



# St Anselm's Art Knowledge and Skills Progression Map 2023-2024



## Intent

At St Anselm's we believe that every child is an artist, and have designed an ambitious skill-based curriculum to guide and teach them to create. The curriculum incorporates the statutory requirements of the National Curriculum, and ensures that all children will become skilful in drawing, painting, sculpture and other art and craft techniques. At Anselm's it is our aim that all children should produce creative work, explore their ideas and record their experiences in their sketch books. We ensure that children know about great artists, craft makers and designers and understand the historical and cultural development of their art. We develop our children's cultural awareness by making links with real life experiences and the local area.

We aim to inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their very own works of art. We ensure that our children understand that their Art is a journey, with the creating and designing process just as greatly recognised as the finished pieces.

We believe Art is a wonderful way to give every child the opportunity to develop their ability, nature their talents and interests, express their ideas and thoughts about the world, as well as learning about the rich heritage and culture of the British Isles and beyond. We are proud of our Art showcase which takes place annually and is an opportunity for all of our children to showcase their artwork to our community.



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception</b>	All about me	Celebrations	People who help us/ Transport	Growing	Animals	Water
<b>Year 1</b>		Drawing Make your mark		Painting and mixed media Colour Splash		Craft and design Woven Wonders
<b>Year 2</b>		Drawing Tell a story		Painting and mixed media Life in colour		Sculpture and 3D Clay houses
<b>Year 3</b>		Drawing Growing artists		Painting and mixed media Prehistoric painting		Craft and design Ancient Egyptian scrolls
<b>Year 4</b>		Drawing Power prints		Painting and mixed media Light and dark		Sculpture and 3D Mega materials
<b>Year 5</b>		Drawing I need space		Painting and mixed media Portraits		Craft and Design Architecture
<b>Year 6</b>		Painting and mixed media Artist study		Drawing Make my voice heard		Sculpture and 3D Making memories



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	Year 1		
<b>Art skills</b>	<p align="center"><b>Drawing</b></p> <p><b>Making:</b>            -Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens.            -Develop observational skills to look closely and reflect surface texture through mark-making.            -To explore mark making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary.</p>	<p align="center"><b>Painting</b></p> <p><b>Making:</b>            -Experiment with paint, using a wide variety of tools (eg brushes, sponges, fingers) to apply paint. Investigate colour mixing.            -Play with combinations of materials to create simple collage effects. Select materials based on their properties, eg shiny, soft.</p>	<p align="center"><b>Craft and Design</b></p> <p><b>Making</b>            -Able to select colours, shapes and materials to suit ideas and purposes.            -Design and make something that is imagined or invented.            -Begin to develop skills such as measuring materials, cutting, and adding decoration.</p>
	<p><b>Generating ideas:</b>            Explore their own ideas using a range of media.</p> <p><b>Evaluating:</b>            -Describe and compare features of their own and other's art work.</p> <p><b>Work of Artists:</b>            -Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.</p> <p><b>Sketchbooks</b>            -Use sketchbooks to explore ideas in an open-ended way.</p>		
	<b>Autumn – Complete</b>	<b>Spring – Complete</b>	<b>Summer</b>
<b>Topic:</b>	<b>Make your mark</b>	<b>Colour Splash</b>	<b>Woven Wonders</b>



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<b>Art Focus:</b>	Drawing Beatriz Milhazes (Brazilian) Bridget Reilly (British) Zaria Forman (American/climate change) Jasper Johns (American) Wassily Kandinsky (Russian)	Painting and mixed media Clarice Cliff (Female/British) Jasper Johns (American)	Craft and Design Judith Scott (American) Cecilia Vicuña (Chilean)
<b>Intent</b>	Exploring mark-making and line; working and experimenting with different materials through observational and collaborative pieces.	Exploring colour mixing through paint play, using a range of tools to paint on different surfaces and creating paintings inspired by Clarice Cliff and Jasper Johns.	Learning fibre art skills such as plaiting, threading, knotting and weaving to create three-dimensional woven artworks inspired by artist Cecilia Vicuña.
<b>Vocabulary</b>	Line, vertical, horizontal, diagonal, wavy, cross hatch, 2D shapes, 3D shapes, printing, continuous, dots, circles, lightly, firmly, look, rough, smooth, light, dark, straight, thick, wiggly, charcoal, pastels, chalk, medium	Primary colours, secondary colours, mix, blend, pattern, shape, kaleidoscope, texture, space, design, paint, silhouette	Art, artist, craft, knot, plait, thread, threading, weaving, warp (the up and down threads that stay still when weaving), weft (the side to side threads that go over and under the warp when weaving), loom.
<b>Prior Knowledge</b>	Children would have experiences mark making with a range of different drawing tools e.g. felt tips, crayons, pencils, chalk etc. Children would also have some experience of mark making on different surfaces e.g. white boards, paper and card.	Children have experienced making marks using paint. The children will have been exposed to range of painting tools e.g. small brushes, large brushes, sponge, cotton buds etc.	Children will have had experienced using scissors to cut a range of different media and materials. The children will also have had the opportunity to use a range of different media and materials to add decoration.
<b>Knowledge</b>	Children to develop observational drawing skills when exploring mark-making. Children will use a range of tools, investigate how texture can be created in drawings. Children will apply their skills to a collaborative piece using music as a stimulus and investigate artists Bridget Riley and Zaria Forman.	Children to explore colour mixing through paint. Children to use a range of tools and work on different surfaces. They will create paintings inspired by Clarice Cliff and Jasper Johns.	Children to develop skills in plaiting, threading, knotting and weaving.



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<p><b>Suggestions for implementation</b></p>	<p>-Exploring line – children can create different lines using a piece of string before moving onto using pencils, chalk etc. Children can explore lines in a more expressive way using music to help them draw lines and marks. - Experimenting with media – children can draw around and overlap 2D shapes filling shapes with a different colour/medium. - Mark-marking – children to explore mark-making through observational drawing. Encourage children to use a range of different medium e.g. charcoal, pastels, chalk etc. -Drawing from observation – children to draw something that is of interest to the children.</p>	<p>- Children to be colour detectives and find out what colours they can make using the 3 primary colours. - Allow children time to explore paint and find out what happens when they mix them. - Children to use Lego bricks or a range of other objects. Children to design a printing 'block' by grouping bricks together. -Children to create a pattern, picture or could print letters using the blocks. - Encourage children to overlap the colours to create a 'kaleidoscope' affect. - Share the work of Jasper Johns. Children to paint numbers 0-9 (children to paint over these numbers). - Share the work of Clarice Cliffs – paint bright colours and slowly introduce painting the tree.</p>	<p>- Class to look at a range of different pictures and discuss whether they think it is art or not. - Introduce the artist Judith Scott and model the skill of wool wrapping. - Introduce the artist Cecilia Vicuña. Children will start making an artwork that uses the same techniques as Vicuña: knotting, plaiting, weaving and threading. - Share the technique of warping and wefting. - Children will create artwork based on Vicuña's 'Brain Forest Quipu'.</p>
<p><b>Questions to measure impact</b></p>	<p>What words would you use to describe the lines in her work? How are the lines the same/different? How could you make these lines? What did we learn about lines in the previous lesson? Which colours do you think we should use? How are the pieces similar/different? Which of the media are similar? In what ways are they similar? Which media smudges or blends?</p>	<p>What are the primary colours? What does the word 'primary' mean? What happens when we mix primary colours together? What are the colours made by primary colours called? What colours can you see? Is this a primary or secondary colour? Why do you think Clarice Cliff chose these? What can you see? What do you like about the plates?</p>	<p>What makes you an artist? When have you been an artist? Which skill was most challenging for you today? Why? What do you notice about these colours? What can you see? Did you try anything new today? Which skills were the same as for wool-wrapping? Have you got a 'top tip' to share about any technique?</p>



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	<p>Do you think your drawing shows what the object feels like?</p> <p>Do you like your finished drawing?</p> <p>What shapes can you see?</p> <p>What lines can you see? Are they straight, wiggly, thick or thin?</p> <p>Are there any shadows on your object?</p>	How are they the same/different?	What can you remember about Cecilia Vicuña?
<p><b>Suggestions for the development of greater depth</b></p>	<ul style="list-style-type: none"> <li>-Children to be encouraged to experiment with how they hold different media and try to create lines using the side as well as the tip, or switching the two as they draw.</li> <li>-Linking their marks to others and responding to the music and the work of the artist.</li> <li>-Be able to evaluate their work and the work of others.</li> <li>-Focus on colouring/painting neatly and within the lines.</li> <li>-Encourage to justify why they have chosen a particular mark to an area of their drawing. Challenge to create their own mark and model it to the class.</li> <li>-Experiment further with lines and marks to represent texture, dark and light.</li> </ul>	<ul style="list-style-type: none"> <li>- Children could be challenge to suggest how they might adapt the secondary colours as they mix them in the main event e.g. how could you mix a lighter green?</li> <li>- Children could be asked to describe the connection between their own work and the artist.</li> <li>- Children could be encouraged to try out their own ideas adapting the paintings to their own style.</li> <li>- Children to be challenge to overlap their prints and describe the results.</li> <li>- Children to be able to make considered decisions about their choice of colours: mixing secondary colours confidently and showing some independence in their organisation and choice of painting equipment.</li> </ul>	<ul style="list-style-type: none"> <li>- Children should be encouraged to justify their ideas about why something is or isn't art.</li> <li>- Children could explore joining more than one object together when wrapping them.</li> <li>- Encourage those children who can already plait, knot and thread confidently to try out new ideas using the techniques e.g. combining more than three strands to plait.</li> <li>- Children should be challenged to explain their ideas in more detail when talking about similarities and differences in their work.</li> </ul>
<p><b>Enrichment/ curriculum links</b></p> <p><b>Diversity</b></p> <p><b>BTK</b></p>	<p>Children to use the outdoor learning environment to support their learning.</p> <p>Music – listening to a range of different music</p> <p>Science – identifying and naming animals.</p>	<p>Maths link – painting numbers</p>	<p>English – spoken language</p>



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	Year 2		
	<p><b>Maths – shapes</b></p>		
	<p><b>Drawing</b></p> <p><b>Making</b> Further develop mark-making within a greater range of media, demonstrating increased control. -Develop observational skills to look closely and reflect surface texture through mark-making. -Experiment with drawing on different surfaces, and begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes.</p>	<p><b>Painting and mixed media</b></p> <p><b>Making</b> -Begin to develop some control when painting, applying knowledge of colour and how different media behave eg adding water to thin paint -Mix different hues of primary and secondary colours by using different amounts of each starting colour or by adding water. -Make choices about which materials to use for collage based on colour, texture, shape and pattern. Experiment with overlapping and overlaying materials to create interesting effects.</p>	<p><b>Sculpture and 3D</b></p> <p><b>Making</b> -Develop understanding of 3D forms to construct and model simple forms using a range of materials. -Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. - Develop basic skills for shaping and joining clay, including exploring surface texture.</p>
	<p><b>Generating Ideas</b> Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p><b>Evaluating</b> -Explain their ideas and opinions about their own and other's art work, giving reasons. -Begin to talk about how they could improve their own work.</p> <p><b>Knowledge of artists:</b> Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.</p> <p><b>Sketchbooks</b> Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.</p>		
	<b>Autumn 1</b>	<b>Spring 2</b>	<b>Summer 1</b>
<b>Topic:</b>	<b>Tell a story</b>	<b>Life in Colour</b>	<b>Clay houses</b>



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<b>Art Focus</b>	Drawing Quentin Blake (British) Maurice Sendak (American)	Painting and mixed media Romare Bearden (American)	Sculpture and 3D Ranti Bam's (British/Nigerian) Rachel Whiteread (British)
<b>Intent</b>	Developing mark-making to explore tone to show form using storybook illustration as a stimulus. Creating illustrations for a familiar story by creating patterned surfaces to add texture and detail.	Developing colour mixing skills, learning about the work of artist Romare Bearden and creating textured papers using paint, children compose collages inspired by their exploration of colour and texture in the world around them.	Exploring the way clay can be shaped and joined, children learn a range of essential skills for working with this medium. They learn about the sculpture of Rachel Whiteread and create their own clay house tile in response.
<b>Vocabulary</b>	Charcoal, lines, marks, thick, thin, blending, feel, scribbling, texture, tool, touch, observation, outline, emotion, expression, illustrator, character, re-tell, frame,	Mixing, primary colour, secondary colour, texture, collage, overlap, detail, surface, texture	Roll, smooth, flatten, shape, cut, pinch pot, thumb pot, ceramic, glaze, score, sculpture, plaster, 3D, detail impressing, surface
<b>Prior Knowledge</b>	Children will have experienced with drawing lines and use 2D shapes to draw. They will understand what tone is and how to apply this to their own work.	Children would have continued to develop their skill and control when painting. Children would have also experienced painting with expression. Children to remember the primary colours and how to mix them to create secondary colours.	Children would have had experience of using playdough and other malleable materials. They would have also learnt about form and space through making sculptures and develop their language.
<b>Knowledge</b>	Children to use storybook illustrations as a stimulus, children to develop their mark making to explore tone to show form. Children to experiment with creating patterned surfaces to add texture and detail to drawings. Children to create an illustration for a familiar story.	Developing colour mixing skills, learning about the work of artist Romare Bearden and creating textured papers using paint, children compose collages inspired by their exploration of colour and texture in the world around them.	Children to develop their ability to work with clay. Children will learn how to create simple thumb pots then explore the work of sculptor Rachel Whiteread and apply her ideas in a final piece. They will use techniques such as cutting, shaping, joining and impressing into clay.
<b>Suggestions for implementation</b>	- Use charcoal in different ways to express the meaning of the words in an abstract way.	- Review primary and secondary colours.	-Exploring Clay – children can explore how clay can be shaped with their hands.





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	<ul style="list-style-type: none"> <li>- Children to draw a range of interesting objects, focusing on creating the texture using a range of different marks.</li> <li>- Children to draw their own special toy.</li> <li>- Children to practise drawing a range of different expressions and characters.</li> <li>- To create and draw imaginary scenes for a storybook.</li> </ul>	<ul style="list-style-type: none"> <li>- Children will be investigating colour mixing using both primary and secondary colours.</li> <li>- Children to go on a 'texture hunt' outside, looking for interesting surface textures to recreate in paint.</li> <li>- Share the information about Romare Bearden.</li> <li>- Discuss different collages.</li> <li>- Children to work in pairs to create their own collage.</li> <li>- Children to add to their collages, in a similar way to Bearden.</li> </ul>	<ul style="list-style-type: none"> <li>- Pinch pots – children practise to score (hatch) the clay and begin to learn simple joining techniques.</li> <li>- Find out some information about Rachel Whiteread.</li> <li>- Children to design their own home. They will turn their drawing into a 3D clay tile.</li> <li>- Children to use all the skills that they have learnt to make a 3D clay house. Children will roll, join and press clay together.</li> </ul>
<p><b>Questions to measure impact</b></p>	<p>Does the way you hold the charcoal affect the marks you make?            How many different ways can you hold the charcoal?            Can we break or shape the charcoal to create different effects?            How would you describe this mark?            How could you create it using a pencil?            How could you draw what the object feels like?            Is there any texture? Where?            How could I draw this texture?            How is this character feeling?            How has the illustrator used lines to show this?</p>	<p>What new colours can you see?            What happens when you mix two secondary colours together?            What can you see?            How would you describe the colour/texture?            How does the picture look different now?            How did you mix that colour?            Which painting tool is your favourite to use? Why?            If this picture told a story, what would it be about?            How will you copy this texture in paint?            What shapes/colours do you need?            What can you see?            What is the same and what is different to the other Bearden collage?</p>	<p>What is important about how hard or softly you press tools and objects into the clay surface?            How do we get the clay surface ready to be joined?            How do you make the score marks?            What do you like/dislike about these artworks?            What is a sculpture?            What questions for you have for the person who made them?            Are you going to need to make all the home features or will you choose to leave some out?            Was there anything challenging for you in the process of making it?            Can you identify one difference and one similarity to your parents' tile?</p>



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			Does your finished clay tile look like your design?
<b>Suggestions for the development of greater depth</b>	<p>Children to experiment with adding marks in chalk or removing charcoal with a rubber.</p> <p>Children should be encouraged to explore drawing materials they have not used before.</p> <p>Experiment using different surfaces to draw on and explain how they enhance the texture they are trying to create.</p> <p>Encourage children to work in colour and to use marks to imply tone.</p> <p>Suggest how they could make improvements to their character using mark-making to show detailed texture and tones.</p> <p>Encourage children to create their own story to illustrate or create a 'twisted-tale' version of a known story.</p>	<p>Children to explain the changes they see when colours mix. Challenge them to compare two similar colours and talk about the differences they notice.</p> <p>Children should be encouraged to describe their approach to colour mixing: ask, for example, why are they adding more white? More yellow? What do they expect will happen?</p> <p>Encourage them to explore possibilities for creating textures by combining the marks made by several tools.</p> <p>Encourage children to describe their thinking as they mix colours or apply paint to make texture: what are they aiming for? How else could they make the same thing?</p> <p>Encourage children to independently evaluate their decisions in relation to their ideas for the overall collage.</p> <p>Encourage children to push out of their comfort zones when choosing a technique.</p>	<p>Children to be more adventurous in the range of marks they incorporate.</p> <p>Children to make a pinch pot with quiet even sides and with clay pieces attached to create a finished surface.</p> <p>Encourage children to be ambitious with their tile design. Remind children that to change marks we can smooth the clay to 'rub out'.</p> <p>Children to use impressing and joining techniques learned effectively.</p>
<b>Enrichment/ curriculum links</b> <b>Diversity</b> <b>BTK</b>	<p>Maths – shape</p> <p>English – reading</p>		D&T – designing skills
<b>Year 3</b>			
<b>Art skills</b>	Drawing	Painting and mixed media	Craft and Design:



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	<p><b>Making:</b>            -Confidently use of a range of materials, selecting and using these appropriately with more independence.            -Draw with expression and begin to experiment with gestural and quick sketching.            -Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p>	<p><b>Making:</b>            -Select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task eg choosing a fine paintbrush for making detailed marks.            -Mix colours with greater accuracy and begin to consider how colours can be used expressively. Explore contrasting and complimentary colours.            -Modify chosen collage materials in a range of ways eg by cutting, tearing, re-sizing or overlapping. In sketchbooks, use collage as a means of collecting ideas.</p>	<p><b>Making:</b>            -Able to plan and think through the making process to create 3D forms using a range of materials.            -Shape materials for a purpose, positioning and joining materials in new ways (tie, bind, stick, fold).            -Experiment with combining found objects and recyclable materials to create sculpture.</p>
	<p><b>Generating Ideas</b>            Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p><b>Evaluating</b>            Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.</p> <p><b>Knowledge of Artists</b>            Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.</p> <p><b>Sketchbooks</b>            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.</p>		
	<b>Autumn 1</b>	<b>Spring 1</b>	<b>Summer 1</b>



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<b>Topic:</b>	<b>Growing Artists</b>	<b>Prehistoric Painting</b>	<b>Ancient Egyptian Scrolls</b>
<b>Art focus:</b>	<b>Drawing</b>	<b>Painting and mixed media</b>	<b>Craft and Design</b>
<b>Intent</b>	Developing an understanding of shading and drawing techniques to create botanical inspired drawings.	Discovering how and why our ancient ancestors made art, experimenting with natural materials to make homemade paints and playing with scale to paint on a range of surfaces.	Developing design and craft skills taking inspiration from Ancient Egyptian art and pattern and paper making.
<b>Vocabulary</b>	Geometric (a regular shape with straight lines/angles), organic (irregular, natural shapes), shape, line, objects, arrangements, light, dark, shading, tone, smooth, blend, even tones, texture, pressure, cut, tear, tool, rubbing, frottage (process of taking a rubbing from an uneven surface), botanist, botanical, magnified, flower, petal, stem, scale, frame, expressive. abstract	Prehistoric, proportion, sketch, pigment, cave drawings, charcoal, scaled up, proportion, smudging, texture, tone, cave style painting, composition, handprint, negative image, positive image	Egyptian, Ancient, Sculpture, Painting, Tomb, Pharaoh, Pattern, Shape, Colour, design, scale, paper, process, technique, material, scroll, layout, fold, images, text, papyrus, style, composition, zine (zeen), subject, audience, information
<b>Prior Knowledge</b>	Children will have explored a range of drawing techniques. They would also begin to apply tone to describe form, develop skill and control with a range of drawing tools.	Children will have further improved their skill and control when painting. They would have painted with creativity and expression. Children will also describe their colour selections.	Children will have used a range of materials to design and make products. They have also extended their practical ability to create 3D sculptural forms.
<b>Knowledge</b>	Children to be inspired by botanical drawings. Children to explore the techniques of artists such as Georgia O'Keefe and traditional Chinese painters to draw natural forms. Children to become aware of differences in the choice of drawing	Children will investigate making their own paints, making tools and painting on different surfaces. They will explore prehistoric art.	Children will learn about the way colour, scale and pattern influenced ancient Egyptian art. They will explore the technique of papermaking to create a papyrus-style scroll.



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	medium, scale and the way tonal shading can help create form.		
<b>Suggestions for implementation</b>	<ul style="list-style-type: none"> <li>- Understand how to use simple shapes to draw objects, developing skills to draw natural and manmade objects.</li> <li>- Shade and understand how it is used to create light and dark tones.</li> <li>- Take texture rubbings to create nature-inspired art work.</li> <li>- Create detailed botanical drawings from observation.</li> <li>- Explore scale and composition to create abstract drawings.</li> </ul>	<ul style="list-style-type: none"> <li>- Introduce children to cave art.</li> <li>- Children to scale up their drawings and use different medium e.g. charcoal to create tones and textures.</li> <li>- Children to make their own paints using spices and objects found on a nature walk.</li> <li>- Children to use a range of tools to re-create their prehistoric animal picture.</li> <li>- Children work on a collaborative class piece of prehistoric art.</li> </ul>	<ul style="list-style-type: none"> <li>- Children to explore Ancient Egyptian art and why it was created.</li> <li>- Children to draw different patterns and shapes.</li> <li>- Children to look at scrolls.</li> <li>- Children to experiment with making paper.</li> <li>- Experiment with scroll designs in sketchbook and then translate these onto paper.</li> </ul>
<b>Questions to measure impact</b>	<p>Was it easier to see the natural or man-made objects?</p> <p>How do you think drawing simple shapes first helped you create your drawing?</p> <p>What do you like about this drawing?</p> <p>What do you think the artist has done well?</p> <p>What makes this drawing more realistic?</p> <p>What does the texture look like?</p> <p>What are you using to make a rubbing with?</p> <p>What was easy/difficult?</p> <p>What do you think this a picture of?</p> <p>How this this picture different?</p> <p>Can you remember what abstract means? (A type of art that depicts something in a non-realistic way. It will</p>	<p>How will a drawing change if we 'scale it up'? (all the separate parts of the drawing will get larger by the same amount: the proportions will stay the same)</p> <p>Which details have you changed or altered to your own style?</p> <p>What did it feel like?</p> <p>What is good about using charcoal?</p> <p>How is modern paint different to prehistoric paint?</p> <p>Where does the colour in paint come from? (Pigment, which means the natural colouring in an object)</p> <p>Could you do this in the dark, working only to the light of a small candle?</p> <p>How is the work similar/different to the real cave paintings?</p>	<p>What patterns do you notice on peoples' clothing/background or in other paintings?</p> <p>What can you see?</p> <p>What do you think the artist is trying to tell you? Why? How do you know?</p> <p>How easy/difficult was the process?</p> <p>What would you do differently next time?</p> <p>What areas look too empty that you could add some more pattern to?</p>



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	often represent objects in organic or geometric shapes and forms and use unusual colour palettes and gestural marks).	Why do you think they painted their hands-on cave walls in this way?	
<b>Suggestions for the development of greater depth</b>	<ul style="list-style-type: none"> <li>- Use more complex shapes to sketch.</li> <li>- Encourage children to try 3D shapes.</li> <li>- Try draw shapes of their own to shade.</li> <li>- Encourage children to demonstrate how they create rubbings effectively to support others where needed.</li> <li>- Encourage more detailed working of the selected rubbings into the composition.</li> <li>- Encourage children to add tones of colour to their drawing.</li> <li>- Children to be encouraged to be expressive and experimental with their drawing and tools, such as drawing with sticks dipped in paint or adding flourishes of colour.</li> </ul>	<ul style="list-style-type: none"> <li>-Children could combine more than one animal into a scene or work with other children to develop more elaborate work with a greater level of control and detail.</li> <li>-Children to work with different medium of charcoal, chalk and pastels using different techniques.</li> <li>- Challenge children to make more advanced colours by manipulating the natural products to suit their own intentions.</li> <li>- Encourage them to apply the cave painting style to their own composition, creating more elaborate scenes that may feature more than one animal.</li> <li>- Creating more elaborate designs: manipulating colours, patterns, shapes to suit their own ideas and intentions.</li> </ul>	<ul style="list-style-type: none"> <li>-Children to raise questions of their own about Ancient Egyptian Art. Experiment with tearing or cutting paper to represent patterns.</li> <li>-Children to create a well-drawn selection of sketches showing a thought process.</li> <li>-To produce a range of final designs that have a clear purpose. Able to annotate and explain their ideas.</li> <li>-Discuss and evaluate the process and the outcome of what they have created. Confident to make suggestions for improvement.</li> <li>Children to show a good understanding of effective composition that is aesthetically pleasing.</li> </ul>
<b>Enrichment/ curriculum links Diversity BTK</b>	Maths – 2D and 3D shapes Science – Light Science – Plants	Using the outdoor learning environment to collect items to enhance their painting. History – Stone age to Iron Age Maths – 2D and 3D shapes	Ancient Egyptian Day at school History – Ancient Egypt
<b>Year 4</b>			
<b>Art Skills</b>	Drawing Making:	Painting and mixed media Making:	Sculpture and 3D Making:



# St Anselm's Art Knowledge and Skills Progression Map 2023-2024



	<ul style="list-style-type: none"> <li>-Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</li> <li>-Use growing knowledge of different drawing materials, combining media for effect.</li> <li>-Demonstrate greater control over drawing tools to show awareness of proportion and perspective, continuing to develop use of tone and more intricate mark making.</li> </ul>	<ul style="list-style-type: none"> <li>Explore the way paint can be used in different ways to create a variety of effects, e.g. creating a range of marks and textures in paint.</li> <li>-Develop greater skill and control when using paint to depict forms, e.g. beginning to use tone to create 3D effects.</li> <li>-Work selectively, choosing and adapting collage materials to create contrast and considering overall composition.</li> </ul>	<ul style="list-style-type: none"> <li>Use more complex techniques to mould and form malleable materials, such as the coil pot technique in clay and adding detailed surface decoration.</li> <li>-Show an understanding of appropriate finish and present work to a good standard.</li> <li>-Respond to a stimulus and begin to make choices about materials used to work in 3D.</li> </ul>
	<p><b>Generating Ideas</b> Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</p> <p><b>Evaluating</b> Build a more complex vocabulary when discussing their own and others' art. -Evaluate their work more regularly and independently during the planning and making process</p> <p><b>Knowledge of Artists</b> 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.</p> <p><b>Sketchbooks</b> Use sketchbooks purposefully to improve understanding develop ideas and plan for an outcome.</p>		
	<b>Autumn 1</b>	<b>Spring 1</b>	<b>Summer 1</b>
<b>Topic:</b>	<b>Power Prints</b>	<b>Light and Dark</b>	<b>Mega Materials</b>
<b>Art Focus:</b>	Drawing Edward Ruscha (American) Georges Seurat (French) Alberto Giacometti (Switzerland)	Painting and mixed media Clara Peeters (Belguim) Audrey Flack (American)	Sculpture and space Sokari Douglas (Nigerian) Magdalene Odundo (Kenyan) Barbara Hepworth (British)



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	Fernando Botero (Colombian) Henri Matisse (French) Henry Moore (British)		El Anatsui (Ghanaian)
<b>Intent</b>	Using mechanical engravings as a starting point, pupils develop an awareness of proportion, composition and pattern in drawing and combine media for effect when developing a drawing into a print.	Developing skills in colour mixing, focussing on using tints and shades to create a 3D effect. Experimenting with composition and applying painting techniques to a personal still life piece.	Exploring the way different materials can be shaped and joined, learning about techniques used by artists as diverse as Barbara Hepworth and Sokari Douglas-Camp and creating their own sculptures.
<b>Vocabulary</b>	Contrast, gradient, observational drawing, shading, shadow, three-dimensional, tone, blend, proportion, collage, engraving, highlight, precision, symmetrical, wax-resist, viewfinder, parallel, cross-hatching, hatching, collaborate, figurative, monoprint, block print	Portrait, landscape, shadow, tint, shade, texture, contrasting, vivid, muted, formal, patterned, detailed, abstract, still life, composition, proportion, photo-realism, three-dimensional	Ceramics, organise shape, sculpture, 3D, 2D, visualisation, abstract, detail, hollow, bending, joining, mesh, pliers, secure, twisting, wire, recycled, reused,
<b>Prior Knowledge</b>	Children will have developed drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. They will have also experienced using a range of drawing tools.	Children will have an increased awareness and understanding of mixing and applying colour, including use of natural pigments. They have also used aspects of colour such as tints and shades.	Children will have been given the opportunity to extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing.
<b>Knowledge</b>	Children to use every day electrical items as a starting point. They will develop an awareness of composition in drawing and combine media for effect when developing a drawing into a print.	Children to develop colour mixing skills, using shades and tints to show form and create three dimensions when painting. They will learn about composition and plan their own still life to paint, applying chosen techniques.	Children will learn about the work of inspirational sculptors such as Sokari Douglas and Barbara Hepworth. They will create personal response and make choices about techniques and materials e.g. recycled materials.





## St Anselm's Art Knowledge and Skills Progression Map 2023-2024



<p><b>Suggestions for implementation</b></p>	<ul style="list-style-type: none"> <li>- Children to look at and discuss the 'Eye' by Ed Ruscha. Discuss sketching, tones and shadows.</li> <li>- Introduce the concept of proportion by showing children 'Man Pointing' by Alberto and 'Dancing in Colombia' by Fernando Botero.</li> <li>- Create a wax-resist drawing based on their previous learning.</li> <li>- Introduce hatching and show how it can be used to add contrast and pattern to abstract drawings.</li> <li>- Children to work together to create a piece of art using ideas taken from their drawing work throughout the unit.</li> </ul>	<ul style="list-style-type: none"> <li>- Children to compare paintings by artists.</li> <li>- To practise creating tints and shades when colour mixing.</li> <li>- Learn about the effect of light on colour in everyday life and art.</li> <li>- Explore different painting techniques.</li> <li>- Plan for their own still-life painting.</li> <li>- Paint a still life that showcases their own unique style.</li> <li>- Children to compare paintings by their texture and colour practising creating tints and shades when colour mixing.</li> <li>- Learn about the effect of light on colour in everyday life and in art.</li> <li>- Children to paint a simple object – mixing tints and shades to give the appearance of three dimensions.</li> <li>- Children to experiment using a range of different techniques when painting a simple 3D object.</li> <li>- Children to paint their own still life that showcases their own unique style.</li> </ul>	<ul style="list-style-type: none"> <li>- Children to look at the work of Magdalene Odundo's artwork and name some key features.</li> <li>- Children to use tools and hands to carve, model and refine a sculpture (bar of soap).</li> <li>- Children to experiment with wire to make shapes e.g. twisting, looping etc.</li> <li>- Children to make their own sculpture, using the idea of a figure casting shadow made up of words as in the piece 'All the world is now richer'.</li> </ul>
<p><b>Questions to measure impact</b></p>	<p>How did the artist make this drawing?          Has the artist made the word look 2D or 3D? How?          How are the marks you make affected by how you hold the pencil?          What grade of pencil makes the darkest/lightest shading?          What is proportion in art?          How can artists use proportion?</p>	<p>Do any paintings share similarities?          Why is the painting you chose different to others?          Which painting do you think probably took the longest to paint? Why?          Which painting creates the strongest mood or feelings why?</p>	<p>How would you describe the shapes that Odundo uses in her clay/ceramics work?          What are her influences?          Can a building be a sculpture?          Can anyone make a sculpture?          How has this sculpture been made?          What can you see?          Have you ever seen sculptures displayed outside?</p>



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	<p>What helped you to draw objects in proportion to each other? How could the images interlock on the page? Is your composition figurative (looks like something real life) or abstract? How has the artist used lines in his drawing? What printing techniques will you choose? How will you show what you have learned about using tone, contrast and pattern?</p>	<p>What do you notice about the position of the darkest and lightest square in your painting? How have the colours helped your object to appear three dimensional? Does either painting have a message for the viewer? What details are essential to include? How could you use colour to make painted objects appear three dimensional?</p>	<p>How to capture an interesting photo of their sculpture? How have you joined materials to make your piece? How have you made it three dimensional?</p>
<p><b>Suggestions for the development of greater depth</b></p>	<p>Encourage children to describe how they are creating tones by using the pencil differently. Develop some observational drawing using colour as well as pencil tone. Experiment with using a rubber to create a range of marks. Children to cut images to a range of sizes with confidence. To create a composition that contains strong contrast between sizes and shapes of images and the way they are positioned. Should be encouraged to use hatching in various ways to highlight curved shapes or create contrast in their wax resist drawings. Children should consider how their ideas will work as a complete piece and</p>	<p>Use key vocabulary to describe similarities and differences between paintings. Confidently mixing tints and shades by adding black and white gradually. To discuss the effect of light and shade on how a painted object looks. Being able to justify their decisions about any changes to their compositions. Producing a clear sketch that shows they have observed the relative size and shape of objects. Demonstrate that they can paint using tints and shades to help show the form of objects. Evaluate and improve their paintings as they work.</p>	<p>Encourage children to describe how they are using basic shapes to form more complex ones. Children to advise other children on which tool to choose for particular marks. Children to adapt their ideas as they work if they encounter any problems with their designs. Encourage to shape the wire in more complex ways to add detail to their sculptures. Children should be encouraged to try out a variety of different ways to display their sculpture before photographing it. Children to try out unfamiliar techniques for joining materials and problem solving as they work.</p>



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	problem solve if prints don't go as expected.		Children to consider how they combine materials for effect, choosing colours and textures that work well together.
<b>Enrichment/ curriculum links Diversity BTK</b>		Science – Light	Maths – Shape History – knowing and understanding significant aspects of the History of the wider world. Recycling – looking after our world
<b>Year 5</b>			
<b>Art Skills</b>	<p>Drawing: Making: - To use a broader range of stimulus to draw from, such as architecture, culture and photography. Begin to develop drawn ideas as part of an exploratory journey. -Apply known techniques with a range of media, selecting these independently in response to a stimulus. -Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form.</p>	<p>Painting and mixed media Making -Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks eg making choices about painting surfaces or mixing paint with other materials. -Develop a painting from a drawing or other initial stimulus. -Add collage to a painted, printed or drawn background for effect. -Explore how collage can extend original ideas. Combine digital effects with other media.</p>	<p>Craft and Design Making -Design and make art for different purposes and begin to consider how this works in creative industries eg in architecture, magazines, logos, digital media and interior design. -Extend ideas for designs through sketchbook use and research, justifying choices made during the design process.</p>
	<p>Generating Ideas Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.</p> <p>Evaluating Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>		



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	<p>Knowledge of Artists 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 influenced their creative work.</p> <p>Sketchbooks Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p>		
	<b>Autumn 1</b>	<b>Spring 1</b>	<b>Summer 1</b>
<b>Topic:</b>	<b>I need space</b>	<b>Portraits</b>	<b>Architecture</b>
<b>Art Focus:</b>	Drawing Ties Albers (Dutch)	Painting and mixed media Chila Kumari Singh (British/Indian) Vincent Van Gogh (Dutch) Njideka Akunyili Crosby (Nigerian)	Craft and Design Friedensreich Hundertwasser (Austrian)
<b>Intent</b>	Exploring the purpose and impact of images from the 'Space race' era of the 1950s and 60s; developing independence and decision-making using open-ended and experimental processes; combining drawing and collagraph printmaking to create a futuristic image.	Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media.	Investigating the built environment, drawing from observation and evaluating design features of buildings. Children explore famous architecture, developing ideas to create their own individual vision for a unique space.
<b>Vocabulary</b>	Architecture, cold war, culture, evaluate, future, futuristic, influence, propaganda, Space Race, texture, tone, medium, formal elements, process, print, printing plate, printmaking,	Self-portrait, collage, background, mixed-media, monoprint, multi-media, photomontage	Accurate, architecture, composition, design, houses, proportion, shading, sketching, abstract, monoprint, pressure, roller, print block, smudge, architectural, Friedensreich Hundertwasser, organic, transform, monument, legacy, amphitheatre, birds eye view, design, elevation,
<b>Prior Knowledge</b>	Children experienced drawing still life from observation. They further	Children would have analysed and describe colour and painting techniques	Children would have used a range of materials to design and make products



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	developed understanding of geometry and mathematical proportion when drawing.	in artists work. They would have also manipulated colour for print.	including craft, weaving printmaking, sculpture and clay.
<b>Knowledge</b>	Children will develop ideas more independently. They will consider the purpose of drawings as they investigate how imagery was used in the Space Race that began in the 1950s. Children will combine collage and printmaking to create a piece in their own style.	Children will investigate self-portraits by a range of artists. They will use photographs of themselves as a starting point for developing their own unique self-portraits in mixed media.	Children will investigate the built environment, drawing from observation and evaluating design features of buildings. They will explore famous architecture, developing ideas to create their own individual vision for a unique space.
<b>Suggestions for implementation</b>	<ul style="list-style-type: none"><li>- Display the image of a Soviet space propaganda poster and allow children to think about the content and purpose of the image.</li><li>- Share the image 'Family playing on the moon, as imagined in the 1960s' and ask children to evaluate the picture, recording their answers by annotating the image in their sketchbooks.</li><li>- Children to sort different images of space by their mediums e.g. painting, photograph or computer-generated illustration.</li><li>- Show children the image 'Moonwalk' by Ties Albers. Explain to the children they will create their own piece of work inspired by this image.</li><li>- Discuss what the world will look like in another 50 years and record ideas as a class mind map.</li><li>- Share with children different images showing artist's ideas for the future.</li></ul>	<ul style="list-style-type: none"><li>- Think about how a background can change the finished effect.</li><li>- Take portrait photographs ready to use in later lessons. Children to develop drawings into finished prints using a range of techniques.</li><li>- Talk about the purpose of self-portraits. Look at a range of artists and the different mediums they use.</li><li>- Children to experiment with different materials and techniques.</li><li>- Children to evaluate their work and others and give feedback.</li></ul>	<ul style="list-style-type: none"><li>- Children to use observational drawing skills to accurately draw a house.</li><li>- Print a small section of the house they have drawn (abstract print).</li><li>- Children to start thinking about the own house they are going to create use to work of Hundertwasser to create their own designs/patterns.</li><li>- Design a whole class monument, thinking about the interests of your class or topics you are currently studying.</li><li>- Children to pretend they are architects and give them the job of designing a brand-new building.</li></ul>



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	<ul style="list-style-type: none"> <li>- The children will create their own futuristic artwork.</li> <li>- Children</li> </ul>		
<b>Questions to measure impact</b>	<p>Can you describe what you can see?            Can you identify any common themes in retro futuristic art?            Why do you think world events influence art, design and culture?            Can you think of anything that has influenced art at other times in history?            How would an artist describe drawing?            What would your definition of drawing be?            What do you think of the colours?            Why do you think he chose to make one astronaut in black?            Could they work into a particular section to improve it?</p>	<p>How could you use colour to create a particular mood for your printed self-portrait?            How could the background make certain areas of your face stand out in a picture?            What is the effect of using more than one kind of material to make the portrait?            Do self-portraits have the same aim or are they created for different reasons?            Does the combination of materials work well together?            What does the image communicate about that person?            What is the mood or atmosphere of the portrait?</p>	<p>What kind of patterns would you paint on your house?            Would you add any decoration, plants or motifs?            What would they like to be remembered for in a thousand years' time?            What do they know about this person or event?            What could future generations learn from them/it?            Is the building design suitable for a wide range of people?            Have both the interior and exterior of the building been considered?            What is the purpose of the building and how will it be used?            Are the materials used practical, safe and cost effective?</p>
<b>Suggestions for the development of greater depth</b>	<p>Children should reference the formal elements in their evaluations, justifying opinions and giving examples.            Children should be encouraged to try and experiment with a greater variety of processes, possibly working outside their usual comfort zone.            Ask the children to add to their visual notes their ideas about what their image could be used for Could it be a</p>	<p>A more creative drawing that skilfully manipulates text and image.            Being able to describe the decisions they make about the position of their drawing on their background.            Creating a finished self-portrait that combines several media successfully.            Confidently using Art vocabulary to talk about and compare portraits.</p>	<p>Encourage children to include shading by hinting at the surrounding area.            Children could produce more abstract drawings with interesting compositional features at unusual angles. Encourage them to experiment with varying the pressure when they draw.            Children to be encouraged to design more houses or even a whole street.</p>



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	<p>poster to promote a cause or product?          Could it be the cover of a book or music album?          Children to be encouraged to use a mix of techniques to produce their images, either on the same background or by producing more than one drawing.</p>	<p>Compare the features of two self-portraits by different artists.          Try out several different ways of using the photo portrait and confidently adapt ideas as they work.          Creating a self-portrait with a strong composition that clearly represents something about them, combining a range of materials confidently and thinking about the effect on the viewer.</p>	<p>Children's to produce high quality designs that incorporate symbolism and bold, exciting shapes and patterns.          Children to draw their design in perspective. Their design should be detailed with clear annotated notes to explain key features.</p>
<p><b>Enrichment/          curriculum links</b>   <b>Diversity</b>   <b>BTK</b></p>	<p>Science – Earth and Space</p>	<p>English - handwriting and presentation          Computing – using a variety of software</p>	<p>History – know and understand significant aspects of the history of the wider world.</p>
<b>Year 6</b>			
<p><b>Art Skills</b></p>	<p>Drawing          Making          Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently.          -Apply new drawing techniques to improve their mastery of materials and techniques.          -Push the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques.</p>	<p>Painting and mixed media          Making:          -Manipulate paint and painting techniques to suit a purpose, making choices based on their experiences.          -Work in a sustained way over several sessions to complete a piece.          -Analyse and describe how colour is used in other artists' work.          -Consider materials, scale and techniques when creating collage and other mixed media pieces.          -Create collage in response to a stimulus and work collaboratively on a larger scale.</p>	<p>Sculpture and 3D          Making          -Uses personal plans and ideas to design and construct more complex sculptures and 3D forms.          -Combine materials and techniques appropriately to fit with ideas.          -Confidently problem-solve, edit and refine to create desired effects and end results.</p>
	<p>Generating Ideas          Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p>		



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	<p>Evaluating Give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p> <p>Knowledge of Artists Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Sketchbooks Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p>		
	<b>Autumn 1</b>	<b>Spring 1</b>	<b>Summer 1</b>
<b>Topic:</b>	<b>Artist study</b>	<b>Make my voice heard</b>	<b>Making memories</b>
<b>Art Focus:</b>	Painting and mixed media David Hockney (British) Paula Rego (British/Potuguese) John Singer Sargent (American) Fiona Rae (British/Hong-Kong) Lubaina Himid (British/Tanzanian)	Drawing Diego Rivera (Mexican) Dan Fenelon (American) Georges de La Tour (French) Johannes Vermeer (Dutch) Joseph Wright of Derby (English) Leonardo Da Vinci (Italian) Picasso (Spanish)	Sculpture and 3D Yinka Shonibare (British-Nigerian) Judith Scott (American) Nicola Anthony Romare Bearden (American) Louise Bourgeois (French-American) Louise Nevelson (American) Joseph Cornell (American)
<b>Intent</b>	Analysing and evaluating a wide range of artworks, children identify an artist that interests them. They research the life, techniques and artistic intentions of that individual. Collecting ideas in sketchbooks, planning for a final piece and working collaboratively, they present what they have learnt about the artist.	From the Ancient Maya to modern-day street art, children look at how artists convey a message. Exploring imagery, symbols, expressive mark making, and 'chiaroscuro' children consider audience and impact to create powerful drawings to make their voices heard.	Creating a personal memory box using a collection of found objects and hand-sculptured forms, reflecting primary school life with symbolic and personal meaning.





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<b>Vocabulary</b>	Interpret, meaning, narrative, shape, tone, inference, justify, respond, companionship, support, tableau, abstract, analyse, reflect, mixed media, message, thought-provoking, final piece	Aesthetic, audience character traits, chiaroscuro commissioned, composition, expressive, graffiti, guerrilla, imagery, impact, interpretation mark making, Maya, Mayan mural, representative, street art, symbol, symbolic, technique, tone, tonal	Artwork, attributes, compare, contrast, expression, identify, literal, memories, self, symbolic, 3-dimensional, assemblage, composition, juxtaposition, manipulate, relief, sculpture, abstract, embedded, memory, plan, sculpture, tradition
<b>Prior Knowledge</b>	Children further developed brush control using different strokes, tints and shades when painting. They painted with greater skill and expression.	Children further developed drawing from observation. They drew using perspective, mathematical processes, design, detail and line.	Children made art using recycled materials, created structures using a range of different materials. They learnt how to display and present their work.
<b>Knowledge</b>	Children will identify an artist that interests them. They will research the life, techniques and artistic intentions of that individual. Children can use their sketch books to plan for a final piece and will present what they have learnt about the artist	Exploring art with a message, children look at the famous 'Guernica' by Picasso and the confronting works of Käthe Kollwitz. They develop their drawings to incorporate new surfaces, a range of techniques and demonstrate an emerging personal style.	Children to document their memories of their time in primary school. They can select their favourite art and design skills and techniques to design and create a 3D artwork to represent their memories.
<b>Suggestions for implementation</b>	<ul style="list-style-type: none"> <li>- Talk about and discuss the painting 'My Parents' by David Hockney</li> <li>- Look at the 'The Dance' by Rego ask the children to respond to the painting by using doodles and sketches.</li> <li>- Children to look at the painting 'Gassed' by John Singer Sargent. Get the children to create this imagine (tableau).</li> </ul>	<ul style="list-style-type: none"> <li>- Children to create a research page in their sketch book to gather imagery, pattern and colour ideas from Maya art – just as Rivera may have done.</li> <li>- Children to discover their own animal companion, record it as a drawing using inspiration from the Maya in the style of the modern artist Dan Fenelon.</li> <li>- Children to learn about the drawing and painting technique of chiaroscuro through diverse examples.</li> </ul>	<ul style="list-style-type: none"> <li>- Children to look at the work of other artists to consider how art can be used to express memories.</li> <li>- Children to develop memories of primary school into abstract relief cardboard sculptures inspired by Louise Nevelson.</li> <li>- Children to develop ideas for a memory box sculpture, drawing upon artist inspiration and personal memories.</li> </ul>



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	<ul style="list-style-type: none"> <li>- Children to look at the painting 'Untitled' by Fiona Rae and recreate the image using shapes.</li> <li>- Share the painting 'Five' by Lubaina Himid and encourage children to think about something they are very passionate about e.g. climate change. Children to then begin drawing ideas for a picture that will convey their message.</li> <li>- The children need to choose an artist who they want to research. Children to use their sketch books to record their findings and begin to sketch ideas for their final piece.</li> <li>- Children to independently create their 'final piece'.</li> </ul>	<ul style="list-style-type: none"> <li>- Use a diamond-9 activity to prompt discussion and justify views and opinions on what art is.</li> <li>- Children will apply the techniques, skills and inspiration from artists from across the unit. They will create a powerful drawn image to convey a message on a subject they feel passionate about. They will consider how to apply symbolism, colour, pattern, line and tone for effect to impact their audience.</li> </ul>	<ul style="list-style-type: none"> <li>- Children to create a sculpture depicting personal primary school memories, demonstrating experimentation, originality, technical competence, and craftsmanship.</li> </ul>
<p><b>Questions to measure impact</b></p>	<p>Do the people remind you of anyone that you know? Why?          How does this painting make you feel?          What do you think happened before this moment in time?          What might happen next?          What have we found out about Paula Rego's artworks?          What is the inspiration for her work?          What most inspired you about the artist that you look at?          Where is this demonstrated in your ideas?          What medium/materials/colours have you chosen? Why?</p>	<p>What can you see?          What do you like about it?          How do you think it was created?          What do you think inspired the artist?          What techniques would you use?          Does this image use chiaroscuro?          What impact does a tonal image have and why is it effective?          Can you think of examples of art where this style might be used?          Why is Maya wall painting now graffiti, or is it?          How is street art different to Mayan' creating murals on walls?          Does street art communicate a message?</p>	<p>What inspired these artists?          How have artists represented their ideas?          How did you feel as you were making it?          Did any emotions or memories affect what you did?          What did you like about this technique?          What else would you like to try?          Why is Nevelson's work called an assemblage?          What could a memory museum sculpture look like? (Encourage the children to refer to some of the artwork they have seen in the unit so far).          What will you do if it doesn't work?</p>



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	<p>Is there anything you are unhappy with? Why? What are you going to change?</p>	<p>What was Picasso trying to say? How did he use this piece to convey his message?</p>	
<p><b>Suggestions for the development of greater depth</b></p>	<p>Encourage children to expand on their answers justifying their responses. Encourage extended open questions such as 'Why do you think that?' Encourage children to take on a role that requires strong communication and organisation such as that of a director. Children should use richer language in discussion and feedback and should create an inventive piece of art that represents the same themes as the original painting. When deciding on artists, encourage discussion around what artists they already know and make links between them and the artists they have studied in this unit. Encourage children to think about making more diverse choices about their work, such as will they only work in one medium?</p>	<p>Children to be able to make relevant comparisons and connections between different styles of art, able to use tools effectively to explore and create a diverse range of effects. Ask children to think about the juxtaposition (things being close together or that construct each other) of their symbols, can they make them entwine with each other, or overlap? Encourage more complex and detailed drawings. Children could experiment with different marks to create darker areas to explore how the charcoal can be used and the effects it can make. All diamond-9 choices should be justified with annotations to explain why they have put the statement where they have. Ask children to think about what they are drawing on. Does their image have to go straight onto white paper? Could they change it first?</p>	<p>Children to reflect either verbally or as a detailed written response to demonstrate an understanding of creative decisions. Children should be encouraged to demonstrate a diverse range of assemblages within their sculpture. Children should be encouraged to take risks and try something new or be willing to experiment with their making. Children should be encouraged to reflect on their progress, jotting notes and ideas in sketchbooks as they work and improving ideas where appropriate.</p>
<p><b>Enrichment/ curriculum links</b> <b>Diversity</b> <b>BTK</b></p>	<p>English – spoken language Computing – researching artists</p>	<p>History</p>	



# St Anselm's Art Knowledge and Skills Progression Map 2023-2024

