

Hillstone Primary School Progression Map

Art and Design

Year 6

Generating ideas	Drawing	Painting	Printing	3D	Learning about significant people, artwork and movements	Evaluating
<p>Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art. A mood board is an arrangement of images, materials, text and pictures that can show ideas or concepts. A montage is a set of separate images that are related to each other and placed together to create a single image.</p>	<p>Use line and tone to draw perspective. <i>Line is the most basic element of drawing and can be used to create outlines, contour lines to make images three-dimensional and for shading in the form of cross-hatching. Tone is the relative lightness and darkness of a colour. Different types of perspective include one-point perspective (one vanishing point on the horizon line), two-point perspective (two vanishing points on the horizon line) and three-point perspective (two vanishing points on the horizon line and one below the ground, which is usually used for images of tall</i></p>	<p>Use colour palettes and characteristics of an artistic movement or artist in artwork. <i>Different artistic movements often use colour in a distinctive way. Expressionist artists use intense, non-naturalistic colours. Impressionist artists use complementary colours. Fauvist artists use flat areas or patches of colour. Naturalist artists use realistic colours.</i></p>	<p>Create a lino print. <i>Lino printing is a form of fine art printmaking where the printing plate is cut into lino.</i></p>	<p>Create a 3D form using malleable materials in the style of a significant artist, architect, or designer. <i>A 3D form is a sculpture made by carving, modelling, casting or constructing.</i></p>	<p>Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art. <i>Perspective is the representation of 3-D objects on a 2-D surface. Abstraction refers to art that doesn't depict the world realistically. Figurative art is modern art that shows a strong connection to the real world, especially people. Conceptual art is art where the idea or concept behind the piece is more important than the look of the final piece.</i></p>	<p>Adapt and refine artwork in light of constructive feedback and reflection. <i>Strategies used to provide constructive feedback in art include using positive statements relating to the learning intentions, asking questions about intent, concepts and techniques used and providing points for improvement.</i></p>

	<i>buildings seen from above).</i>					
<p>Have a deep sense of ownership about their sketchbook. <i>A sketchbook is individual and subjective. Subjectivity is based on personal opinions and feelings rather than on agreed facts. Sketchbooks give artists a safe and comfortable place to express themselves following an exploration.</i></p>	<p>Show a good understanding of composition, proportion and scale. <i>Composition in art is the way in which different elements of an artwork are combined. Proportion in art can be defined as the relation based on size between parts or objects within a composition. Scale refers to the overall physical size of an artwork or objects in the artwork.</i></p>	<p>Purposely control the types of marks made and experiment with different effects and textures. <i>Effects and techniques may include underpainting, dry brushing, marbling as well as previously taught techniques.</i></p>	<p>Use the work of a significant printmaker to influence artwork. <i>Printmakers create artwork by transferring paint, ink or other art materials from one surface to another.</i></p>	<p>Show experience in combining pinch, slabbing, and coiling to produce end pieces. <i>Techniques used to create a 3-D form from clay include coiling, pinching, slab construction and sculpting. Carving, slip and scoring can be used to attach extra pieces of clay. Mark making can be used to add detail to 3-D forms.</i></p>	<p>Explain the significance of different artworks from a range of times and cultures and use elements of these to create their own artworks. <i>Works of art can be significant for many reasons. For example, they are created by key artists of an artistic movement; have influenced other artists; have a new or unique concept or technique or have a famous or important subject.</i></p>	<p>Ask questions about process, technique, idea or outcome. <i>Understand that an artist uses a range of processes and techniques. Artists may have lots of ideas that contribute to the outcome of their work.</i></p>
<p>Increasingly see the sketchbook as a place which raises questions which can be explored/answered outside the sketchbook, so that the link between sketchbook and journey and outcome becomes understood. <i>A sketchbook is a place that helps us</i></p>	<p>Use different techniques for different purposes. <i>Different techniques include shading, sketching, blending, erasing and hatching.</i></p>	<p>Work in a sustained and independent way to develop their own style of painting. <i>This style may be through the development of: colour, tone and shade.</i></p>		<p>Confidently carve a simple form. <i>Carving is the act of using tools to shape something from a material by scraping away portions of that material.</i></p>	<p>Investigate and develop artwork using the characteristics of an artistic movement. <i>Artistic movements include Expressionism, Realism, Pop Art, Renaissance and Abstract.</i></p>	<p>Make suggestions about other people's work, using things you have seen or experienced yourself. <i>Giving suggestions helps another artist see or think about their artwork differently.</i></p>

<p><i>question things around us. A sketchbook can be used a springboard to inspire further research and work beyond the physical sketchbook.</i></p>						
<p>Practice and develop sketchbook use. <i>Use sketchbooks in a variety of different ways for different reasons including drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, and writing notes, reflecting and making links, looking forwards, backwards and around a theme or topic.</i></p>	<p>Draw for a sustained period of time over a number of sessions working on one piece. <i>Drawing for a long time builds up drawing stamina. The more I draw, the better I get.</i></p>				<p>Conduct research on an area of interest. <i>Independent research enables us to take ownership over our learning.</i></p>	<p>Present work in retrospect. <i>A retrospective is a great way to reflect on what has happened and plan for what's ahead. This could be in assembly or to parents as an arts show.</i></p>
						<p>Take part in crits throughout so that brainstorming becomes part of the creative process. <i>A 'crit' is short for critique. It is a process of formal analysis. It forms an</i></p>

						<i>important stage in your project when you have a chance to organise, present and discuss your work with teachers and peers.</i>
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