

Upton Art progression document

Yearly Overview

Term 1: Drawing


Term 2: Painting

Term 3: Sculpture

Term 4: Collage

Term 5: Print making


Term 6: Digital Media

<u>Year 3 - Term 1</u>	
<u>Year 3 Substantive Outcomes</u>	<ul style="list-style-type: none"> • Gather and review information, references and resources related to their ideas and intentions • Use a sketchbook for different purposes, including recording observations, planning and shaping ideas. • Create original, knowledge informed outcomes • Analyse and evaluate own artwork and the work of others
<u>Year 3 Disciplinary Outcomes</u>	<ul style="list-style-type: none"> • To be able to build on skills of tonal shading in their drawing • To be able to sketch lightly without using a rubber. • To be able to show facial expression in art. • To be able to use different grades of pencil to show tones and textures through hatching and cross hatching. • To be able to use shading to show light and shadow <p>Final piece – Self portrait</p>
<u>Year 3 Drawing Artists – Main focus Frida Kahlo</u> 	<ol style="list-style-type: none"> 1. Leonardo da Vinci <ul style="list-style-type: none"> • Techniques to Study: Hatching, cross-hatching, and blending. 2. Vincent van Gogh <ul style="list-style-type: none"> • Techniques to Study: Scribbling and blending. 3. Pablo Picasso <ul style="list-style-type: none"> • Techniques to Study: Using different sketching techniques and combining media. 4. Albrecht Dürer

	<ul style="list-style-type: none"> • Techniques to Study: Detailed hatching and cross-hatching. <p>5. Frida Kahlo</p> <ul style="list-style-type: none"> • Techniques to Study: Blending and tonal shading.
<p>Classroom Activities:</p>	<ol style="list-style-type: none"> 1. Pencil Gradation Practice: Provide exercises to practice shading from light to dark using different grades of pencils. 2. Facial Expression Charts: Create a chart with various facial expressions drawn in different sketching techniques. 3. Light and Shadow Studies: Set up simple still life scenes and practice drawing them with a focus on light and shadow. 4. Annotating Sketches: Encourage students to write notes around their sketches explaining their technique and the choices they made. 5. Self-Portrait Collage: Combine different drawing materials to create a detailed self-portrait.
<p>Materials Needed:</p>	<ul style="list-style-type: none"> • Various grades of pencils (e.g., HB, 2B, 4B, 6B) • Charcoal sticks and pencils • Soft pastels and oil pastels • Sketching paper
<p>Key Vocab</p>	<p>General Art Vocabulary:</p> <ul style="list-style-type: none"> • Observation: The act of closely examining and noticing details. • Tonal Shading: Technique of using light and dark tones to create depth and dimension. • Light Source: The origin of light in a drawing, affecting how shadows and highlights are depicted. • Texture: The perceived surface quality or feel of an object. • Facial Expression: The depiction of emotions through the features of the face. • Hatching: Technique of drawing closely spaced parallel lines to create tone. • Cross-Hatching: Technique of drawing intersecting sets of parallel lines to create texture and tone. • Proportion: The relationship in size between different parts of an artwork. • Composition: The arrangement of elements within an artwork. • Self-Portrait: An artistic representation of oneself.

	<p>Vocabulary Related to Frida Kahlo:</p> <ul style="list-style-type: none"> • Surrealism: An artistic movement focusing on expressing imaginative dreams and visions. • Symbolism: Use of symbols to represent ideas or qualities in art. • Identity: The characteristics determining who or what a person is. • Emotion: Intense feelings depicted in art, often seen in Kahlo's work. • Cultural Heritage: The traditions, values, and artifacts handed down by previous generations. <p>Gathering and Reviewing Information:</p> <ul style="list-style-type: none"> • Reference Image: A photograph or picture used as a guide. • Research: The process of gathering information about a subject. • Inspiration: The process of being mentally stimulated to create. <p>Tonal Shading and Light Techniques:</p> <ul style="list-style-type: none"> • Gradient: A gradual change from light to dark in shading. • Highlight: The brightest area of an object where light hits directly. • Shadow: The darkest area of an object where light is obstructed. • Midtone: The middle range of values between highlights and shadows. • Blending: The technique of smoothing out the transitions between different tones.
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Year 4 Term 1	
<u>Year 4 Substantive Outcomes</u>	<ul style="list-style-type: none"> • Select and use relevant resources and references to develop their ideas • Use sketchbooks purposefully to improve understanding, inform ideas and plan for an outcome • Create original, knowledge informed outcomes • Analyse and evaluate own artwork and the work of others
<u>Year 4 Disciplinary Outcomes</u>	<ul style="list-style-type: none"> • To be able to begin to make individual choices in their choice of media • To be able to show body language in sketches. • To be able to use line, tone, shape and colour to represent different figures and forms in movement. • To be able to show reflections in art.

	<ul style="list-style-type: none"> To be able to use line to replicate geometric patterns (Islamic Art) <p>Final Piece – Dynamic Figures</p>
<p>Drawing Artists – Main Focus Keith Haring</p> 	<ol style="list-style-type: none"> Henri Rousseau <ul style="list-style-type: none"> Techniques to Study: Use of colour and line, blending. Hokusai <ul style="list-style-type: none"> Techniques to Study: Line work, reflections, and water-based media. Georgia O'Keeffe <ul style="list-style-type: none"> Techniques to Study: Detailed drawings, colour blending. Keith Haring <ul style="list-style-type: none"> Techniques to Study: Body language and movement. Paul Klee <p>Techniques to Study: Geometric patterns and colour blending.</p>
<p>Classroom Activities:</p>	<ol style="list-style-type: none"> Wet Media Exploration: Use watercolours, acrylic paint, and ink to create different textures and patterns. Colour Blending Practice: Blend colours using watercolours, oil pastels, and coloured pencils to create smooth transitions. Observation Drawing: Draw detailed scenes or objects from photographs, focusing on accuracy and detail. Expressing Movement: Draw figures in motion using bold lines and colours, focusing on body language. Reflections in Art: Create scenes with reflections, using watercolours or acrylic paint to show reflective surfaces. Geometric Patterns: Create geometric patterns inspired by Islamic art, focusing on precise line work and symmetry.
<p>Materials Needed:</p>	<ul style="list-style-type: none"> Ink and brushes Oil pastels Coloured pencils Sketching paper and watercolour paper Photographs for observation Rulers and measuring tools

General Art Vocabulary:

- **Resources:** Materials or sources of information used for creating artwork.
- **References:** Visual or conceptual sources used to inspire or guide artistic creation.
- **Sketchbook:** A book or pad used for drawing, recording ideas, and planning artworks.
- **Outcome:** The final piece of artwork produced after planning and development.
- **Analyse:** Examine in detail the elements and principles of artwork.
- **Evaluate:** Assess the strengths and areas for improvement in an artwork.


Vocabulary Related to Keith Haring:

- **Graffiti Art:** Artwork created in public spaces, often with spray paint or markers.
- **Pop Art:** Art movement characterized by themes and techniques drawn from popular mass culture.
- **Street Art:** Visual art created in public locations, often with a focus on social messages.
- **Bold Lines:** Thick, strong lines that stand out and define shapes.
- **Vibrant Colors:** Bright, eye-catching colors used to create lively artworks.
- **Symbolism:** The use of symbols to represent ideas or concepts.
- **Iconography:** The visual images and symbols used in an artwork or movement.
- **Social Commentary:** Art that provides insight into social issues and communicates messages about society.
- **Dynamic Figures:** Figures depicted in motion or with a sense of energy and movement.
- **Simplification:** The reduction of complex forms into simpler shapes, a characteristic of Haring's style.
- **Positive/Negative Space:** The relationship between the main subjects of the artwork and the surrounding space.
- **Gesture:** The expressive movement or posture of figures, conveying emotion or action.

Analyzing and Evaluating Artwork:

- **Critique:** A detailed analysis and assessment of a piece of artwork.
- **Feedback:** Information given to someone about their work to help them improve.
- **Interpretation:** An explanation of the meaning of an artwork.

	<ul style="list-style-type: none"> • Composition: The arrangement of elements within an artwork. • Balance: The distribution of visual weight within an artwork. • Contrast: The use of opposing elements (e.g., light vs. dark) to create visual interest. • Unity: The sense of harmony and cohesion within an artwork. • Emphasis: The area of an artwork that draws the viewer's attention.
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Year 5 term 1	
<u>Year 5 Substantive Knowledge</u>	<ul style="list-style-type: none"> • Engage in open-ended research and exploration in the process of initiating and developing their own personal ideas • Confidently use sketchbooks for a variety of purposes including recording observations; developing ideas; testing materials; planning/record information • Create original, knowledge informed outcomes • Analyse and evaluate own artwork and the work of others • Understand that artwork is made for a purpose
<u>Year 5 Disciplinary Knowledge</u>	<ul style="list-style-type: none"> • To be able to begin to include measuring skills to help with proportion in their drawings. • To be able to use shading to create mood and texture and feeling. • To be able to use a variety of techniques to add effects eg, reflections, shadow and direction of sunlight. • To be able to organise line, tone, shape and colour to represent figures and forms in movement. <p>Final Piece – Night Hawks Study</p>
<u>Drawing Artists – Main focus Edward Hopper</u> 	<ol style="list-style-type: none"> 1. Johannes Vermeer <ul style="list-style-type: none"> • Techniques to Study: Light and shadow. 2. J.M.W. Turner <ul style="list-style-type: none"> • Techniques to Study: Light, texture, and perspective. 3. Salvador Dalí <ul style="list-style-type: none"> • Techniques to Study: Surrealism, reflections, and shadows. 4. Edward Hopper

	<ul style="list-style-type: none"> • Techniques to Study: Light direction, mood, and proportion. <p>5. Albrecht Dürer</p> <ul style="list-style-type: none"> • Techniques to Study: Detailed shading and proportion.
Classroom Activities	<ol style="list-style-type: none"> 1. Colour Blending Practice: Blend colours using watercolours, oil pastels, and coloured pencils to create smooth transitions. 2. Observation Drawing: Draw detailed scenes or objects from photographs, focusing on accuracy and detail. 3. Expressing Movement: Draw figures in motion using bold lines and colours, focusing on body language. 4. Reflections in Art: Create scenes with reflections, using watercolours or acrylic paint to show reflective surfaces. 5. Geometric Patterns: Create geometric patterns inspired by Islamic art, focusing on precise line work and symmetry.
Materials Needed:	<ul style="list-style-type: none"> • Various grades of pencils (e.g., HB, 2B, 4B, 6B) • Charcoal sticks and pencils • Soft pastels and oil pastels • Watercolours and brushes • Sketching paper and watercolour paper • Rulers and measuring tools • Blending stumps or tortillons • Erasers (for non-sketching activities)
Vocabulary	<p>General Art Vocabulary:</p> <ul style="list-style-type: none"> • Original: Artwork that is unique and created independently. • Outcome: The result or final product of an artistic process. • Analyse: To examine closely and break down elements of artwork for evaluation. • Evaluate: To assess and judge the effectiveness or quality of artwork. • Purpose: The reason or intention behind creating artwork. <p>Vocabulary Related to Edward Hopper:</p> <ul style="list-style-type: none"> • Realism: An artistic style that aims to depict subjects as they appear in everyday life. • Urban Landscape: Depictions of cities and city life in artwork.

- **Interior Scene:** Artwork depicting the inside of buildings or rooms.
- **Atmosphere:** The mood or feeling conveyed by an artwork.
- **Isolation:** The state of being separated or alone, often a theme in Hopper's work.
- **Composition:** The arrangement of elements within an artwork to create a cohesive whole.
- **Light and Shadow:** The contrast between light areas (highlights) and dark areas (shadows) in artwork.
- **Reflection:** The image of something as reflected by a mirror, water, or other surface.

Engaging in Research and Exploration:

- **Investigation:** Systematic exploration and inquiry into a topic or idea.
- **Inspiration:** The process of being mentally stimulated to create artwork.
- **Conceptualization:** The process of forming clear ideas or concepts for artwork.
- **Experimentation:** Trying out new materials, techniques, or ideas to see what works best.

Measuring Skills and Proportion:

- **Proportion:** The relative size and scale of elements within an artwork.
- **Scale:** The size of an object or figure in relation to other objects or figures.
- **Measurement:** Using tools and techniques to accurately determine size and proportion in drawings.

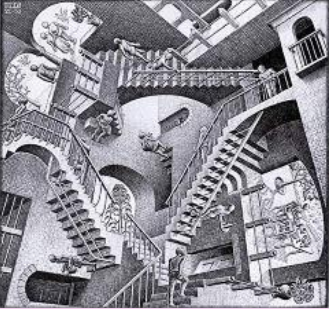
Using Shading and Techniques:

- **Shading:** Using light and dark tones to create depth, mood, and texture in artwork.
- **Texture:** The visual and tactile quality of surfaces in artwork.
- **Techniques:** Methods and processes used to achieve specific effects in artwork.
- **Effects:** Visual enhancements such as reflections, shadows, and sunlight direction.

Organizing Line, Tone, Shape, and Colour:

- **Line:** The path created by a moving point, used to outline shapes and define forms.
- **Tone:** The lightness or darkness of a colour or shade.
- **Shape:** The form of an object or figure in artwork.

	<ul style="list-style-type: none"> • Colour: The visual property of objects that depends on the light they reflect or emit. • Movement: The visual flow or progression in an artwork, often depicting action or direction.
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Year 6 Term 1	
<u>Year 6 Substantive Outcomes</u>	<ul style="list-style-type: none"> • Independently develop a range of ideas which show curiosity, imagination and originality • Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches • Create original, knowledge informed outcomes • Analyse and evaluate own artwork and the work of others, making links and comparisons • Understand that artwork is made for a purpose and has a specific audience
<u>Year 6 Disciplinary Outcomes</u>	<ul style="list-style-type: none"> • To be able to display an awareness of objects having three dimensions when drawing. • To be able to show a good understanding of composition, proportion and scale. • To be able to draw with precision using different gradient pencils or other mediums for effect. • To be able to show shape, proportion and perspective in drawings and artwork. <p style="text-align: center;">Final Piece – Local Escher image</p>
<u>Drawing Artist – Main focus MC Escher</u> 	<ol style="list-style-type: none"> 1. Leonardo da Vinci <ul style="list-style-type: none"> • Techniques to Study: Proportion, perspective, and three-dimensionality. 2. Albrecht Dürer <ul style="list-style-type: none"> • Techniques to Study: Precision in drawing, gradient shading, and perspective. 3. Giorgio Morandi <ul style="list-style-type: none"> • Techniques to Study: Composition, scale, and three-dimensional objects. 4. MC Escher <ul style="list-style-type: none"> • Techniques to Study: Perspective and precision. 5. Vincent van Gogh

	<ul style="list-style-type: none"> • Techniques to Study: Texture, gradient shading, and three-dimensionality.
Classroom Activities:	<ol style="list-style-type: none"> 1. Three-Dimensional Drawing: Practice drawing objects with a focus on showing three dimensions using light and shadow. 2. Composition and Scale: Create still life or landscape compositions with a focus on proportion and scale. Use viewfinders for close-up studies. 3. Precision Drawing: Use different gradient pencils to draw detailed studies of nature, architecture, or portraits, explaining the tools and techniques used. 4. Perspective Practice: Draw scenes with clear perspective, using horizon lines and vanishing points. 5. Explaining Choices: Encourage students to write or discuss their personal choices of techniques and tools used in their artworks.
Materials Needed:	<ul style="list-style-type: none"> • Various grades of pencils (e.g., HB, 2B, 4B, 6B) • Charcoal and graphite sticks • Soft pastels and oil pastels • Sketching paper and watercolor paper • Viewfinders (handmade or purchased) • Rulers and measuring tools • Blending stumps or tortillons • Erasers (for non-sketching activities)
Vocabulary	<p>General Art Vocabulary:</p> <ul style="list-style-type: none"> • Independently: Working on one's own initiative, without supervision or assistance. • Curiosity: A strong desire to know or learn something new. • Imagination: The ability to form new ideas or images in the mind. • Originality: The quality of being unique and creative in one's ideas or creations. • Systematically: Methodically, following a structured approach or plan. • Analyse: To examine critically and in detail. • Evaluate: To assess or judge the quality, significance, or success of something. • Purpose: The reason for which something is done or created. • Audience: The intended group of people for whom something is created or performed. <p>Vocabulary Related to MC Escher:</p>

- **Optical Illusion:** Visual images that trick the eye into perceiving something differently than it actually is.
- **Tessellation:** The repeated use of geometric shapes with no overlaps or gaps.
- **Impossible Objects:** Objects that appear to be plausible but are physically impossible.
- **Symmetry:** The balance and similarity of shapes and forms on opposite sides of a dividing line.
- **Visual Paradox:** Images that present contradictory appearances.

Developing Ideas and Testing:

- **Ideation:** The process of forming ideas or concepts.
- **Conceptualization:** The development of clear ideas or concepts for artwork.
- **Prototyping:** Creating preliminary versions or models to test ideas.
- **Experimentation:** Trying out new materials, techniques, or approaches to see their effects.

Understanding Artwork's Purpose:

- **Intention:** The artist's purpose or reason for creating artwork.
- **Communication:** Conveying ideas, emotions, or messages through artwork.
- **Audience Engagement:** How artwork interacts with and affects viewers.

Drawing Techniques:

- **Three Dimensions:** The representation of objects or forms with height, width, and depth.
- **Composition:** The arrangement of elements within an artwork.
- **Proportion:** The relative size and scale of elements within an artwork.
- **Scale:** The size of an object or figure in relation to its surroundings.
- **Perspective:** The technique used to create an illusion of depth and space.