

Brough Primary School – Progression in Art Skills KS2




<u>ART: CURRICULUM LINKS</u>		
EYFS Curriculum: Expressive Arts and Design	<ul style="list-style-type: none"> • Explore, use and refine a variety of effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Explore and develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate. • Construct with a range of materials. • Think about and discuss what they want to make. • Discuss problems and how they might be solved as they arise. • Notice features in the natural world and begin to define colours, shapes, texture and smells in their own words. 	
National Curriculum Art and Design Objectives	Key Stage 1 By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study	Key stage 2 By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. In Key Stage 2 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.
	Pupils should be taught: <ul style="list-style-type: none"> ▪ To use a range of materials creatively to design and make products ▪ To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ▪ To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ▪ About the work of a range of artists, crafts makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own 	Pupils should be taught: <ul style="list-style-type: none"> ▪ To create sketchbooks 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

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	Phase 3 Years 3 and 4	Phase 4 Years 5 and 6
Drawing 	<p><u>KEY VOCABULARY</u> <i>Those listed in Phase 1 and 2, as well as: frame, accuracy, scale, proportion, position, improve, pressure</i></p> <p><i>When drawing, a Y3/4 artist will:</i></p> <ul style="list-style-type: none"> Experiment with various pencils. Use a sketchbook to document and develop ideas. Draw from observation and imagination. Begin to draw with accuracy. Discuss shadows, light and dark. Begin to consider scale and proportion. Create accurate observational drawings. Work on a variety of scales. Draw for a sustained period of time. Develop techniques to create intricate patterns e.g. cross hatching technique. Observing how shape, colour and tone can be used to describe form. 	<p><u>KEY VOCABULARY</u> <i>Those listed in Phase 1, 2 and 3, as well as: viewpoint, angle, perspective, subject, horizon line, perspective, focal point, pencil grade, proportion</i></p> <p><i>When drawing, a Y5/6 artist will:</i></p> <ul style="list-style-type: none"> Work in a sustained and independent way to create an accurate, detailed drawing. Develop key elements of their work (line, tone, pattern, texture). Draw from different viewpoints, considering horizon lines, perspective and focal points.. Use different techniques for purpose eg. different styles of shading. Work from a variety of sources including observation and photographs to develop their own work. Select appropriate grades of pencils and other media and techniques to achieve a specific outcome. Develop their own style of drawing.


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		<p>Draw for a sustained period of time, over a number of sessions.</p> <p>Use tone in drawings to achieve depth.</p> <p>Adapt drawings according to evaluations and discuss further developments.</p> <p>Continue to use observational drawings and their sketch book to review and revisit ideas.</p>
Painting 	<p><u>KEY VOCABULARY</u> <i>Those listed in Phase 1 and 2, as well as: bold, watery, intense, strong, opaque, translucent, transparent, wash, tint, background, foreground, complementary</i></p> <p><i>When drawing, a Y3/4 artist will:</i></p> <p>Explore how adding more / less water to watercolours can dramatically change the effect.</p> <p>Demonstrate increasing control of the types of marks made to create certain effects using paint.</p> <p>Begin to alter paint colour using white, grey and black.</p> <p>Observe colour and suggest why it has been used.</p> <p>Explore different brush strokes and consider why / when they might be used.</p> <p>Begin to discuss how they are influenced by the work of other artists.</p> <p>Begin to understand and identify complementary colours and warm and cool colours.</p>	<p><u>KEY VOCABULARY</u> <i>Those listed in Phase 1, 2 and 3, as well as: traditional, representational, imaginary, modern, still life, splattered, dabbed, scraped, dotted, textured</i></p> <p><i>When drawing, a Y5/6 artist will:</i></p> <p>Mix colours with confidence, building on previous knowledge.</p> <p>Select colour for purpose, confidently explaining choices.</p> <p>Discuss how colour can be used to express ideas, feelings and mood.</p> <p>Confidently control the types of marks made / brushstrokes and experiment with different effects.</p> <p>Work in a sustained and independent way, developing their own style.</p> <p>Use colours and brushstrokes to create atmosphere and light effects.</p>


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	<p>Begin to talk about the emotional impact of colour. Adopt confidence when mixing and applying colour. Use a good vocabulary of art terms related to colour concepts such as transparency and strong.</p>	<p>Include texture gained through paint mix or brush technique. .</p>
<p>Sculpture</p> 	<p><u>KEY VOCABULARY</u> <i>Those listed in Phase 1 and 2, as well as: detail, decoration, two-dimensional, three-dimensional, mould, symbolise, composition, proportion</i></p> <p><i>When sculpting, a Y3/4 artist will:</i></p> <p>Plan, shape, mould and make constructions from different materials. Show an awareness of how texture, form and shape can be transferred from 2D to 3D. Discuss the work of other sculptors and architects and how these have influenced their own work / designs. Produce more intricate surface patterns using a range of processes. Adapt work when necessary and explain why. Work independently with a wider range of materials.</p>	<p><u>KEY VOCABULARY</u> <i>Those listed in Phase 1, 2 and 3, as well as: realistic, surface, scale, transform, movement, flexible, pliable, hollow, solid, surface, modroc, position, wire, metal, manipulate</i></p> <p><i>When sculpting, a Y5/6 artist will:</i></p> <p>Understand that a range of media can be selected (due to their properties) for different purposes. Independently recognise problems and adapt work when necessary – taking inspiration from other sculptors. Recognise sculptural forms in the environment and use these as inspiration for their own work. Independently select sculpture as a method of producing work, if this fits the criteria of the task.</p>


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	Require less support when selecting materials and tools. Using a similar range of materials as at an earlier level but with an increased sensitivity and control.	Make models on a range of scales that communicate observations from the real or natural world.
Materials and textiles 	<p><u>KEY VOCABULARY</u> <i>Those listed in Phase 1 and 2, as well as: tie dye, bunching, dip, soak, vibrant, twisting, knotting, cloth, natural, synthetic, matting, daub, stamp, natural, colour, effect</i></p> <p><i>When using materials and textiles, a Y3/4 artist will:</i></p> <p>Use a variety of techniques to create different effects. Show experience in changing and modifying threads and fabrics – knotting, fraying, fringing, twisting. Record textile explorations and experimentation as well as trying out ideas. Collecting materials and ideas for work and experiment with materials before using them. Using more advanced dyeing techniques, combining different processes.</p>	<p><u>KEY VOCABULARY</u> <i>Those listed in Phase 1, 2 and 3, as well as: embroider, sew, stitch, decoration, embellished</i></p> <p><i>When using materials and textiles, a Y5/6 artist will:</i></p> <p>Display precision in work. Combine a range of sewing, printing, dyeing and joining techniques to good effect. Show experience in painting, printing and dyeing fabric ▪ Demonstrate experience in combining techniques to produce an end piece. Show an awareness of natural dyes and how these are more sustainable in the fashion industry. Experiment in a range of techniques, exploring ideas in sketchbooks. Use a number of different stitches creatively to produce different patterns and textures. Design and create a textile piece using a range of techniques.</p>
Printing	<p><u>KEY VOCABULARY</u> <i>Those listed in Phase 1 and 2, as well as: imprint,</i></p>	<p><u>KEY VOCABULARY</u> <i>Those listed in Phase 1, 2 and 3, as well as:</i></p>



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	<p><i>impression, mould, background, marbling, surface, absorb, stencil, pounce, negative image, positive image, linear, manipulate, block repeat, collagraph, monochrome</i></p> <p><i>When printing, a Y3/4 artist will:</i></p> <p>Design and create a repeated relief print. Use sketchbooks to explore and develop prints making changes where needed. Understand the difference between repeat printing and mono printing. Explore the process of mono printing. Demonstrate an awareness of printing with multiple colours. Understanding how printing differs from other art processes and how it is used in different cultures. Using repeating patterns by creating accurate printing blocks.</p>	<p><i>monotype, printing plate, inking up, water-based, oil-based, overlap, intaglio, relief, etching, engraving, indentation, pressure, brayer, tile, aesthetic, pattern, motif, rotation, reflection, symmetrical, repetition.</i></p> <p><i>When printing, a Y5/6 artist will:</i></p> <p>Gain experience in overlapping colours. Start to overlay prints with other media. Continue to experience combining prints to produce an end piece. Experiment with and explore screen printing techniques. Combine different printing techniques within the same piece of artwork. Choose appropriate materials for printing. Use drawings and designs to bring fine detail into their work. Combine printing techniques within one piece of work to create impact and effect.</p>
<p>Collage</p>	<p><u>KEY VOCABULARY</u> <i>Those listed in Phase 1 and 2, as well as: pasting, join, mixed, collage, cut outs, drawing, fabric, form, magazine, newspaper, photo montage, abstract, media, music, contrast, tear, layer, overlap</i></p> <p><i>When collaging, a Y3/4 artist will:</i></p>	<p><u>KEY VOCABULARY</u> <i>Those listed in Phase 1, 2 and 3, as well as: pasting, join, mixed, collage, cut outs, drawing, fabric, form, magazine, newspaper, photo montage, abstract, media, music, contrast, tear, layer, overlap</i></p> <p><i>When collaging, a Y5/6 artist will:</i></p>

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	<p>Use collage as a means of collecting ideas and information to build a visual brainstorm. Collect and select textured papers to form a collaged image. Experiment with a range of collage techniques such as tearing, overlapping and layering to create collaged images. Using collage to explore wider art themes. Returning to work using a range of techniques to develop the final image.</p>	<p>Add collage to a painted, printed or drawn background to enhance work. Use collage as a means of extending work from initial ideas. Consider the focus artist's style when creating their own piece. Independently select a range of media to produce a collaged image. Choose the most appropriate materials to fit the purpose. Convey a definite theme that is apparent to any viewer. Experiment with techniques that use contrasting textures, colours or patterns (rough/smooth, light/dark, plain/patterned).</p>
<p>Digital Media</p> 	<p><u>KEY VOCABULARY</u> <i>Screen, image, fill, eraser, select, paint, buttons, movements, arrow, camera, iPad, touch, still, photograph, experiment, create, process</i></p> <p><i>When using digital media, a Y3/4 artist will:</i></p> <p>Generate ideas by using a digital camera to capture images for their work – photo montage. Use a graphics package or app to create images using different tools and effects with increased precision.</p>	<p><u>KEY VOCABULARY</u> <i>Screen, image, fill, eraser, select, paint, buttons, movements, arrow, camera, iPad, touch, still, photograph, experiment, create, process</i></p> <p><i>When collaging, a Y5/6 artist will:</i></p> <p>Confidently use a graphics package or app to create and manipulate images using a wider range of digital tools. Understand that a digital image can be made up of</p>

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	<p>To have experience of using an iPad to extend knowledge of photography.</p> <p>Know that digital art combines different images to create compositions for different purposes.</p> <p>Know that digital imagery is a flexible art form – effects can be manipulated and altered without having to return to the starting point.</p>	<p>different layers.</p> <p>Create layered images from original ideas.</p> <p>Use digital media as a means of extending work from initial ideas.</p> <p>Explore ideas and collect visual information for their work using digital cameras.</p> <p>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.</p>
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Diverse artist study - Summer term

Diverse artist focus for phase:		
Year A		Year B
Y3/4	Beth Wilson (autistic artist)	Alma Woodsey (black artist)
Y5/6	Charlie Mackesy (writer and illustrator - PSHE link).	Stephen Wiltshire (autistic artist)