



# Art and Design Progression of Skills Year 4

Generating Skills – Should be able to....	Making – Should be able to....	Evaluating – Should be able to....	Knowledge + Understanding – Should know...
Select and use relevant resources and references to develop their ideas. <small>(A1/A2/ Sp1/Sp2/S1/S2)</small>	Investigate the nature and qualities of different materials and processes systematically. <small>(A1/A2/ Sp2/S1)</small>	Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve. <small>(A1/A2/ Sp1/Sp2/S1/S2)</small>	About and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designer that they studied <small>(A2/ Sp1/Sp2/S1/S2)</small>
Use a sketchbook, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome (for example several different sketches to plan and improve one piece) <small>(A1/A2/ Sp1/Sp2/S1/S2)</small>	Apply the technical skills they are learning to improve the quality of their work (for example in a painting select different brushes for different purposes) <small>(A1/A2/ Sp1/Sp2/S1/S2)</small>		About, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety. <small>(A1/A2/ Sp1/Sp2/S1/S2)</small>

Focus:	Drawing	Colour	3D Design
Line / Detail + Observation	Continue to practise close observation to add detail and texture to form accurate drawings <small>(A1/Sp1/Sp2/S1/S2)</small>		
Texture/ Pattern	Explore environmental and manmade patterns and textures for example tessellation for desired effects <small>(A1/Sp1/Sp2/S1/S2)</small>		
Shading	Identify and draw the effect of light including tone and shadow <small>(Sp1/S1/S2)</small>		
Perspective	Begin to look at scale and proportion in drawing <small>(Sp2/S1/S2)</small>		
Recording/Self-Gov/Evaluation	Use sketches as a way of recording ideas, planning other work, record work in a clear sequence in sketchbooks. <small>(A1/Sp1/Sp2/S1/S2)</small>		
Colour Mixing/Knowledge		Beginning to experiment colour matching, Self-lead colour mixing Experimenting with intensity of colour <small>(A1/Sp1/Sp2/S1/S2)</small>	
Application of Paint		Paint applied taking greater care. Using a greater variety of brushes or applicators to achieve a planned effect <small>(A1/ Sp1//S1/S2)</small>	
Construction Form			Use range of equipment and materials e.g., recycled, natural and manmade materials with increasing confidence. <small>(A1/A2/Sp2/S1)</small>  Continue to develop experiential knowledge of how to attach materials and shape media. <small>(A1/A2/Sp2)</small>
Surface + Texture			Produce more intricate surface patterns/ textures and when to use <small>(A1/A2/Sp2)</small>
Research + Planning/Evaluation			Continue to plan design of object based on its purpose Use sketchbooks to plan, develop and collect ideas to inform 3D artworks. <small>(A1/A2/Sp2)</small>  Analyse and interpret natural and manmade forms of construction, including the work of sculptors/designers. <small>(A1/A2/Sp2)</small> Adapt work as and when necessary and explain why. <small>(A1/A2/Sp2)</small>

Media	Pencil Pen Charcoal	Crayon Oil Pastels Watercolours Paint Natural dyes Digital Art	Fabric + felt Clay Cardboard Collage Paper plates Range of recycled materials Wool
Artists/Craft Makers/Designers	Various unknown Celtic craft workers. Range of unknown Ancient Egyptian craftspeople and artist. Pablo Picasso (1881-1973)	Range of unknown Ancient Egyptian craftspeople and artist. Alaa Awad (1981-) Alma Thomas (1891-1978) Henri Rousseau (1844-1910) John Dyer (1967-) and Yawanawa tribal artist Nixiwaka Yawanawá	Contemporary textile artists including Eleanor Davies (possibly: Sheila Hicks / Trish Andersen / Troy Emery) Range of unknown Ancient Egyptian craftspeople and artists. Ioeh Ming Pei (1989) Louvre