes</li> <li>- He was influenced by the impressionist paintings he saw in Paris</li> <li>- Van Gogh's paintings are post-impressionist in style (he was one of the first post-impressionists and people had not seen painting like his before, so he was not initially popular)</li> <li>- He painted portraits and landscapes</li> <li>- He is famous for his bright bold colours and use of bold brushstrokes</li> <li>- Van Gogh sadly died at the age of 37, he died in 1990</li> <li>- During his life time he only sold a few paintings and was often very sad and very poor</li> <li>- He never knew how famous he would become</li> <li>- Since his death he has become one of the most famous painters in the world</li> </ul> <p>See Notebook and Powerpoint with most facts (L drive 2021-22, Yr 3, Art, Famous Artists, Van Gogh) and amend as needed</p>
	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Can experiment with charcoal and explore different mark-making skills, at least 4-5 different mark-making techniques</li> <li>- Can create a line drawings in pencil of animals on sugar paper, using observation skills to draw simple shapes and add details to represent animals</li> </ul>	<ul style="list-style-type: none"> <li>- Can recognise pattern making techniques. Specifically: repeat, reflect and rotate.</li> <li>- Can create a line drawings to practise pattern-making techniques.</li> <li>- Can explore and draw a range of patterns, including; repeat, rotate and reflect patterns</li> </ul>	<ul style="list-style-type: none"> <li>- Can experiment with oil pastels and explore different mark-making skills in this medium, by following artist's tutorial</li> <li>- Can layer oil pastels to achieve a range of tones and colours for effect</li> <li>- Can develop shapes and form through the use of mark-making</li> </ul>

	<ul style="list-style-type: none"> <li>- Can then apply mark-making skills to add textures and details to cave art drawings in charcoal</li> </ul> <p><u>Colour mixing - one-off lesson</u></p> <ul style="list-style-type: none"> <li>- Can mix primary coloured poster paints to create secondary colours and complete a colour wheel with these.</li> </ul>	<ul style="list-style-type: none"> <li>- Can create pattern using a hieroglyph</li> <li>- Can design a personal symbol inspired by identity (line drawing)</li> <li>- Can draw and design a border to go around the symbol</li> <li>- Can consider that any writing should be written backwards as the poly-tile will be flipped over when printing</li> </ul> <p><u>Printing</u></p> <ul style="list-style-type: none"> <li>- Can understand the concept of indentation on a polytile to create marks and lines where the printing paint won't go. Can understand that we roll the paint onto the flat smooth parts of the design</li> <li>- Can trace final design onto tracing paper and then attach the tracing paper onto a poly-tile</li> <li>- Can create an indented design on poly-tile, by making pencil holes along lines traced (pricking). Then, joining the dots to create indented lines.</li> <li>- Can choose a colour for the final print</li> <li>- Can use a roller and apply paint evenly to tile. Then, transfer the design onto paper by applying some pressure</li> </ul>	<ul style="list-style-type: none"> <li>- Can create a final piece in oil pastel and add a wash of watercolour for effect; this is a mixed media technique that gives depth to the landscape and sky (A wash of dark brown for the land and a wash of navy for the sky should work well. Also a wash of dark green for the tree would be lovely.)</li> </ul>
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Formal Elements	Vocabulary	Year 2 review-	Year 2 review-	Year 2 review-
		<p>How do you use line and shading to create an animal (used art pencils)? What is texture?</p> <p>Charcoal</p>	<p>Year 2 review-</p> <p>symmetry, line, shade, colour, texture, materials</p> <p>Observing closely</p>	<p>Year 2 review-</p> <p>Colour, texture and materials</p> <p>Show proportion in work</p>

Formal Elements Showing progression	Line Tone Colour Form Composition	Year 3	Year 3	Year 3
		- Line - Drawing, Line drawings in pencil, Cave Art (animals and people).	- Line- can represent shapes accurately to create patterns and personal symbol	- Colour- skill: how to layer oil pastels successfully for great colour and effective mark making. Famous artist (Van Gogh - Starry, Starry Night)
		- Tone - Mark making in charcoal to show some different tones. Lighter or darker marks achieved by varying pressure.		- Tone- How to layer colours to create different tones of a colour
		- Colour - earthy (natural looking reds and yellows- made using complex compounds)	- Form- Creating an indented pattern on polytile, and then joining the dots to create a relief print of the symbol.	
		- Colour- can say what primary and secondary colours are and how to mix primary colours to create secondary colours	- Colour- can utilise a roller to apply paint to the poly tile evenly	- Form- How to develop form using mark-making. Eg. Following the shape and direction of the tree's branches to show the 3D shape of the tree and the movement of the tree
	Composition	- Form- using mark-making to show some texture or 3D form for animals	- Composition- can make some decisions about the design of the border of the tile and pattern techniques used	- Composition- Learning to compose a landscape
Vocabulary		Year 2 review- How do you use line and shading to create an animal ( <a href="#">used art pencils</a> )? What is texture?	Year 2 review- symmetry, line, shade, colour, texture, materials	Year 2 review- Colour, texture and materials
		Year 3 vocabulary  Formal elements; Line, tone, tonal range, colour, form, composition,  Cave art, charcoal, earthy colours, line, texture, tone, colour, form, composition, mark-making.	Year 3 vocabulary  Formal elements; Line, tone, tonal range, colour, form, composition,  Pattern making techniques; repeat, reflect and rotate. Indented pattern, relief print, transfer, pricking, Poly-tile (tile), roller, tray.  Identity -the distinguishing character or personality of an individual	Year 3 vocabulary  Formal elements; Line, tone, tonal range, mixed media, colour, form, composition,  Impressionism – a style of painting using dabs of paint and colour, with visible brush strokes  Post-Impressionism – the work of some famous artists including van Gogh, who used bright colours and symbols to show emotions and feelings in their artwork  Media (plural) – art resources used to create artwork, eg. Watercolour, coloured pencils, clay...  Medium (singular) – the art resource used eg. Oil paint or oil pastel  Mixed-media- work created using more than one medium

