



Year Four Art and Design Progression Steps

| Exploring and developing ideas (ongoing) | | | Evaluating and developing work (ongoing) | | |
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| <ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. | | | <ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. | | |
| Drawing | Painting | Printing | Textiles/Collage | 3D form | Digital Media |
| <ul style="list-style-type: none"> Make informed choices in drawing inc. paper and media. Alter and refine drawings and describe changes using art vocabulary. Collect images and information independently in a sketchbook. Use research to inspire drawings from memory and imagination. Explore relationships between line and tone, pattern and shape, line and texture. | <ul style="list-style-type: none"> Make and match colours with increasing accuracy. Use more specific colour language e.g. tint, tone, shade, hue. Choose paints and implements appropriately. Plan and create different effects and textures with paint according to what they need for the task. Show increasing independence and creativity with the painting process. | <ul style="list-style-type: none"> Research, create and refine a print using a variety of techniques. Select broadly the kinds of material to print with in order to get the effect they want Resist printing including marbling, silkscreen and cold water paste. | <ul style="list-style-type: none"> Match the tool to the material. Combine skills more readily. Choose collage or textiles as a means of extending work already achieved. Refine and alter ideas and explain choices using an art vocabulary. Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. Experiments with paste resist. | <ul style="list-style-type: none"> Make informed choices about the 3D technique chosen. Show an understanding of shape, space and form. Plan, design, make and adapt models. Talk about their work understanding that it has been sculpted, modelled or constructed. Use a variety of materials. | <ul style="list-style-type: none"> Record and collect images using digital cameras and video recorders Present recorded visual images using software e.g. Photostory, photoshop Use a graphics package to create images and effects with lines by controlling the brush tool with increased precision Changing the type of brush to an appropriate style e.g. charcoal Create shapes by making sections to cut, duplicate and repeat Experiment with colours and textures by making appropriate choice of special effects and simple filters to manipulate images for a particular purpose |
| Language | | | | | |
| <u>Line</u> Straight Curved Long Short Wavy Thick Thin diagonal bold vertical horizontal cross-hatching undulating continuous <u>Tone</u> Light dark tint tone shade soft strong harsh subtle contrasting dramatic | <u>Tone</u> Light dark tint tone shade soft strong harsh subtle contrasting dramatic <u>Colour</u> Primary Secondary bright cool warm complementary contrasting bold subtle vibrant pale translucent opaque | <u>Pattern</u> Repeated spotted striped symmetrical criss-cross simple busy spaced complex broken checked tessellated geometric | <u>Texture</u> Rough smooth bumpy soft hard prickly shiny furry hairy flat fine uneven glossy matt | <u>Shape and form</u> 2D shape 3D shape flat curved symmetrical regular coiled twisted rounded proportioned irregular asymmetrical forked elongated | Colour Primary Secondary bright cool warm complementary contrasting bold subtle vibrant pale translucent opaque Pattern Repeated spotted striped symmetrical criss-cross simple busy spaced complex broken checked tessellated geometric |