

Art Progression in Knowledge and Skills 2021

Key Stage 2 National Curriculum Expectations

- Pupils should be taught:
- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design;
 - to create sketch books to record their observations and use them to review and revisit ideas;
 - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay];
 - about great artists, architects and designers in history.

In addition to the skills below, each Year group will be developing their sketching skills and sketchbooks through a 16 week programme developed by the Art leader.

There will also be an Arts Week in the Summer term.

| Essential Learning | | | | |
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| <p><u>SMSC</u> In Art - Pupils will engage in rich opportunities to explore the spiritual dimension and natural phenomena. They will explore different artists' interpretations of a key figure or event and ask what the artist was trying to convey e.g. birth of Jesus in RE. Pupils will show what they know through their own expression of big ideas about life e.g. ethical issues.</p> <p><u>SMSC</u> – Pupils will explore how emotions and inner feelings are expressed though painting, sculpture and architecture.</p> | | | | |
| | Year 3 | Year 4 | Year 5 | Year 6 |
| Printing | <ul style="list-style-type: none"> • Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make rubbings to collect textures and patterns. • Create printing blocks using a relief or impressed method. | | <ul style="list-style-type: none"> • Build up layers of colours • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work. • Create printing blocks using relief or impressed method. • Work into prints with a range of media e.g. pens, colour pens and paints. <p><u>SMSC</u> - Experience a wide range of creative media from around the world – develop an aesthetic and critical awareness</p> | |

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| <p>Drawing</p> | <ul style="list-style-type: none"> • Use different hardnesses of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture. | <ul style="list-style-type: none"> • Use and understand the different hardnesses of pencils to show line, tone and texture. • Experiment with ways in which surface detail can be added to drawings. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use hatching and cross hatching to show tone and texture. • Use shading to show light and shadow. | <ul style="list-style-type: none"> • Use dry media to make different marks, lines, patterns and shapes within a drawing. • Use different techniques for different purposes i.e. shading, hatching within their own work. • Work from a variety of sources including observation, photographs and digital images. • Work in a sustained and independent way to create a detailed drawing. Develop close observation skills using a variety of view finders. • Use a sketchbook to collect and develop ideas. Identify artists who have worked in a similar way to their own work. <p>SMSC – explore social conflict and resolution Explore art as a powerful social tool - advertising</p> | <ul style="list-style-type: none"> • Use a <u>variety</u> of techniques to add interesting effects e.g. reflections, shadows, direction of sunlight • Experiment with wet media to make different marks, lines, patterns, textures and shapes. • Explore colour mixing and blending techniques with coloured pencils. • Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media. • Use lines to represent movement and create optical illusion effects. • Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. |
| <p>Collage</p> | <ul style="list-style-type: none"> • Select and arrange materials for a striking effect. • Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. | <ul style="list-style-type: none"> • Select and arrange materials for a striking effect. • Experiment with a range of collage techniques such as mosaic, tearing, overlapping and layering to create images and represent textures. | <ul style="list-style-type: none"> • Add collage to a painted, printed or drawn background • Use a range of media to create collages. • Use different techniques, colours and textures etc when designing and making pieces of work. | <ul style="list-style-type: none"> • Mix textures - rough and smooth, plain and patterned (<i>sketch book skills</i>) • Add collage to a painted, printed or drawn background. • Use a range of media to create collages. |

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| | <ul style="list-style-type: none"> Use collage as a means of collecting ideas and information and building a visual vocabulary. | <ul style="list-style-type: none"> Use collage as a means of collecting ideas and information and building a visual vocabulary. | <ul style="list-style-type: none"> Use collage as a means of extending work from initial ideas. Mix textures - rough and smooth, plain and patterned (<i>sketch book skills</i>) Combine visual and tactile qualities. | <ul style="list-style-type: none"> Use different techniques, colours and textures etc when designing and making pieces of work. Use collage as a means of extending work from initial ideas. |
| Painting | <ul style="list-style-type: none"> Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. | <ul style="list-style-type: none"> Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Work on a range of scales e.g. thin brush on small picture etc. Use watercolour paint to produce washes for backgrounds then add detail. Mix colours and know which primary colours make secondary colours. Experiment with creating mood with colour. Become familiar with gradation scale. Use more specific colour language | <ul style="list-style-type: none"> Create a colour palette based upon colours observed in the natural or built world Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Combine colours, tones and tints. Use brush techniques and the qualities of paint to create texture. Develop a personal style of painting, drawing upon ideas from other artists. | <ul style="list-style-type: none"> Create a colour palette based upon colours observed in the natural or built world Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Mix colour, shades and tones with confidence building on previous knowledge. Use brush techniques and the qualities of paint to create texture. Develop a personal style of painting, drawing upon ideas from other artists. Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. |

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| Sculpture | <ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials) • Include texture that conveys feelings, expression or movement. • Add materials to provide interesting detail. | <ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials) • Include texture that conveys feelings, expression or movement. • Add materials to provide interesting detail. • Create surface patterns and textures in a malleable material. | <ul style="list-style-type: none"> • Plan a sculpture through drawing and other preparatory work. • Develop skills in using clay inc. slabs, coils, slips, etc. • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. | <ul style="list-style-type: none"> • Shape, form, model and construct from observation or imagination • Use recycled, natural and man-made materials to create sculptures • Plan a sculpture through drawing and other preparatory work • Produce intricate patterns and textures in a malleable media • Combine visual and tactile qualities. |
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| Textiles/ Materials | DT – Puppets unit | <ul style="list-style-type: none"> • Create art works from natural materials. • Use natural materials to consider pattern and texture (e.g. stones, leaves, feathers, sticks, grasses, shells) • Colour materials. • Create weavings. | DT – Mobile phone covers unit | <ul style="list-style-type: none"> • Experiment with a range of media to overlap and layer creating interesting colours, textures and effects. • Show precision in techniques. • Combine previously learned techniques to create pieces. |
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| Digital Media | <ul style="list-style-type: none"> • Create shapes by making selections to cut, duplicate and repeat. | <ul style="list-style-type: none"> • Explore anotype printing to create photographic prints. • Understand what new media Art is and create pixel art. <p>SMSC Explore art as a powerful social tool - advertising</p> | <ul style="list-style-type: none"> • Create shapes by making selections to cut, duplicate and repeat. • Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose | <ul style="list-style-type: none"> • Enhance digital media by editing (including sound, video, animation, still images and installations) • Pupils use scratch software to program their own interactive stories, games, and animations. |

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