

## Hill West Primary School Progressive Learning Journey for Art and Design



	Exploring and Developing Ideas (drawing, painting and sculpting)	Investigating, Making and Evaluating (drawing, painting and sculpting)
<p><b>Y</b> <b>e</b> <b>a</b> <b>r</b>  <b>1</b></p>	<p>I know that Henri Rousseau created <i>The Tiger in a Tropical Storm</i>, a form of Naïve Art.</p> <p>I can explore different artistic styles, such as Andy Warhol's 'Pop Art', and De Stijl's Constructivism.</p> <p>I can use a pencil to sketch and draw with control, drawing complete pictures with some background detail.</p> <p>I can use thin and thick pencils and crayons to complete observational drawings from different angles.</p> <p>I can experiment with thick and thin black felt pens with a water wash to explore tonal qualities.</p> <p>I can recall the primary colours.</p> <p>I can mix primary colours to make secondary colours.</p> <p>I can paint chosen areas with some control.</p>	<p>I can investigate and use a variety of materials and processes to communicate my ideas and meanings, including relief printing.</p> <p>I can explore the sensory qualities of materials and textures to produce work including arranging shapes in a collage.</p> <p>I can compare different textures through rubbings, for example rough and smooth.</p> <p>I can produce work that reflects that of the studied artist.</p> <p>I can talk about and evaluate my own work.</p> <p>I can draw on the similarities and differences between different artists.</p> <p>I can comment on differences in others work and suggest ways of improving my own.</p>

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<p><b>Y</b> <b>e</b> <b>a</b> <b>r</b>  <b>2</b></p>	<p>I can be inspired by the work of Jackson Pollock (Abstract Expressionism) to create a painting in the same style.</p> <p>I can explore the work of Henri Matisse (Fauvism), selecting and giving reasons for my favourite painting.</p> <p>I can be influenced by the work of Andy Goldsworthy to produce my own 'Art in Nature' inspired creation, examining patterned materials.</p> <p>I can use a range of processes, digital media and sculpture to create my own art.</p> <p>I can select tools, techniques and materials for my work (clay tools to create a printing block; H, HB and 2B pencils for sketching).</p> <p>I can communicate ideas and meanings about a studied piece.</p> <p>I can mix different hues of secondary colour.</p> <p>I can use a viewfinder to frame a picture.</p>	<p>I can investigate art, craft and design from different times and culture, including during visits to museums and on the internet.</p> <p>I can use the intaglio printing technique to produce a patterned textile.</p> <p>I can investigate visual and tactile qualities in materials and processes.</p> <p>I can investigate use of shape, form and space in artists' work.</p> <p>I can evaluate my own work and that of others, suggesting improvements.</p> <p>I can design and make images and artefacts for different purposes.</p> <p>I can draw on the similarities and differences between different artists and techniques.</p>

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<b>Y</b> <b>e</b> <b>a</b> <b>r</b>  <b>3</b>	<p>I am beginning to create a sketch book to record my observations and to review and revisit ideas.</p> <p>I can describe the Cubist work of Picasso and know about his life.</p> <p>I can begin to understand Post Impressionism and the work of Van Gogh.</p> <p>I can recall prior learning about Andy Warhol's 'Pop Art' and use this through digital manipulation of images and photographs.</p> <p>I can study book illustration/s.</p> <p>I can explore visual and textile elements, including line and tone, shape, form and space.</p> <p>I can use charcoal and chalk to explore tonal qualities.</p> <p>I can use a restricted range of colour in a picture, in the style of Yayoi Kusama.</p> <p>I can ask and answer questions relating to starting points in my work.</p> <p>I can use first hand observation, imagination and experiences to explore ideas and produce work.</p>	<p>I can measure, mark out, cut and shape a range of materials.</p> <p>I can investigate different artists and comment on differences and similarities.</p> <p>I can explore colour arrangements, complementary and discordant colours.</p> <p>I can take photographs of different views from the same place.</p> <p>I can work on different scales.</p> <p>I can adapt and improve my work to realise my own intentions.</p>

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<b>Y</b> <b>e</b> <b>a</b> <b>r</b>  <b>4</b>	<p>I use my sketch book to record my observations and to review and revisit ideas.</p> <p>I can compare two art movements and name a famous artist associated with each (Impressionism; Monet and Baroque; Rembrandt).</p> <p>I can revisit and explore the 'Pop Art' movement through the work of David Hockney and Pauline Boty.</p> <p>I can independently collect visual and other information e.g. images to help me develop my ideas.</p> <p>I can know a range of artists, describing similarities and differences between different practices and disciplines.</p> <p>I can mix water colours with tonal values in mind – lights, darks, tints and shades.</p> <p>I can experiment with outlining shapes in black or lightening / darkening a background.</p> <p>I have a clear sense of proportion in my work.</p>	<p>I can produce 3D work using a range of media including, papier-maché and clay.</p> <p>I can be inspired by the work of David Hockney to recreate one of his pieces using collage.</p> <p>I can correctly select processes and materials (e.g. wool, leather) according to their visual and tactile qualities, in order to meet the purpose of my work.</p> <p>I can design, plan, evaluate, and adapt my work to reflect my own view of its purpose and meaning.</p> <p>I can sustain a painting over a period of time for a given purpose.</p> <p>I can analyse and comment on ideas methods and approaches used in my own and others work, relating those to its context.</p>

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<b>Y</b> <b>e</b> <b>a</b> <b>r</b>  <b>5</b>	<p>I use my sketch book to record my observations and to review and revisit ideas.</p> <p>I can compare two art movements and name a famous artist associated with each (Pointillism; George Seurat and Post-Impressionism; Paul Cezanne).</p> <p>I can arrange objects in still life.</p> <p>I can explore pointillist techniques, including colour mixing by placing dots of colour next to each other.</p> <p>I can explore ideas and assess visual and other information including images and artefacts from historical, social and cultural contexts.</p> <p>I can interpret visual and tactile qualities to communicate ideas and meanings and realise their intentions.</p> <p>I can analyse and comment on how ideas and meanings are conveyed in my own and others work.</p> <p>I can explain how my understanding of the context affects my views and practice.</p> <p>I have learnt about famous Greek architects (Phidias) and the work they sculpted.</p> <p>I can identify where Greek architecture has been used in modern buildings and different contexts.</p>	<p>I can develop my ideas taking into account the purpose and audience.</p> <p>I can manipulate materials and processes and analyse outcomes.</p> <p>I can use oil pastels and ink and wash to produce creative work.</p> <p>I am proficient in drawing and can use water soluble graphite pencil.</p> <p>I can produce a piece of work using planographic printing.</p> <p>I can create my own sculpture of a Greek pot.</p> <p>I can explore the work of Pierre-Auguste Renoir- 'Luncheon of the Boating Party', recreating the scene as a class frieze using photography and editing this using ICT software.</p> <p>I can complete observational drawings from different angles.</p> <p>I can consider the composition of my work (back, middle and foreground).</p>

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Y e a r  6	<p>I use my sketch book to record my observations, to review and revisit ideas and complete a folio of work.</p> <p>I can explore the relationship between tone and texture.</p> <p>I can recognise the work associated with the surrealist movement (Rene Magritte and Salvador Dali).</p> <p>I can compare two art movements and name a famous artist associated with each (Pre-Raphaelite Brotherhood; William Morris and Expressionism; Wassily Kandinsky and Helen Frankenthaler).</p> <p>I can explore counter change and half drop patterns through my own work.</p> <p>I can explore ideas and evaluate relevant visual and other information and how they are used to represent ideas, beliefs and values in different genres, styles and traditions.</p> <p>I can select, organise and present information in visual and other ways, taking account of purpose and audience.</p> <p>I can talk about the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>	<p>I can extend my understanding of materials and processes and interpret visual and tactile qualities.</p> <p>I can show increasing independence in the way in which I develop ideas and meanings and realise my intentions.</p> <p>I can produce a piece of work using screen printing.</p> <p>I can use colour mixing effectively and independently in my own work.</p> <p>I can research, document and present information in visual and other ways appropriate to the purpose and audience.</p> <p>I can use knowledge of genres, styles and traditions when producing work, (for example. William Morris) and recognise how it has influenced my own piece.</p> <p>I can compare methods and approaches in my own and others' work giving constructive feedback, including art history and culture (ink; quills).</p> <p>I can identify why ideas and meanings in others' work is subject to different interpretations using their understanding to extend my thinking and practical work.</p> <p>I can use a collection of memorabilia to depict an idea, feeling or memory in 3D form.</p>