



Singleton Church of England Primary School

Progression of Skills and Knowledge

Art - Y5



YEAR 5 ART	Year 5 – Unit 1 Portraits - Painting and Mixed media 	Year 5– Unit 2 I need space – drawing 	Year 5 – Unit 3 Interactive installation - Sculpture & 3D 
Knowledge of Artists	Know the following artists <ul style="list-style-type: none"> ○ Chila Kumari Singh Burman ○ Vincent van Gogh ○ Njideka Akunyili Crosby <ul style="list-style-type: none"> ● Use subject vocabulary confidently to describe and compare creative works. ● Use their own experiences of techniques and making processes to explain how art works may have been made. 	Know the following artists <ul style="list-style-type: none"> ● Teis Albers <ul style="list-style-type: none"> ● Use subject vocabulary confidently to describe and compare creative works. ● Use their own experiences of techniques and making processes to explain how art works may have been made 	Know the following artists <ul style="list-style-type: none"> ● Use subject vocabulary confidently to describe and compare creative works. ● Use their own experiences of techniques and making processes to explain how art works may have been made
KEY VOCABULARY	Background, Continuous line drawing, Portrait, Self-portrait, Paint wash, Collage, Texture, Composition, Carbon paper, Transfer, Printmaking, Monoprint, Mixed media, Multimedia, Justify, Research, Evaluate, Represent, Atmosphere, Art medium	Retro-futurism, Futuristic, Imagery, Culture, Cold War, Propaganda, Space race, Purpose Stimulus, Decision, Process, Technique, Collagraphy, Collagraph, Repetition, Printing plate, Composition, Printmaking, Evaluate, Revisit, Develop	Display, Installation art, Mixed media, Features, Evaluate, Analyse, Location, Scale, Scaled down, Special effects, Three dimensional, Art medium, Performance art, Stencil, Atmosphere, Props, Influence, Experience, Culture, Revolution, Concept, Elements, Interact, Interactive
SUBSTANTIVE KNOWLEDGE	Colour <ul style="list-style-type: none"> ● To know that Artists use colour to create an atmosphere ● To know what warm colours are ● To know what cool colours are ● To Know that Artists use colour to represent feelings in an artwork, for example by using warm or cool colours Identifying similarities and differences to others' work <ul style="list-style-type: none"> ● To know appropriate vocabulary to discuss their own and other work 	Line <ul style="list-style-type: none"> ● To know that Lines can be used by artists to control what the viewer looks at within a composition, e.g. by using diagonal lines to draw your eye into the centre of a drawing. Pattern <ul style="list-style-type: none"> ● To know Artists, create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures. Texture <ul style="list-style-type: none"> ● To know how to create texture on different materials Tone <ul style="list-style-type: none"> ● To know that tone can help show the foreground and background in an artwork 	Form <ul style="list-style-type: none"> ● To know an art installation is often a room or environment in which the viewer 'experiences' the art all around them. ● To know the size and scale of three-dimensional art work changes the effect of the piece. Shape <ul style="list-style-type: none"> ● To know a silhouette is a shape filled with a solid flat colour that represents an object.
MAKING CONNECTIONS Key knowledge / key questions	Year 3 – Prehistoric painting <ul style="list-style-type: none"> ● What can we remember? — Key questions <ul style="list-style-type: none"> ○ What is proportion? - how big something looks compared to the rest of it ○ What is smudging? – blending a soft drawing on a material surface ○ What is natural paint? how did we make them? – Natural pigments ○ Who can remember key facts about the colour wheel? – complementary colours opposite Year 4 What can we remember? — Key questions <ul style="list-style-type: none"> ● How do we make a shade? ● How do we make a tint? ● When would we use shade and tints? And why? Year 6 What can you tell me about monochromatic artwork? Can you tell me about an artist that uses this technique? Do colours have symbolic meaning? – When and for whom? – e.g. red for danger or for celebration	Year 3 <ul style="list-style-type: none"> ● What type of patterns can we have? – Man made / natural ● Who can give examples? ● What is texture? - It can be real – what it feels like or can be made to appear textured in a drawing using shading ● Who can give me example of techniques used for shading, hatching, cross hatching, scribbling and stippling Year 4 <ul style="list-style-type: none"> ● What us Pattern? – know pattern can be manmade or natural ● How can we add texture to artwork – What is texture? ● Shading and blending – what is hatching, cross- hatching, scribbling and tipping? Year 6 <ul style="list-style-type: none"> ● Can you tell me when line is used in other art forms aside form drawing? ● Can you tell me the different ways in which patterns can be made – talk rhythm of brushstrokes – Van Gogh ● What is Impasto? applying thick layers of paint to a surface is called impasto ● What is chiaroscuro? - means 'light and dark' and is a term used to describe high-contrast images 	Year 3 <ul style="list-style-type: none"> ● What are organic / geometric 3D forms? ● Who can tell me about negative shapes? - know that negative shapes show the space around and between objects. ● What is abstract Art? Year 4 <ul style="list-style-type: none"> ● How can we use colour to create a 3D effect? lighter and darker tints and shades of a colour ● How can folding and rolling be used to create 3D forms? Year 6 <ul style="list-style-type: none"> ● How can you create texture in 2D art? ● Why do we add texture to 2D art? ● Why is it important to think about not only the shape but also the space within sculpture and 3D art?
Key Skills	Generating ideas; <ul style="list-style-type: none"> ● Develop ideas more independently from their own research. ● Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. Sketchbooks: <ul style="list-style-type: none"> ● Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. Making skills: <ul style="list-style-type: none"> ● Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. 	Generating ideas; <ul style="list-style-type: none"> ● Develop ideas more independently from their own research. ● Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. Sketchbooks: <ul style="list-style-type: none"> ● Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. Making skills: <ul style="list-style-type: none"> ● Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. 	Generating ideas; <ul style="list-style-type: none"> ● Develop ideas more independently from their own research. ● Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. Sketchbooks: <ul style="list-style-type: none"> ● Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. Making skills: <ul style="list-style-type: none"> ● Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.

	<ul style="list-style-type: none"> Combine a wider range of media, eg photography and digital art effects. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Discuss how artists create work with the intent to create an impact on the viewer. Consider what choices can be made in their own work to impact their viewer. <p>Evaluating and Analysing:</p> <ul style="list-style-type: none"> Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. <p>Formal elements: Colour</p> <ul style="list-style-type: none"> Select and mix more complex colours to depict thoughts and feelings. 	<ul style="list-style-type: none"> Combine a wider range of media, eg photography and digital art effects. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Discuss how artists create work with the intent to create an impact on the viewer. Consider what choices can be made in their own work to impact their viewer. <p>Evaluating and Analysing:</p> <ul style="list-style-type: none"> Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. <p>Formal Elements: Line</p> <ul style="list-style-type: none"> Extend and develop a greater understanding of applying expression when using line. <p>Formal Elements: Pattern</p> <ul style="list-style-type: none"> Construct patterns through various methods to develop their understanding. <p>Formal Elements: Texture</p> <ul style="list-style-type: none"> Using texture within drawings to show careful observation and understanding of illustrating different surfaces. <p>Formal Elements: Tone</p> <ul style="list-style-type: none"> Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone. 	<ul style="list-style-type: none"> Combine a wider range of media, eg photography and digital art effects. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Discuss how artists create work with the intent to create an impact on the viewer. Consider what choices can be made in their own work to impact their viewer. <p>Evaluating and Analysing:</p> <ul style="list-style-type: none"> Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. <p>Formal Elements: Form</p> <ul style="list-style-type: none"> Further expand ability to describe and model form in 3D using a range of materials. <p>Formal Elements: Shape</p> <ul style="list-style-type: none"> Fluently sketch key shapes of objects when drawing. Create abstract compositions using knowledge of other artists' work.
<p>Key Assessment Opportunity</p>	<p>Key Assessment Opportunity Assessment Task in week 5 To apply knowledge and skills to create a mixed-media self-portrait.</p> <ul style="list-style-type: none"> I can describe the intention of my self-portrait I can explain why my choice of medium matches my idea I can use my chosen medium to create a self-portrait that represents an aspect of my identity 	<p>Key Assessment Opportunity Assessment Task in week 5 To apply knowledge and skills to create a final piece by drawing their vision of the future onto the collagraph printed backgrounds</p> <ul style="list-style-type: none"> I can select appropriate tools and materials. I can choose a drawing technique to produce my drawn idea. I can evaluate my work to make improvements. 	<p>Key Assessment Opportunity To apply knowledge and skills of installation art and develop ideas into a finished piece. Assessment Task in week 5 To apply knowledge and skills to create a mixed-media self-portrait.</p> <ul style="list-style-type: none"> I can describe how installations can be interactive I can show what I have learned about installations in my final art I can explain the choices I have made when displaying my installation art