**Knowledge and Skills Progression Map**

**Treales CE Primary School 2023-2024**

**Art and Design**

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| Willow Class Cycle A Year 3 and 4 | | | |
|  | Autumn 1 | Spring 1/2 | Summer 1/2 |
| Focus | Drawing and sketchbooks | Surface and colour: painting | Working in 3D |
| Topic | Gestural drawing with charcoal.  Aim: In this pathway, children discover how to make drawings that capture a sense of drama or performance using charcoal. Children are freed from the constraints of creating representational drawings based on observation – instead they use the qualities of the medium to work in dynamic ways. Linking drawing to the whole body helps children see drawing as a physical activity, whilst a sense of narrative feeds the imagination. | Working with shape and colour. Aim: This pathway aims to enable pupils to respond to a painting from another culture or era. Children then go on to make their own creative response to the original painting, using layering of shape, colour and line using printmaking and drawing. | Telling stories through making Aim: In this pathway children are enabled to make sculptural equivalents of characters from film and literature.The pathway begins with an introduction to the work of two artists who use their sketchbooks to help them make the transition from words/film to image/object.Pupils then use their own sketchbooks to explore their response to the original stimulus, and then go on to develop and make a sculptural character.The pathway is easily adapted to which ever books/films you are studying in class. |
| National Curriculum | Pupils are taught :   * To use sketch books to record their observations and use them to review and revisit ideas * To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. * About great artists, architects and designers in history. | Pupils are taught :   * To use sketch books to record their observations and use them to review and revisit ideas * To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.   About great artists, architects and designers in history. | Pupils are taught :   * To use sketch books to record their observations and use them to review and revisit ideas * To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.   About great artists, architects and designers in history. |
| CONCEPTS  (If relevant) | Making loose, gestural drawings with charcoal and exploring drama and performance.   * That when we draw we can use gestural marks to make work. * That when we draw we can use the expressive marks we make to create a sense of drama. * That when we draw we can move around. * That when we draw we can use light to make our subject matter more dramatic, and we can use the qualities of the material (charcoal) to capture the drama. | “Painting with scissors”: collage and stencil in response to looking at artwork. That we can be inspired by key artworks and make our own work in creative response.That we can use shape and colour as a way to simplify elements of the world.That shapes have both a positive and negative element.That we can arrange shapes to create exciting compositions.That we can build up imagery through layering shapes.That we can use collage to inspire prints. | Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film. That we can take inspiration from other artforms such as film and literature and make work in 3 dimensions in response.That through making work in another medium we can make the work our own, re-interpreting and re-inventing.That we can explore character, narrative and context and create objects (sculptures) which convey these qualities through their form, texture, material, construction and colour. - |
| Artists | Heather Hansen, Laura McKendry, Edgar Degas | Henri Matisse, Claire Willberg | Rosie Hurley, Inbal Leitner, Roald Dahl, Quentin Blake |
| Key Vocabulary | Chiaroscuro, line, shape, light and dark tones, gestural movement, tools, focus, composition | Collage, composition, layering, print making | Sculpture, medium, form, texture, material, construction, exaggeration, intention of the drawing |
| Prior Knowledge (indicate year group) | This year Willow class will develop the skills and knowledge gained from their previous year art lessons.  Going forward: Spirals unit (year 1&2 A Cycle) | This year Willow class will develop the skills and knowledge gained from their previous year art lessons.  Going forward: Flora and Fauna unit (year 1&2 A Cycle) | This year Willow class will develop the skills and knowledge gained from their previous year art lessons.  Going forward:  Making birds (year 1 &2 Cycle A) and Stick Transformation Project (Year 1&2 Cycle B) |
| Key Knowledge  (Substantive) | Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale  Understand charcoal and earth pigment were our first drawing tools as humans  Know that Chiaroscuro means “light/dark” and we can use the concept to explore tone in drawings.  Continue to build understanding that sketchbooks are places for personal experimentation.  Understand that the way each persons’ sketchbook looks is unique to them  Look at the work of an artist who uses gestural marks which convey movement, illustrators and makers who take inspiration from literature, painters who also use textiles and artists who animate their work. | Understand that we can combine collage with other disciplines such as drawing, printmaking and making.  Understand that mono print can be used effectively to create prints which use line. That screen prints can be used to create prints which use thicker lines and / or shapes  Understand that we can combine collage with other disciplines such as drawing, printmaking and making.  Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work. (all) | Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid (all)  Understand that many makers use other artforms as inspiration, such as literature, film, drama or music.  Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process).  That clay and Modroc are soft materials which finally dry/set hard.  An armature is an interior framework which support a sculpture.  Understand that articulated drawings can be animated.  To understand that visual artists look to other artforms for inspiration. (all)  Understand artists often collaborate on projects, bringing different skills together. |
| Key Skills  (Disciplinary) | - Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal.  - Option to explore making gestural drawings with charcoal using the whole body (link to dance).  - Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama).   * Develop mark making skills. * Make visual notes using a variety of media using the “Show Me What You See” technique when looking at other artists work to help consolidate learning and make the experience your own (sketchbook) * Work in sketchbooks to: * Explore the qualities of charcoal.   Reflect upon the artists’ work, and share your response verbally (“I liked… I didn’t understand… it reminded me of…”).  (all) | * Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed… This went well… I would have liked… next time I might...). Talk about intention. (all) * Cut shapes from paper (free hand) and use as elements with which to collage, combined with printmaking (see column 3 “printmaking”) to make a creative response to an original artwork. Explore positive and negative shapes, line, colour and composition. * Use mono print or screen print over collaged work to make a creative response to an original artwork. Consider use of layers to develop meaning. * Use mono print or screen print over collaged work to make a creative response to an original artwork. Consider use of layers to develop meaning. * Brainstorm animation ideas. * Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond (all) | Work collaboratively to present outcomes to others where appropriate. Present as a team. (all)   * Make an armature to support the sculpture. * Use Modroc or air dry clay to model characters inspired by literature. Consider form, texture, character, structure. * Use paint, mixing colours, to complete the sculpture inspired by literature (see column 6 “making”). |
| Possible- sequence of lessons – enquiry questions?  1-6? | * Introduce Laura McKendry and drawings of dogs. Discuss and contrast with Edgar Degas. * Using large paper explore with charcoal. * Experiment with mark making to create shape and tone * Inspire mark making using charcoal and handprint looking at caveman art. * Choose a project: e.g charcoal and drama/ dance, drawing by torchlight, set design * Share reflect and celebrate | Choose a painting or artwork which you would like to explore. This might be a painting in a local museumWorking in sketchbooks help pupil’s visually explore your chosen artwork.Introduce pupils to the work of African American artist Romare Bearden who was influenced by patchwork quilts derived from African-American slave crafts and the work of Matisse.Provide pupils with coloured paper and invite them to start cutting out shapes made in response to the original artwork.Invite pupils to begin to lay down their cut elements to make collaged compositions,The final stage of the project is to add further detail to the artwork by working over the collaged elements.Finally use mono printing or stencils with the collageShare and reflect upon the work created. | * Introduce the Illustrator Inbal Leitner and hear how she used a sketchbook to develop characters and artwork * see how Rosie made a whole 3D set inspired by Roald Dahl’s book, and how she used sketchbooks to help develop and refine her ideas. * see how Rosie Hurley made a whole 3D set inspired by Roald Dahl’s book, and how she used sketchbooks to help develop and refine her ideas. * Use sketchbooks for “[Making Visual Notes](https://www.accessart.org.uk/visual-notes/)” about techniques and ideas which seem important to the class. * Try three simple exercises to help children draw from life, and explore how we might use exaggeration as a tool to help us convey *the intention* of our drawing. * Choose a piece of literature or poem then either: * make a 3d sculptural character,   or create sculptures from plasticine and found materials or make hanging sculptures.   * Display all work including sketchbooks so that pupils and teachers can appreciate the work. |
| End of unit goals  Suggested assessment task? | Teacher to choose a project (suggested options available) with possible curriculum links using charcoal. E.g produce a piece of artwork using hand movements in response to music in charcoal. | Pupils lay down their cut elements to make collaged compositions, working on A3 or larger paper.Encourage children to explore playfully before they decide where to stick shapes down on the page. Pupils are making a creative response (which is personal) to the original artwork studied. Final piece will be layered. | Children to either :- explore making work in a variety of media around one text.- make hanging sculptures.- create sculptures from plasticine and found materials.- make a 3d sculptural character. |
| Suggestions for the development of greater depth | * Experiment in ways of creating texture * Think about applying the effect of light | * Embellish work using a variety of techniques and materials | * Make observations about artists and art work and talk about what they can take inspiration from. |
| Enrichment opportunities |  | Museum visit to view a piece of art |  |
| Links to future learning | 2D drawing to 3D making (year 5&6 cycle B) | Mixed media land and city scapes (year 5 &6 cycle A) | Activism (year 5 & 6 cycle B) |