



**Brize Norton Primary School – Progression framework for Art**

**Year 4 / 5 / 6**

**SHINE Skills**

**Strive**

- I contribute well in group and class work, listening respectfully and responding thoughtfully (Collaboration)
- I improve my ideas by learning from other people (Collaboration)
- I am self-motivated and strive for excellence even when the going gets tough (Independence (Independence))

**Help**

- I help others review their work so that there is a clear improvement (Leadership)
- I build on the contributions of others in discussion and help to move the task forward (Collaboration)
- I help myself by reading and listening to teachers' comments about my work and making improvements (Independence)

**Inspire**

- I set an example to others through my attitude to learning (Leadership)
- I persuade and inspire others through my actions and words (Leadership)
- I deal with challenges positively, finding ways to tackle them (Independence)

**Nurture**

- I nurture others' talents and help them improve in their learning (Leadership)
- I find ways in which my group can work more effectively, encouraging others and nurturing everybody's talents (Leadership)
- I make connections between different areas of my learning, nurturing my own talents (Independence)

**Excel**

- I organise a team responsibly and fairly, e.g. distributing tasks (Leadership)
- Through good teamwork and individual effort I ensure the group excels (this could be in any area of learning including outside school (Collaboration))

<b>Subject Content</b>
<b>Key Stage 2 (beginning in the lower school curriculum – Year 3)</b>
<p>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.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• 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]</li> <li>• about great artists, architects and designers in history.</li> </ul>



**Skills (to underpin knowledge and develop throughout each project)**

<b>Upper School</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Exploring and developing ideas &amp; work of artists</b>	<ul style="list-style-type: none"> <li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>Question and make thoughtful observations about starting points and select ideas to use in their work.</li> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Explore the work of a range of great artists, architects and designers, some of whom should be decided by the children.</li> <li>Explain why a particular artist, architect or designer has been selected.</li> <li>Understand the historical and cultural development of their art forms.</li> <li>Take elements and use them to influence own work.</li> <li>Evaluate and analyse creative works using the language of art, craft and design.</li> </ul>	<ul style="list-style-type: none"> <li>Explore the work of a range of great artists, architects and designers, some of whom should be decided by the children.</li> <li>Explain why a particular artist, architect or designer has been selected.</li> <li>Understand the historical and cultural development of their art forms, relate to other events or influences at the time. Independently take elements and use them to influence own work – make them their own.</li> <li>Evaluate and analyse creative works using the language of art, craft and design.</li> </ul>
<b>Drawing &amp; using Sketch Books - each project should begin with drawing, as part of the above or developed as a skill on its own:</b>	<ul style="list-style-type: none"> <li>Make informed choices in drawing inc. paper and media.</li> <li>Alter and refine drawings and describe changes using art vocabulary.</li> <li>Collect images and information independently in a sketchbook.</li> <li>Use research to inspire drawings from memory and imagination.</li> <li>Explore relationships between line and tone, pattern and shape, line and texture.</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of source material for their work.</li> <li>Work in a sustained and independent way from observation, experience and imagination.</li> <li>Use a sketchbook to develop ideas.</li> <li>Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate a wide variety of ways to make different marks with dry and wet media.</li> <li>Identify artists who have worked in a similar way to their own work.</li> <li>Develop ideas using different or mixed media, using a sketchbook.</li> <li>Manipulate and experiment with the elements of art: line, tone, pattern , texture, form, space, colour and shape.</li> </ul>
<b>Painting and Colour</b>	<ul style="list-style-type: none"> <li>Make and match colours with increasing accuracy.</li> <li>Use more specific colour language e.g. tint, tone, shade, hue.</li> <li>Choose paints and implements appropriately.</li> <li>Plan and create different effects and textures with paint according to what they need for the task.</li> <li>Show increasing independence and creativity with the painting process.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</li> <li>Work on preliminary studies to test media and materials.</li> <li>Create imaginative work from a variety of sources.</li> </ul>	<ul style="list-style-type: none"> <li>Create shades and tints using black and white.</li> <li>Choose appropriate paint, paper and implements to adapt and extend their work.</li> <li>Carry out preliminary studies, test media and materials and mix appropriate colours.</li> <li>Work from a variety of sources, inc. those researched independently.</li> <li>Show an awareness of how paintings are created (composition).</li> </ul>



<p><b>Printing</b></p>	<ul style="list-style-type: none"> <li>• Research, create and refine a print using a variety of techniques.</li> <li>• Select broadly the kinds of material to print with in order to get the effect they want</li> <li>• Resist printing including marbling, silkscreen and coldwater paste.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain a few techniques, including the use of poly-blocks, relief, mono and resist printing.</li> <li>• Choose the printing method appropriate to task.</li> <li>• Build up layers and colours/textures.</li> <li>• Organise their work in terms of pattern, repetition, symmetry or random printing styles.</li> <li>• Choose inks and overlay colours.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe varied techniques.</li> <li>• Be familiar with layering prints.</li> <li>• Be confident with printing on paper and fabric.</li> <li>• Alter and modify work.</li> <li>• Work relatively independently.</li> </ul>
<p><b>Collage</b></p>	<ul style="list-style-type: none"> <li>• Combine skills more readily.</li> <li>• Choose collage as a means of extending work already achieved.</li> <li>• Refine and alter ideas and explain choices using an art vocabulary.</li> <li>• Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.</li> </ul>	<ul style="list-style-type: none"> <li>• Extend their work within a specified technique.</li> <li>• Use a range of media to create collage.</li> <li>• Experiment with using batik safely.</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of the potential of the uses of material.</li> <li>• Use different techniques, colours and textures etc when designing and making pieces of work.</li> <li>• To be expressive and analytical to adapt, extend and justify their work.</li> </ul>
<p><b>3D Design</b></p>	<ul style="list-style-type: none"> <li>• Make informed choices about the 3D technique chosen.</li> <li>• Show an understanding of shape, space 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> <li>• Use a variety of materials.</li> <li>• Make a slip to join to pieces of clay.</li> <li>• Decorate, coil, and produce marquettes confidently when necessarily.</li> <li>• Model over an armature: newspaper or modroc.</li> <li>• Use recycled, natural and man-made materials to create sculptures.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the different qualities involved in modelling, sculpture and construction.</li> <li>• Use recycled, natural and man- made materials to create sculpture.</li> <li>• Plan a sculpture through drawing and other preparatory work.</li> <li>• Show experience in combining pinch, slabbing and coiling to produce end pieces.</li> <li>• Gain experience in modelling over an armature: newspaper frame for modroc.</li> <li>• Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.</li> <li>• Plan a sculpture through drawing and other preparatory work.</li> <li>• Use the sketch book to plan how to join parts of the sculpture.</li> <li>• Compare the style of different styles and approaches: Greek,</li> </ul>	<ul style="list-style-type: none"> <li>• Create sculpture and constructions with increasing independence.</li> <li>• Model and develop work through a combination of pinch, slab, and coil.</li> <li>• Work around armatures or over constructed foundations.</li> <li>• Demonstrate experience in relief and freestanding work using a range of media.</li> <li>• Recognise sculptural forms in the environment: Furniture, buildings.</li> <li>• Use the sketch book to plan how to join parts of the sculpture.</li> <li>• Annotate work in sketchbook.</li> </ul>













<p><b>Evaluating and Developing Work</b></p>	<ul style="list-style-type: none"> <li>• Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>• Adapt their work according to their views and describe how they might develop it further.</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly think about the progress of work in detail.</li> <li>• Describe how work has developed</li> <li>• Modify work as it is produced so that it turns out as expected.</li> <li>• Include some improvements, describing how this has been achieved.</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly think about the progress of work in detail. Describe how work has developed Modify work as it is produced so that it turns out as expected.</li> <li>• Include some improvements, describing how this has been achieved. Give a reasoned evaluation of both own and professionals' work which takes account of the starting points, the intentions and the context behind the work.</li> <li>• Take part in self- evaluative discussion.</li> </ul>
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Please note that each art project should more or less follow this pattern:

1. Begin with some kind of inspiration (artefact, work of artist..)
2. Time for the children to explore and develop ideas in sketch books
3. Development of techniques and skills
4. Creation of own piece, bringing all of the above together to design and make.
5. Evaluation.








Upper School			
Year A	Suggested artists work to study	Skills Focus	Skills Outcomes
Topic			
Autumn Term <b>Royal Portrait Painting</b> <i>Drawing &amp; Colour</i>	Royal portrait painting Examine how royal portraits have been used to portray power and success (Henry VIII)  Or looking at different ways in which artists have depicted the human form (Picasso) <div style="display: flex; justify-content: space-around; margin-top: 10px;">   </div>	<ol style="list-style-type: none"> <li>1. Exploring and developing ideas &amp; work of artists.</li> <li>2. Drawing &amp; using Sketch Books.</li> <li>3. Painting and Colour</li> <li>4. Evaluating and Developing work</li> </ol>	Children to draw and paint a portrait of a member of the royal family taking inspiration from an artist they have studied. <div style="display: flex; justify-content: space-around; margin-top: 10px;">   </div>
Spring Term <b>Sculpture: mod-roc models</b> inspired by Greek pots <i>3D Sculpture</i>	Look at a range of historic Greek pots, their designs and their decorations. <div style="display: flex; justify-content: space-around; margin-top: 10px;">   </div>	<ol style="list-style-type: none"> <li>1. Exploring and developing ideas &amp; work of artists.</li> <li>2. Drawing &amp; using Sketch Books.</li> <li>3. 3D Sculpture</li> <li>4. Evaluating and Developing work</li> </ol>	Children to create a Greek pot/vase using Modroc. <div style="display: flex; justify-content: space-around; margin-top: 10px;">     </div>

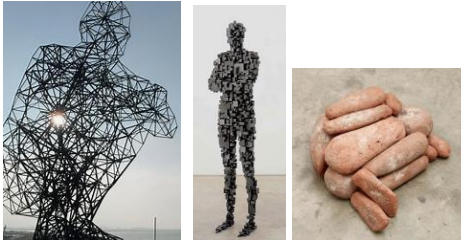



<p>Summer Term</p> <p><b>Natural Disasters</b></p> <p><i>Printing/collage</i></p>	<p>Explore how texture can create power – look at the work of Jave Yoshimoto</p> 	<ol style="list-style-type: none"> <li>1. Exploring and developing ideas &amp; work of artists.</li> <li>2. Drawing &amp; using Sketch Books.</li> <li>3. Printing/Collage</li> <li>4. Evaluating and Developing work</li> </ol>	<p>Using collage, children to create a picture illustrating natura disaster and how humans impact our environment in the style of Jave.</p> 
<p><b>Year B</b></p>	<p><b>Suggested Artists to Study</b></p>	<p><b>Skills Focus</b></p>	<p><b>Skills Outcomes</b></p>
<p>Autumn Term</p> <p><b>Sketching and Drawing –</b> local village</p> <p><i>Drawing &amp; Colour</i></p>	<p>Look at the artists Lowry and his use of perspective and lines and how he drew people</p> 	<ol style="list-style-type: none"> <li>1. Exploring and developing ideas &amp; work of artists.</li> <li>2. Drawing &amp; using Sketch Books.</li> <li>3. Painting and Colour</li> <li>4. Evaluating and Developing work</li> </ol>	<p>Children to study perspective. Children to create a picture which shows an aspect of Brize Norton Village, could be the school, church... in the style of Lowry.</p> 
<p>Spring Term</p> <p><b>Colour and Pattern</b></p> <p>Block Printmaking – Anglo-Saxon patterns, lettering</p> <p><i>Printing/collage</i></p>	<p>Study the Bayeux Tapestry and Anglo-Saxon patterns and lettering.</p> 	<ol style="list-style-type: none"> <li>1. Exploring and developing ideas &amp; work of artists.</li> <li>2. Drawing &amp; using Sketch Books.</li> <li>3. Printing/Collage</li> <li>4. Evaluating and Developing work</li> </ol>	<p>On canvas, using block printmaking, to recreate a scene of the Bayeux Tapestry (use a variety of printing methods)</p> 



<p>Summer Term</p> <p><b>Sculpture: Clay models</b> inspired by Benin bronzes</p> <p><i>3D Sculpture</i></p>	<p>Study a variety of Benin Bronzes</p> 	<ol style="list-style-type: none"> <li>1. Exploring and developing ideas &amp; work of artists.</li> <li>2. Drawing &amp; using Sketch Books.</li> <li>3. 3D Sculpture</li> <li>4. Evaluating and Developing work</li> </ol>	<p>Out of clay, children to create their own Benin Bronze, inspired by those studied.</p> 
<p><b>Year C</b></p>	<p><b>Suggested Artists</b></p>	<p><b>Skills Focus</b></p>	<p><b>Skills Outcomes</b></p>
<p>Autumn Term</p> <p><b>Batiq - The Firebird</b></p> <p><i>Printing/collage</i></p>	<p>Study the image of the firebird and birds by Artist: Thetis Blacker Music link Stravinsky</p> 	<ol style="list-style-type: none"> <li>1. Exploring and developing ideas &amp; work of artists.</li> <li>2. Drawing &amp; using Sketch Books.</li> <li>3. Printing/Collage</li> <li>4. Evaluating and Developing work</li> </ol>	<p>Using Batiq, children create their own version of The Firebird inspired by Blacker.</p> 
<p>Spring Term</p> <p><b>Roman fresco art</b></p> <p><i>Drawing &amp; Colour</i></p>	<p>What is fresco painting? (painting on plaster) Study some examples of fresco painting that has been found at Pompeii – why are they significant? also artists – Michelangelo and Botticelli</p>	<ol style="list-style-type: none"> <li>1. Exploring and developing ideas &amp; work of artists.</li> <li>2. Drawing &amp; using Sketch Books.</li> <li>3. Painting and Colour</li> <li>4. Evaluating and Developing work</li> </ol>	<p>Children to create their own fresco painting (painting on layers of plaster) inspired from the artists studied.</p> 



<p>Summer Term</p> <p><b>Sculpture</b></p> <p><i>3D Sculpture</i></p>	<p>Look at sculptures of the human form by Sculpturer Anthony Gormley including the Angel of the North</p> <p><a href="https://www.antonygormley.com/works/sculpture/overview">https://www.antonygormley.com/works/sculpture/overview</a></p> 	<ol style="list-style-type: none"> <li>1. Exploring and developing ideas &amp; work of artists.</li> <li>2. Drawing &amp; using Sketch Books.</li> <li>3. 3D Sculpture</li> <li>4. Evaluating and Developing work</li> </ol>	<p>Using recycled, natural and manmade materials, eg. wire, children are to create a sculpture of a person in the style of Gormley.</p> 
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