

Year 3

Volcano painting/ Truth Sculptures/ Autumn Scene- Henri Matisse/ Foodscape/ Egyptian death masks/ 3D models/ Greek Vase

Skills

- **Drawing:** I can improve mastery of art and design techniques, including felt tip pens, charcoal drawings and pen/ I can experiment with different techniques to apply colour, such as dotting, scratching and rubbing/ I can draw a close observation/ I can experiment with various pencils; line, tone and shape/ I can draw both the positive and negative shapes/ I can draw accurate drawings of people – particularly faces/ I can draw initial sketches in preparation for painting/ I can draw initial sketches in preparation for sculpting with clay
- **Painting:** I can experiment with different techniques to apply colour, such as dotting, scratching and splashing/ I can experiment with mixing colours and produce different colour wheels/ I can use different types of brushes accurately
- **Sculpture:** I can demonstrate basic skills in modelling with wire, newspaper and tape/ I can demonstrate basic skills in clay, including: rolling a ball, pulling and pinching, shaping and carving simple details and smoothing/ I can improve mastery of art and design techniques, including making Marquette’s and 3D models
- **Research:** I can compare the work of different artists, looking at similarities and differences/ I can begin to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work/ I can learn about great artists, architects and designers in history in the context of Henri Matisse/ I can learn about great artists, architects and designers in History including Julian Opie, Henry Moore and Giacometti
- **Reflection:** I can express feelings about a subject and describe likes and dislikes/ I can suggest improvements to my own work by keeping notes/ I can create sketch books to record observations and use them to review and revisit ideas

Key Vocabulary

media, tone, horizontal, vertical, cool colours, warm colours, neutral, symmetry, sculpt



Year 4

Roman Mosaics, Digital Media- David Hockney, Shell drawing, Rainforest animal paintings, Batik fabric art

Skills

- **Drawing:** I can produce computer generated drawings/ I can draw with scale and proportion/ I can draw the effect of light and modify my work/ I can create shading with texture/ I can draw with scale and proportion – landscape sketching/ I can explain my choices and shading technique
- **Painting:** I can mix and match colours with increasing accuracy/ I can create secondary and tertiary colours/ I can use colour to reflect the mood/ I can use contrasting colours to create a painting/ I can evaluate and reflect on my work/ I can choose equipment that is suitable for the task/ I can experiment with complementary colours and patterns for my background/ I can use a Batik kettle and wax to create a wall hanging/ I can evaluate my work and suggest improvements
- **Sculpture:** I can use equipment that is suitable for a task/ I can demonstrate how to roll out a slab of clay using the correct equipment
- **Research:** I can use knowledge of art from other periods and cultures as stimulus for my own art work / I can use research of an artist to then experiment with different styles they have used/ I can compare two pieces of art and discuss the use of colour and mood/ I can imitate the work of an artist/ I can use knowledge of art from other cultures as a stimulus for my work
- **Reflection:** I can adapt and improve ideas/ I can express feelings about various subjects outlining likes and dislikes with specific reasoning/ I can design a Batik inspired wall hanging based on the rainforest

Key Vocabulary

pressure, proportion, vanishing point, blending, secondary, tertiary, contrast, still life, slab, tile



Progression in Art skills and knowledge at Banks Lane Junior School

Aims of KS2 Art National Curriculum

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 Aim

At Banks Lane we provide the opportunity for all children to take part in Art sessions across the year to encourage progression with drawing, painting and sculpture work using a variety of different types of media. We build on children’s skills to choose and use the correct resources which they need to complete each piece of art work with pride. Children are encouraged to explore different media and artwork from different periods of history and from across the world to help inspire their own work. We investigate a range of different pieces of art and artists to develop a deeper understanding of the subject and share our reflection on the work of others and ourselves.



Year 6

Rivers- Monet, Battle of Britain, Country or State painting (Banksy, Warhol, Tretchikoff)

Skills

- **Drawing:** I can depict which part of the piece of art is the most prominent and draw with perspective/ I can create sketches that communicate emotions and show different perspectives/ I can use my knowledge of drawing to suggest who my work is influenced by.
- **Painting:** I can use a wide range of painting techniques in my work I can colour mix; tint, tone and shade and explain why I have used specific painting techniques/ I can use a wide range of watercolour techniques in my work
- **Research:** I can observe and evaluate/ I can use my knowledge to suggest who my work is influenced by/ I can research Banksy, Andy Warhol and Tretchikoff
- **Reflection:** I can evaluate our watercolour techniques and evaluate how the painting is inspired by Monet / I can keep detailed notes and use quotes to explain about artwork/ I can explain why I have combined different tools to create drawings/ I can adapt and refine my work to reflect its meaning and purpose/ I can explain why I have used specific drawing techniques/ I can keep notes to compare my methods to those of others/ I can create my own artwork linked to a chosen theme using sketches and templates/ I can explain what my own style of painting is

Key Vocabulary

perspective, influence, theme, template, combine, refine, symbolism, realism



Year 5

Land Art- Andy Goldsworthy, Sculpture Bugs- Gaudi, Viking ship collage, Mayan Frescoes, Lowry pastels

Skills

- **Drawing:** I can interpret the texture of a surface/ I can sketch Viking Runes and understand why they were used/ I can sketch illuminated letters/ I can draw with a concept of perspective/ I can produce increasing accurate drawings of people/ I can draw with a concept of perspective/ I can draw the effect of light on objects/ I can draw the effect of light on people from different directions/ I can produce increasing accurate drawings of people/ I can express emotions accurately through paintings and sketches
- **Painting:** I can use watercolours to create natural scenes/ I can explore the use of texture in colour/ I can create a range of moods in my painting/ I can improve mastery of painting techniques
- **Sculpture:** I can improve mastery of art and design techniques/ I can make sculptures with a range of materials/ I can attach clay properly/ I can use a scoring technique/ I can add a slip/ I can make sculptures with a range of materials/ I can produce a collage using different materials and techniques
- **Research:** I can research an artist in history using a range of sources/ I can experiment with different styles artist have used/ I can recreate famous works of art (Lowry inc. pastel)
- **Reflection:** I can compare and discuss ideas with others/ I can evaluate work to develop it further/ I can compare and contrast different materials used

Key Vocabulary

abstract, form, texture, tint, shade, life drawing, mood, scoring, slip,