



# Singleton Church of England Primary School

## Progression of Skills and Knowledge

### Art - Y3



	<b>Year 3 – Unit 1</b> <b>Prehistoric Painting</b> 	<b>Year 3– Unit 2</b> <b>Growing Artist – drawing</b> 	<b>Year 3 – Unit 3</b> <b>Abstract shape and space - Sculpture</b> 
<b>Knowledge of Artists</b>	Know the following artists <ul style="list-style-type: none"> <li>The drawings of the Chauvet cave'</li> </ul> Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made  Art from the past can give us clues about what it was like to live at that time. Ancient Egyptian scrolls, Prehistoric painting	Know the following artists <ul style="list-style-type: none"> <li>Maud Purdy</li> <li>Max Ernst</li> <li>Carl Linnaeus</li> <li>Charles Darwin</li> <li>Georgia O'Keeffe</li> </ul> Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made	Know the following artists <ul style="list-style-type: none"> <li>Robert Morris</li> <li>Sir Anthony Caro</li> <li>Emma Brooks</li> </ul> Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made  Know that Artists can work in more than one medium. Abstract shape and space (Anthony Caro)
<b>KEY VOCABULARY</b>	Charcoal, Composition, Negative image, Pigment, Positive image, Prehistoric, Proportion, Smudging, scaled up, Sketch, Texture, Tone	Charcoal, lines, marks, mark-making, thick, thin, pastels, blending, hatching, scribbling, stippling texture,	sculpture, structure, three dimensional, abstract, sculptor, negative space, positive space, detail
<b>SUBSTANTIVE KNOWLEDGE</b>	<b>Colour</b> <ul style="list-style-type: none"> <li>Know that complementary colours appear opposite each other on the colour wheel, and when placed next to each other, a strong contrast or 'clash' is created.</li> <li>Know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.</li> </ul>	<b>Line</b> <ul style="list-style-type: none"> <li>To know that different drawing tools can create different types of lines</li> </ul> <b>Pattern</b> <ul style="list-style-type: none"> <li>To know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).</li> </ul> <b>Texture</b> <ul style="list-style-type: none"> <li>To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object.</li> </ul> <b>Tone</b> <ul style="list-style-type: none"> <li>To know some basic rules for shading when drawing, e.g. shade in one direction, blending tones smoothly and with no gaps. To know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling</li> </ul>	<b>Form</b> <ul style="list-style-type: none"> <li>To know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). To know that organic forms can be abstract.</li> </ul> <b>Shape</b> <ul style="list-style-type: none"> <li>To know that negative shapes show the space around and between objects.</li> <li>To know that artists can focus on shapes when making abstract art.</li> </ul>
<b>MAKING CONNECTIONS</b> <b>Key knowledge / key questions</b>	<b>This links to Year 1/ 2 -unit Painting and mixed media –</b> Discuss artists from previous units then: - What can we remember? — Key questions <ul style="list-style-type: none"> <li>What happens when we mix primary colours together? (They make other colours)               <ul style="list-style-type: none"> <li>What are the colours made by primary colours called? (Secondary colours)</li> <li>What are the secondary colours? (Orange, purple and green)</li> <li>What primary colours mixed together make:                   <ul style="list-style-type: none"> <li>green (yellow and blue)</li> <li>orange (red and yellow)</li> <li>purple? (blue and red)</li> </ul> </li> </ul> </li> </ul> <b>Year 4</b> What can we remember? — Key questions <ul style="list-style-type: none"> <li>How do we make a shade?</li> <li>How do we make a tint?</li> <li>When would we use shade and tints? And why?</li> </ul>	<b>This links to Year 1 / 2 / 4 – Unit – drawing units</b> Discuss artists from previous units <ul style="list-style-type: none"> <li>Bridget Riley</li> <li>Zaria Forman</li> <li>Wassily Kandinsky</li> <li>Renata Bernal</li> <li>Ilya Bolotowsky.</li> </ul> Then: - What can we remember Y1/ 2 Key questions – <ul style="list-style-type: none"> <li>What media did we use to draw with – lets look back in our sketch books</li> <li>Which of the media are similar? In what ways are they similar?</li> <li>Which one's smudge? Which one's blend?</li> <li>Which ones make your hands messy?</li> <li>What is tone? – light and dark</li> <li>How can we add tone to a drawing? – Shading</li> </ul> <b>Year 4</b> <ul style="list-style-type: none"> <li>What us Pattern? – know pattern can be manmade or natural</li> <li>How can we add texture to artwork – What is texture?</li> <li>Shading and blending – what is hatching, cross- hatching, scribbling and tipling?</li> </ul>	<b>This links to Year 2 unit – Paper Play 3D Sculpture</b> Discuss artists from previous unit then: - What can we remember Y2 Key questions – paper play moulding / shaping /joining <ul style="list-style-type: none"> <li>How is 3D artwork different to a painting or drawing?</li> <li>Can anyone demonstrate making a shape by folding the paper?</li> <li>Can anyone demonstrate making a shape by rolling the paper?</li> <li>What is the difference between 2D and 3D</li> </ul> <b>Year 4</b> <ul style="list-style-type: none"> <li>How can we use colour to create a 3D effect? lighter and darker tints and shades of a colour</li> <li>How can folding and rolling be used to create 3D forms?</li> </ul>

<p><b>Key skills</b></p>	<p><b>Generating ideas;</b></p> <ul style="list-style-type: none"> <li>• Generate ideas from a range of stimuli and carry out simple research and evaluation as part of making the process</li> </ul> <p><b>Sketchbooks:</b></p> <ul style="list-style-type: none"> <li>• Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process</li> </ul> <p><b>Making skills;</b></p> <ul style="list-style-type: none"> <li>• Develop direct observation, for example, by using tonal and staring to apply an understanding of shape to communicate form and proportion</li> <li>• Confidently use a range of materials and tools, selecting and using these appropriately with more independence.</li> <li>• Use hands and tools confidently to cut, shape and join materials for a purpose.</li> </ul> <p><b>Knowledge of artists;</b></p> <ul style="list-style-type: none"> <li>• Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence</li> <li>• Understand the limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects</li> <li>• Consider how to display art work, understanding how artists consider their viewer and the impact on them.</li> </ul> <p><b>Evaluating and analysing;</b></p> <ul style="list-style-type: none"> <li>• Confidently explain their ideas and opinions about their own work and others' artwork, with an understanding of their breadth of what art can be and that there are many ways to make art.</li> <li>• Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.</li> <li>• Being to carry out a problem-solving process and make changes to improve their work.</li> </ul> <p><b>Formal Elements: Colour</b></p> <ul style="list-style-type: none"> <li>• Increase awareness and understanding of mixing and applying colour, including use of natural pigments.</li> <li>• Use aspects of colour such as tints and shades, for different purposes.</li> </ul>	<p><b>Generating ideas;</b></p> <ul style="list-style-type: none"> <li>• Generate ideas from a range of stimuli and carry out simple research and evaluation as part of making the process</li> </ul> <p><b>Sketchbooks:</b></p> <ul style="list-style-type: none"> <li>• Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process</li> </ul> <p><b>Making skills;</b></p> <ul style="list-style-type: none"> <li>• Develop direct observation, for example, by using tonal and staring to apply an understanding of shape to communicate form and proportion</li> <li>• Confidently use a range of materials and tools, selecting and using these appropriately with more 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Shape</b></p> <ul style="list-style-type: none"> <li>• Identify, draw and label shapes within images and objects.</li> <li>• Create and form shapes from 3D materials.</li> </ul>
<p><b>Key Assessment Opportunity</b></p>	<p><b>Focus– lesson 5</b></p> <ul style="list-style-type: none"> <li>• Lesson 4 – Application of painting skills to re-create a prehistoric picture on a textured surface <ul style="list-style-type: none"> <li>○ I can mix paint to create a range of natural colours</li> <li>○ I can experiment with techniques to create different textures</li> <li>○ I can add fine detail using smaller brushes</li> </ul> </li> <li>• Lesson 5 – collaborative class piece of prehistoric inspired art</li> </ul>	<p><b>Key Assessment Opportunity</b></p> <p>An observation drawing - demonstrating application of skills and knowledge from the previous four lessons</p> <ul style="list-style-type: none"> <li>• Compare two different types of marks you made; what did you do to make the marks different?</li> <li>• How did having the cardboard square hiding your drawing change how you drew? Did you have to look more carefully at your object?</li> </ul>	<p><b>Key Assessment Opportunity</b></p> <p>Lesson 4 – Application of abstract sculpture and construction of own artwork inspired by playground equipment</p>