

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.

		Autumn Term	Spring Term	Summer Term
	Main Theme of Learning	Sculpting Pottery	Turner Rivers	Tudor Portraits
	Artist, Designer, Craftsperson	Various ancient Greek potters (Craftspeople) Grayson Perry	J. M. W. Turner	Chila Burman (Identity link) Look at the (age appropriate) work of contemporary and Hans Holbein
Disciplinary Knowledge: To be an artist		<ul style="list-style-type: none"> - Can understand what a potter is and how a potter is a craftsperson. - Can use a sketchbook to experiment with different pattern making techniques by drawing patterns, in response to seeing the work of various ancient Greek potters - craftspeople - Can make pots in response to seeing Greek pots and seeing the work of contemporary potter and former Turner prize winner Grayson Perry. - Can reflect on and evaluate pots (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) 	<ul style="list-style-type: none"> - Can study Turner's paintings of Rivers and create colour responses to his work in chalk. - Can learn some facts about the artist - Can respond to a selection of his of his painting verbally - Can develop blending and colour skills in chalk - Can design and compose a landscape including a river, based on the work of Turner - Can understand the terms: blending, foreground, background, composition - Can learn how work in layers and with white for depth and effect - Can reflect on and evaluate final pieces (Children should be introduced to key vocabulary to use, see below.) 	<ul style="list-style-type: none"> - Can understand the term identity and respond to the work of Asian British contemporary artist Chila Kumari Burman. - Can understand the power and importance of portraiture for Tudor nobles in the 16th century - Can reflect on the work of Hans Holbein, specifically his portrait of Henry VIII - Can understand what observational drawing is and learn how to create an observational self-portrait using a mirror - Can learn to develop colour work skills in chosen medium, see below for detailed skills - Can add fabrics and materials to create a mixed-media portrait in Tudor dress - Can reflect on and evaluate self-portrait (Children should be introduced to key vocabulary to use, see below.)

**Artist
What they
need to know**

Various ancient Greek potters (Craftspeople)

- Look at a range of Greek pots, designed by various ancient Greek potters and reflect on their design and function;
- Reflecting on why Greek pots (Various ancient Greek potters- Craftspeople) are important to historians and archaeologists. Greek pots are important because they tell us so much about how life was in Athens and other ancient Greek cities.
- Pots came in all sorts of shapes and sizes depending on their purpose, and were often beautifully decorated with scenes from daily life.
- They used earthy colours and black. They used charcoal, red, yellow and complex mineral pigments.
- Pottery was usually painted with designs related to how the pot was used; for example a water pitcher might show a scene where a woman is at the water house fetching water, for most Greek homes didn't have running water.
- Can notice that Ancient Greek pots have strong designs with figurative elements (they show people doing tasks)
- Can see that pots include regular and repeated patterns. Can see that some are created through reflected shapes and others are created through rotated and repeated shapes.

Grayson Perry

- Should be introduced to the contemporary English artists and potter Grayson Perry;
- Grayson Perry CBE RA is an English

J. M.W Turner

Can study Turner's paintings of Rivers and can learn some facts about the artist Turner, including;

- Turner was a landscape painter, traveller, poet and teacher. Many people consider him the first modern painter! The art critic John Ruskin said he was 'the greatest of the age'.
- People call Turner the first modern artist because later in his career he had a more messy, expressive style and bright colours influenced lots of modern artists. Many of his later artworks look like **impressionist paintings**. This was a style of painting that happened in France many years after Turner was working.
- J.M.W Turner (the J.M.W stands for Joseph Mallord William by the way), was born in London in 1775. His dad was a barber, but Turner always knew he wanted to be an artist. When he was just 14 years old he became a student at the Royal Academy of Art in London.
- One of the reasons that Turner was so extraordinary was because he liked to draw and paint 'en plein air', which means out in the open. This was unusual in Turner's day as most artists painted in their studios. Turner took his sketchbooks, canvases and his paints out with him every day and painted what he saw. (He got through hundreds of sketchbooks - and created over 30,000 artworks altogether!).

Chila Burman

- Can understand the term **personal identity** and respond to the work of Asian British contemporary artist Chila Kumari Burman;

(Personal identity: The idea that you develop about yourself, that develops over the course of your life.)

Chila Kumari Burman;

- Challenging stereotypical assumptions of Asian women, her work is informed by popular culture, Bollywood, fashion, found objects, the politics of femininity the celebration of femininity; self-portraiture

Hans Holbein

- Can respond to the work of Hans Holbein and reflect on the detail included in his portraits (specifically Henry VIII and some of his wives)
- Can understand that portraiture was used by the Tudors to show their power and create a strong image of personal identity. In a time when photography had not yet been invented, portraiture was used as a means of communicating , influencing and advertising status
- Hans Holbein is known as Hans Holbein the Younger and was a German-Swiss painter and printmaker who worked in a Northern Renaissance style. He was taught by his father, Hans Holbein the Elder.
- He is considered one of the greatest portraitists of the 16th century.
- Holbein spent two periods of his life in

	<p>contemporary artist, writer and broadcaster. He is known for his ceramic vases, tapestries and cross-dressing, as well as his observations of the contemporary arts scene.</p> <ul style="list-style-type: none"> - He won the Turner Prize (a prestigious arts award) in 2003. The judging panel admired his use of the traditions of ceramics and drawing in his uncompromising engagement with personal and social concerns. - Turner Prize-winning artist, Grayson Perry is known for his ceramic vases and tapestries. Perry's coil pots have complex surfaces which use a range of techniques. - Perry is best known for his ceramic works: classically shaped vases covered with figures, patterns and text. The revealing and often dark subject matter depicted on these pots is at first disguised by their colourful, decorative appearance. His chosen topics include autobiographical images of himself, his transvestite alter ego Claire, and his family, as well as references to political events and an investigation of cultural stereotypes. 	<ul style="list-style-type: none"> - Turner drew and painted at different times of the day and in all weathers. He painted sunrises, sunsets, mist, rain and snow; which is why he is sometimes called 'the painter of light'. - He sometimes went to crazy extremes to capture what nature looks and feels like. There is a famous story about Turner, that he once had himself tied to the mast of a ship during a very bad storm so that he could experience what it was like to have the waves crashing about him! No one really knows if this is true, but we like the story because Turner was such an extraordinary artist it sounds just the sort of thing he would do. - Turner is known as a Romantic artist. Romantic artists wanted to experience the terrible beauty of nature. - Between 1822 and 1826 Cooke commissioned Turner to produce eighteen designs depicting the rivers and canals of England in picturesque settings. <p>https://www.tate.org.uk/art/research-publications/jmw-turner/rivers-of-england-watercolours-and-related-works-r1146362#synopsis</p> <p>https://www.tate.org.uk/kids/explore/who-is/who-jmw-turner</p>	<p>England (1526-8 and 1532-43), portraying the nobility of the Tudor court. Holbein's famous portrait of Henry VIII (London, National Portrait Gallery) dates from the second of these periods.</p> <ul style="list-style-type: none"> - Holbein painted using oil paints (which are a medium that allows an artist to work in many layers and has a great strong colour and lasting gloss.) We don't use these at school because they take so long to dry and won't wash out of clothes! - Hans's artwork - particularly his portraits of notable figures - can still be seen displayed in galleries around the world today. His uncanny ability to accurately depict people in fine detail has earned him the nickname, 'the cameraman of Tudor history'.
<p>Skills</p>	<p>Design</p> <ul style="list-style-type: none"> - Revise y3 pattern making skills of repeat, reflect and rotate and should also develop patterns including rotation. Children should include these skills in their pattern designs. - Line, drawing pot designs, adding patterns based on <i>Greek designs. Gifted and talented;</i> 	<p><u>In sketchbooks on sugar paper</u></p> <ul style="list-style-type: none"> - Can study Turner's paintings of Rivers and create colour responses to his work in chalk. Children should work on sugar paper and then stick it in, as it has a texture that helps when working with chalks. 	<p><u>Line and colour</u></p> <ul style="list-style-type: none"> - Can create a line drawing in pencil, self-portraits from observation and measurement. See observational drawing definition below

	<p>Can include a figurative design on the outside of their pot.</p> <ul style="list-style-type: none"> - Can choose a final pot design to develop and sculpt in clay - Yr5 should include reflection and rotation as part of their pattern design as year 3 focus on creating repeated pattern in their final designs. Maths link: review lines of symmetry when looking at a designers' work and teaching pattern making skills.  <p>Pottery</p> <ul style="list-style-type: none"> - Can practise and experiment making different styles of pots; - Can roll, coil, blend and smooth clay to make pots. Can make pots in response to Greek pots and seeing the work of contemporary potter and former Turner prize winner Grayson Perry. <p>(Y2 made pinch pots, only allow children to make pinch pots if they have very poor motor skills.) Look at the (age appropriate) work of contemporary Turner prize winning potter- Grayson Perry</p> <ul style="list-style-type: none"> - Composition and colour Greek Pots- decorative pot designs in response to craftmakers' and artist's pots. Review print and pattern making skills taught in year 3 and build on these for progress. Can children add more than one pattern technique and at least 2 or more colours to their designs? Background colour to be considered. - Can apply paint to create a background layer of colour on dry pots and add black and white lines to create a design - Can reflect on and evaluate pots (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) 	<ul style="list-style-type: none"> - Can further develop skills of mark making and blending by experimenting with chalks. Refer to the work they did in Y3 when mark making in charcoal .They should already have been taught about mark making and tonal range. Children should work on sugar paper and then stick it in, as it has a texture that helps when working with chalks. - Can layer colour and create tones through layering and blending, mixing for effect. (experimenting and exploring) - Can experiment with depth of colour for effect, by adding a layer of white chalk to certain shapes, to soften and set back areas of colour from the foreground, or bring forward, for depth. <p>Final piece</p> <ul style="list-style-type: none"> - Can design and create a final piece based on one of Turner's River paintings in chalk. Children should include the skills they have been developing in their sketchbooks. Drawing, mark making and blending with chalks. Class teacher to recap layering for tones and colour mixing for effect (4-6 tones) - Can develop composition skills by adding a layer of white chalk to certain shapes, to soften and set back areas of colour from the foreground, or bring forward, for depth. 	<ul style="list-style-type: none"> - Can design a Tudor style self-portrait in pencil. - Can experiment and explore, learning how to create a tonal range of 4-5 gradient tones. - Can add tone in pencil to create form, for features of a face. See saved old Power points for slides on features of a face in tone, shading in pencil. - Can apply tonal colour ranges to faces in final portraits, building on tonal colour range (year 4 use 3-5 tones) year 5 should aim to use 4-6 colour skin tones. <u>Using tonal colour to show form</u>; Some children may choose to use coloured pencil for skin tones in their final portrait. Others may choose to use watercolour, poster paint or watercolour pencils to do the same, with a different stylistic outcome. - Can layer colour for different effects and tonal range - Can develop use of colour and composition skills by working with mixed media fabrics to collage clothes and headpieces/ hats onto final Tudor portraits, in Tudor dress - Can make some decisions to help develop composition skills and use shapes made out of fabric to help balance the colour and shapes already in their portraits.
--	---	--	---

Key	Vocabulary	Year 3/4 review-	Year 3/4 review-	Year 2/3/4 review-
Key	Vocabulary	Year 5	Year	Year
Additional key words		<p>Line- pattern design, review pattern making techniques; repeat, reflect and rotate.</p> <p>Year 5 children build on these skills by focusing on including rotation in their designs.</p> <p><i>Earthy colours</i></p>	<p>Colour, texture and materials</p> <p>Show proportion in work</p> <p>Impressionist painting</p> <p>foreground, background, washes, mark-making, layering</p>	<p>Year 2/3; Symmetry, line, shade, colour, texture, materials. Observing closely. medium, media, mixed-media</p> <p>Year 4; Mixed media, observing shapes carefully, tonal range, colour mixing for tonal range (poster paints).</p>
		<ul style="list-style-type: none"> - Turner prize is a prize awarded to a British artist. 'British' can mean an artist working primarily in Britain or an artist born in Britain working globally. <p>The Turner Prize, named after the English painter J. M. W. Turner, is an annual prize presented to a British visual artist. The prize is awarded at Tate Britain every other year, with various venues outside of London being used in alternate years</p>	<ul style="list-style-type: none"> - Romanticism Term in use by the early nineteenth century to describe the movement in art and literature distinguished by a new interest in human psychology, expression of personal feeling and interest in the natural world Romantic artist 	<ul style="list-style-type: none"> - Identity The idea that you develop about yourself that develops over the course of your life - Observational drawing is drawing what you see; it's drawing what you see in front of you as realistically and as true to life as possible. It often includes taking some measurements using a pencil, held at arm's length, and translating these to paper, by drawing lines - Mixed media (portraits) When an artist and designer works in more than one medium to create an artwork (eg. Watercolour and coloured pencils, paint and fabric...)

Formal Elements Showing progression	Line	<ul style="list-style-type: none"> - Line - Design different pots, create a range of pattern designs 	<ul style="list-style-type: none"> - Line- designing landscape 	<ul style="list-style-type: none"> - Line- can represent shapes accurately to create a self portrait
	Tone	<ul style="list-style-type: none"> - Tone - Consider painting of final pot and colours and tones used 	<ul style="list-style-type: none"> - Tone- How to layer colours in chalk and also using white 	<ul style="list-style-type: none"> - Tone- tonal range, layering colours and colour mixing for effect
	Colour	<ul style="list-style-type: none"> - Colour - Consider colour pallet based on <i>earthy</i> colours 	<ul style="list-style-type: none"> - Colour- skill: how to layer chalks for effect 	<ul style="list-style-type: none"> - Colour- can utilise a broad range of colours including coloured fabrics and materials for Tudor dress
	Form	<ul style="list-style-type: none"> - Form- Learn how to sculpt in clay and make pots 	<ul style="list-style-type: none"> - Form- How to develop form using blending 	<ul style="list-style-type: none"> - Form- develop 3D form through use of tonal range to show depth
	Composition	<ul style="list-style-type: none"> - Composition- consider design, size and position of patterns 	<ul style="list-style-type: none"> - Composition- Learning to compose; balance elements of a landscape including a river 	<ul style="list-style-type: none"> - Composition- can make some decisions about detail and position of ornaments within the portrait (eg. Hat or head piece and colours that complement each other for the outfit)
Vocabulary	<p>Year 5 vocabulary</p> <p>Formal elements; Line, tone, colour, form, composition,</p>	<p>Year 5 vocabulary</p> <p>Romanticism, Romanitic artist</p> <p>Formal elements; Line, tone, tonal range, colour, form, composition, depth</p>	<p>Year 5 vocabulary</p> <p>Identity observational drawing mixed media</p> <p>Formal elements; Line, tone, tonal range, colour, form, composition,</p>	