



Cunningham Hill Junior School - Art Skills Progression

	AUTUMN	SPRING	SUMMER
YEAR 3	<p><b><u>Still Life – Painting</u></b>  <b><i>Still life of fruit &amp; food</i></b></p> <ul style="list-style-type: none"> <li>• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>• Mix colours effectively.</li> <li>• Use watercolour paint to produce washes for backgrounds then add detail.</li> <li>• Experiment with creating mood with colour.</li> </ul>	<p><b><u>Sea Life – Printing</u></b>  <b><i>Press &amp; relief prints of Sea Life</i></b></p> <ul style="list-style-type: none"> <li>• Use layers of two or more colours.</li> <li>• Replicate patterns observed in natural or built environments.</li> <li>• Make printing blocks (e.g. from coiled string glued to a block/styrofoam).</li> <li>• Make precise repeating patterns.</li> <li>• Talk about the processes used to produce a simple print.</li> <li>• Organise work in terms of pattern, repetition, symmetry or random printing styles.</li> </ul>	<p><b><u>Adventure Island – Sculpture</u></b>  <b><i>Adventure Island themed clay Tiki Mask tiles.</i></b></p> <ul style="list-style-type: none"> <li>• Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</li> <li>• Include texture that conveys feelings, expression or movement.</li> <li>• Use clay and other mouldable materials.</li> <li>• Create fine details on the sculpture.</li> </ul>
YEAR 4	<p><b><u>Cityscapes – Drawing</u></b>  <b><i>Creating cityscapes using perspective</i></b></p> <ul style="list-style-type: none"> <li>• Use different hardnesses of pencils to show line, tone and texture.</li> <li>• Experiment with different grades of pencil.</li> <li>• Annotate sketches to explain and elaborate ideas.</li> <li>• Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>• Use shading to show light and shadow.</li> <li>• Use hatching and cross hatching to show tone and texture.</li> </ul>	<p><b><u>Bayeux Tapestry – Collaging</u></b>  <b><i>Creating a striking collage based on the Bayeux Tapestry</i></b></p> <ul style="list-style-type: none"> <li>• Select and arrange materials for a striking effect.</li> <li>• Ensure work is precise.</li> <li>• Use coiling, overlapping, tessellation, mosaic and montage.</li> <li>• Mix textures (rough and smooth, plain and patterned).</li> <li>• Combine visual and tactile qualities.</li> </ul>	<p><b><u>Greek Masks – Sculpture</u></b>  <b><i>Creating a mask from papier mache based on a character from a Greek myth.</i></b></p> <ul style="list-style-type: none"> <li>• Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</li> <li>• Include texture that conveys feelings, expression or movement.</li> <li>• Use clay and other mouldable materials.</li> <li>• Add materials to provide interesting detail whilst creating fine details on the sculpture.</li> <li>• Understand the safety and basic care of materials and tools.</li> </ul>
YEAR 5	<p><b><u>Street Art CC Crime and Punishment – Collage/Drawing</u></b>  <b><i>Investigating a range of street Art and Graffiti to create own design.</i></b></p> <ul style="list-style-type: none"> <li>• Mix textures (rough and smooth, plain and patterned).</li> <li>• Combine visual and tactile qualities.</li> <li>• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> <li>• Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>• Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> <li>• Use lines to represent movement.</li> <li>• Create textured collages from a variety of media.</li> </ul>	<p><b><u>Waterscapes – Painting</u></b>  <b><i>Studying a range of influential painters (Hockney, Monet, Constable, Turner and Seurat, Klimt) to create a water landscape using different mediums.</i></b></p> <ul style="list-style-type: none"> <li>• Sketch (lightly) before painting to combine line and colour.</li> <li>• Create a colour palette based upon colours observed in the natural or built world.</li> <li>• Mix a range of secondary colours, shades and tones.</li> <li>• Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> <li>• Combine colours, tones and tints to enhance the mood of a piece.</li> <li>• Use brush techniques and the qualities of paint to create texture.</li> <li>• Develop a personal style of painting, drawing upon ideas from other artists.</li> <li>• Show increasing independence and creativity with the painting process.</li> </ul>	<p><b><u>Egyptian Art - Sculpture</u></b>  <b><i>Creating an Egyptian sarcophagus using paper mache and moulding Egyptian Canopic jars out of clay.</i></b></p> <ul style="list-style-type: none"> <li>• Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</li> <li>• Use tools to carve and add shapes, texture and pattern.</li> <li>• Combine visual and tactile qualities.</li> <li>• Use frameworks (such as wire or moulds) to provide stability and form.</li> <li>• Plan, design, make and adapt models.</li> <li>• Talk about their work understanding that it has been sculpted, modelled or constructed.</li> </ul>



<p><b>YEAR 6</b></p>	<p><b><u>People in Action – Drawing</u></b>  <i>Studying the proportions of the human form with links to people in WW2, athletes and Leonardo De Vinci's Vitruvian man.</i></p> <ul style="list-style-type: none"> <li>• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> <li>• Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>• Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> <li>• Use lines to represent movement.</li> <li>• Alter and refine drawings and describe changes using art vocabulary.</li> </ul>	<p><b><u>Sense of place – Collage</u></b>  <i>Comparing different global locations, looking at urban and rural landscapes and seascapes. Links to Vincent Van Gogh and Lowry, Henri Matisse and Andre Derain.</i></p> <ul style="list-style-type: none"> <li>• Mix textures (rough and smooth, plain and patterned).</li> <li>• Combine visual and tactile qualities.</li> <li>• Ensure work is precise.</li> <li>• Use coiling, overlapping, tessellation, mosaic and montage.</li> <li>• Experiment with a range of media e.g. overlapping, layering etc.</li> <li>• Refine and alter ideas and explain choices using an art vocabulary.</li> <li>• Have awareness of the potential of the uses of material.</li> </ul>	<p><b><u>What a performance – Sculpture</u></b>  <i>Studying Islamic religion. Creating an Islamic Urn out of clay and mosaic tiles.</i></p> <ul style="list-style-type: none"> <li>• Confidently show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</li> <li>• Use tools to carve and add shapes, texture and pattern, creating different moods.</li> <li>• Combine visual and tactile qualities.</li> <li>• Use ceramic mosaic materials and techniques.</li> <li>• Make informed choices about the 3D technique chosen.</li> <li>• Create sculpture and constructions with increasing independence.</li> </ul>
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