

Paxton Academy: Art & Design – Progression of Skills

Y	Exploring and Developing Ideas	Evaluating and Developing Work	Projects:
R	Self Portrait - I can create closed shapes with continuous lines and use these lines to represent objects - I can hold a pencil effectively - I can draw with more complexity, adding detail such as representing a face with circles - I can begin to show accuracy and care when drawing Fireworks - I can use a range of small tools, including paintbrushes - I can explore colour and colour mixing Land Art/ Junk Modelling - I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture form and function Collage - I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture form and function - I can use a range of small tools, including scissors	Throughout all topics - I can share my creation, explaining the process I have used - I can return to my work and build upon it, refining my ideas	- Self Portrait - Fireworks - Land art- insect Sculpture (junk modelling) - Beach Collage
1	Self Portrait - I can compare the basic style of two artists discussing my likes and dislikes. (Mondrian/Picasso) - I can use primary colours to colour neatly within the lines in the style of Piet Mondrian. (Use a blank template) - I can observe and replicate the lines, edges and shapes I can see in a portrait. - I can use sketching pencils to draw my own portrait using hard and soft, lines and thick and thin lines (in the style of Picasso) - I can use bushes to colour my portrait in the style of Picasso Clay Jaguar - I can record my understanding of different types of sculpture. - I can explore and use a variety of techniques used by different sculptors (exploring the clay – squashing, moulding, rolling, flattening, tearing, cutting, cross-hatching) - I can roll, cut, mould and carve material to create an object. - I can use tools to create textures and details - I can use techniques and tools to create my animal. Sky Collage	Self Portrait - I can discuss and give opinions of my own work and talk about which artist inspired me the most. Clay Jaguar - I can discuss and give my opinions about my sculpture Sky Collage - I can create an improved version of my collage based on feedback - I can discuss and compare my two collages and talk about which one I prefer and why	- Self Portrait - Clay Jaguar Sculpture - Sky Collage

	• I can analyse and comment on the work of Sky and Aviation artists and give my personal opinion. • I can use a range of materials to explore the effects of collage by cutting, tearing, gluing and overlapping. • I can select materials and textures needed to create a sky scene. • I can arrange materials on a piece of paper to replicate the sky.		
2	London Printing • I can analyse and comment on prints by Jackie Denning, providing my personal opinions. • I can explore and record effects made from prints. (Use Cabbage leaves/potato) • I can observe and replicate some of the shapes and textures in the London skyline using sketching pencils. • I can draw a London landmark that can be used as a final design for a stamp. • I can carve my own stamp of a London landmark (Styrofoam Block) • I can roll and press my stamp to create a piece of art using a repeating pattern. (Use two colours) Moon Landscapes • I can compare and contrast the landscape paintings of the moon to understand how different moods and atmospheres can be created. • I can classify hot and cold colours. • I can create tints, tones and shades. • I can replicate and sketch a moon landscape and use blending and shading to indicate the light, shadow and textures I would find. Tie Dye • I can explore and record my understanding of different materials and textures. • I can explore and record a variety of ways that colour can be transferred onto material and discuss the effects. (Pens, food, coffee, paints, plants, mud) • I can research and explore different effects that can be created through dip-dye. • I can select appropriate colours to reflect the mood and atmosphere. • I can use a dip-dye technique to create a colour pattern on a textile (T-shirt)	London Printing • I can evaluate my picture and discuss the effects of the techniques I've used. Landscapes • I can evaluate my painting and discuss the mood and atmosphere I have created and how I have achieved this. Tie Dye • I can give my opinions on my final design and how effective it is.	• London Printing • Moon Landscapes • Tie Dye
3	Abstract Art • I can analyse and comment on some of the abstract works of art by Joan Miro. • I can replicate and record some of the shapes and symbols used by Joan Miro. • I can mix primary colours to make secondary colours. (Look into colour theory and the colour wheel) • I can plan an abstract composition considering colour, scale and arrangement within a composition and adjusting where necessary. • I can create original abstract symbols inspired by Miro. • I can create a piece of abstract art inspired by Miro.	Abstract Art • I can evaluate my art and compare it to the work of others. Batik • I can evaluate how my design considering the effect of the subject, colours used and inspiration. Land Art • I can evaluate the success of my design.	• Abstract Art • Batik • Land Art

	Batik • I can analyse and comment on a batik artist commenting on colour, mood, and design. • I can explore, collect and record visual information to help develop my ideas on a subject. (pastels/sketching techniques/thickness of lines.) • I can experiment and explore the technique of using watercolours and oil pastels to block colour and resist dye. • I can replicate my chosen design using oil pastels and watercolour to reflect the process of Batik art. (explain the oil pastel will not absorb the paint) • I can sketch my design onto fabric deciding when and where to add/remove additional detail. • I can use batik to accurately follow the lines of my design. • I can paint my fabric using appropriate colour (watered down acrylic/dye) Land Art • I can analyse and comment on the sculptures of Andy Goldsworthy and Michelle Reader considering purpose, impact and giving my personal responses. • I can observe and replicate the style of Andy Goldsworthy considering pattern, shape and colour. • I know how to make a secondary colour out of two primary colours. • I can use a range of techniques to explore and record patterns I see in nature (rubbing prints, weaving and sketching, different stations in classroom) • I can use natural materials to create forms inspired by Andy Goldsworthy. • I can create a piece of art out of nature inspired by Andy Goldsworthy exploring pattern and shape and silhouette.		
4	Mosaics • I can compare two mosaics. (Roman Era vs Gaudi, comparing use of squares vs broken pieces, working within a square small scale) • I can explore and record the patterns that I can create using a square grid. • I can create an original design for my mosaic. • I can replicate my design to create an original mosaic out of paper squares. • I can replicate a 2D design to make a 3D design to create an original mosaic. Anglo-Saxon Helmet • I can analyse and comment on the sculptures of Georges Segal. • I can explore and record the process of a plaster cast. (Show video and CT make plaster cast of someone's face) • I can observe and replicate some designs for an invaders helmet. • I can create a basic mould from my design. (Using a balloon and cardboard) • I can create a cast from my mould. • I can use painting skills to add detail to my sculpture.	Mosaics • I can evaluate my mosaic and compare it to an original piece Anglo-Saxon Helmet • I can evaluate how effective the use of mix media is in art. Rainforest Oil Pastel Drawing • I can compare my rainforest art to the works of the key artists and record similarities and differences.	• Mosaics • Anglo-Saxon Helmet • Rainforest Oil Pastel Drawing

	Rainforest Oil Pastel Drawing • I can analyse, compare and comment on two artists on their portrayal of a common theme. • I can explore and record the effects of contrasting colours inspired by colours used within John Dyer's work (colour theory and wheel) • I can explore and record the use of shapes and angles to create a variety of patterns. • I can use sketching techniques to create a design that reflects the rainforest, considering foreground and background. • I can apply a range of colours to reflect mood and atmosphere within the rainforest.		
5	Tudor Portraits • I can analyse and comment on the work of Hans Holbein the Younger. • I can explore and record the effects of building layers of colour using shades, hues, tints and tones. (Colour theory and wheel) • I can observe and replicate details from a portrait by Holbein. (Sample lesson) • I can use sketching pencils to create a study of a portrait by Holbein. • I can create my own colours to create a study of a portrait by Holbein Ancient Greek Vase • I can compare the ceramic art of Ancient Greeks with the contemporary ceramics by Grayson Perry. • I can use sketching techniques to explore, record replicate some shapes, patterns and designs found on Ancient Greek bowls. (introduce cross hatching) • I can design the shape and pattern of my bowl influenced by Ancient Greek designs and stories. • I can mould and manipulate clay to make a bowl inspired by the Ancient Greeks. • I can etch and carve a pattern into clay. Perspective • I can analyse and comment on how perspective has been created in a given image. • I can explore and record creating 3D effects using a variety of sketching techniques. (introduce contour hatching) • I can explore and record sketching an image using one-point perspective. • I can draw using a vanishing point to accurately create one-point perspective when sketching the outline of my image. (replicate a train station) • I can use my knowledge of light, shadow, reflections and perspective to enhance and add details to my image (using charcoal)	Tudor Portraits • I can evaluate how I was able to add details to my painting explaining which techniques were most effective and why? • I can suggest how Holbein inspired my final piece. Ancient Greek Vase • I can enhance my bowl by painting intricate details neatly and effectively. • I can evaluate my bowl and compare it to an original design. • I can consider any modifications that I could have used to improve my work. Perspective • I can finalise and evaluate my final piece expressing thoughts and feelings on the effects used and can consider modifications and improvements.	• Tudor Portraits • Ancient Greek Vase • Perspective
6	World Peace Poppies • I can use visual language to record my response and personal opinions to Claude Monet's 'The Poppy Field'. • I can explore and record the effects of painting and drawing 'plein air' to capture fleeting effects inspired by impressionist painters.	World Peace Poppies • I can evaluate my work expressing thoughts and feelings on the effects used and can consider modification and improvements.	• World Peace Poppies • Global Art • A Sense of Place – Observational Landscape

	• I can use sketching pencils to observe and replicate objects I might find in a meadow. (Artist Link – Georgia O'Keefe) • I can explore and record the different effects and textures I can create with colour. (watercolour on dry/wet et) and the application of colour (splat, on edge of paper) • I can paint a picture of a poppy meadow inspired by Claude Monet's 'Poppy Field'. Global Art • I can visually analyse a range of artworks from around the globe commenting on the different styles and making comparisons. • I can research and record information on my chosen artist exploring their style and techniques. • I can observe and replicate the style and techniques my chosen artist use and explore the effects they have created. • I can design a piece of art inspired by my chosen artist. • I can create a work of art inspired by my chosen artist. A Sense of Place – Observational Landscape • I can collect visual and other information to help develop ideas about the environment using a viewfinder. • I can compare ideas, methods and approaches on how artists represented different areas (rural vs urban, Hockney vs Andrew Haines/George Shaw) • I can create a series of observational drawings to communicate observations, ideas and feelings into a painting. (Using photographs of London Road, over 2 lessons? Exploring colour, texture, view)	Global Art • I can evaluate my final piece comparing it to the original piece. A Sense of Place – Observational Landscape • I can reflect on my work in progress and adapt it according to my own ideas and feedback. • I evaluate my final design/piece and give suggestions on how I might develop it further. • I can evaluate my work and suggest emotions the piece evokes based upon composition and colour use.	
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