

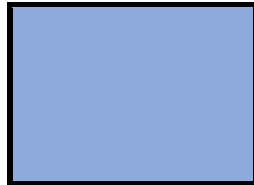


Art Knowledge & Skills Progression KS2

NATIONAL CURRICULUM				
National Curriculum Aims	Pupils should be taught to: <ul style="list-style-type: none"> create sketch books to record their observations and use them to review and revisit ideas improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay) appreciate great artists, architects and designers in history 			
	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Inspirational Artists	<ul style="list-style-type: none"> Learn about great artists, in history and the modern day, understanding the historical and cultural development of their art forms. Look at original works, pictures, clips, books and websites to develop the skills of reflection, analysis, comparison, interpretation and evaluation 			
Develop & Master Techniques in a Range of Materials	<ul style="list-style-type: none"> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials such as pencil, charcoal, paint, clay 		<ul style="list-style-type: none"> Further develop their understanding and control of more varied techniques, as they improve their skilful handling of a range of two and three dimensional media and digital media through approaches that include investigation, experimentation and exploration. 	
Developing Ideas	<ul style="list-style-type: none"> Use a sketch book to express feelings about a subject Make notes in a sketch book about techniques used by artists Use a sketchbook to collect and record visual information from different sources, as well as planning, trying out ideas plan colours and collect source material for future works. Express likes and dislikes through annotations Use a sketchbook to adapt and improve original ideas Make notes to indicate their intentions/purpose of a piece of work 		<ul style="list-style-type: none"> Keep notes which consider how a piece of work may be developed further Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works Adapt their work according to their views and describe how they might develop it further 	
Drawing	<ul style="list-style-type: none"> Make marks and lines with a wide range of drawing implements – charcoal, pastel, chalk, pencil Experiment with ways in which surface detail can be added to drawings Experiment with different grades of pencil to create lines and marks and different forms and shapes. Explore shading with different media to achieve a range of light 		<ul style="list-style-type: none"> Work in a sustained and independent way to create a detailed drawing Develop a key element of their work: line, tone, pattern, texture 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 	

	<ul style="list-style-type: none"> and dark tones, black to white • Apply simple use of pattern and texture in a drawing • Draw objects from different viewpoints: above, below, front, back • Plan, refine and alter their drawings as necessary • Begin to show in their drawings that objects have a third dimension. 		<ul style="list-style-type: none"> • Develop simple perspective in their work using a single focal point and horizon • Begin to develop an awareness of composition, scale and proportion in their drawings • Develop close observation skills using a variety of view finders • Work from a range of sources including observation and photographs • Explore colour mixing and blending techniques with coloured pencils 	
Painting	<ul style="list-style-type: none"> • Experiment with different effects and textures e.g. blocking in colour, washes, thickened paint creating textural effects • Work with a range of paints: poster, acrylic and watercolour and investigate effect • Experiment with applying colour in different ways e.g. dotting, stippling • Use light and dark when painting, mixing shades and tints with increasing confidence and for particular effects • Build on understanding of the colour wheel • Explore complementary colours – colours opposite each other on the colour wheel • Work on different scales, selecting suitable brush size and type • Introduce watercolour paints to create wash backgrounds 		<ul style="list-style-type: none"> • Confidently control types of marks made and experiment with different effects and textures • Mix and match colours to create atmosphere and light effects. • Mix colours, shades, tones and tints with confidence • Use watercolour paints and small brushes to develop detail • Compose using fore, middle and background • Work with sustained independence and confidence • Choose the type of paint and tools to use for a particular purpose e.g. watercolour for design work, washes, thick paint • Explore how artists have used colour, texture and movement to express emotions • Look at how artists paint foregrounds and backgrounds for perspective 	
Printing			<ul style="list-style-type: none"> • Create designs for prints by simplifying initial drawings/sketches • Explore lines, marks, shapes and tones through mono-printing • Print with two colour overlays 	<ul style="list-style-type: none"> • Create repeating patterns • Design a complex pattern made up from two or more motifs • Use printing techniques as part of a multi-media project e.g. designing wallpaper • Through printing, show increasing use of tools to control line, shape, texture and tone
Sculpture	<ul style="list-style-type: none"> • Plan, design and make models from observation or imagination. • Manipulate clay using 	<ul style="list-style-type: none"> • Manipulate materials (e.g. tin foil) to make a new 3D form e.g. human figure. • Use covering materials such 	<ul style="list-style-type: none"> • Manipulate materials (wire) to make more complex 3D forms e.g. wire birds 	<ul style="list-style-type: none"> • Using examples from famous artists, create complex sculptures using card and masking tape

	pinch, slab and coil techniques to make a 3d form <ul style="list-style-type: none"> • Create surface patterns and textures onto clay, using works of art as inspiration • Add final finishes to models using paint 	as Modroc or modelling clay to create 3D models.		<ul style="list-style-type: none"> • Use smoothing techniques to create a desired finish before painting.
Textiles (links with DT unit)			<ul style="list-style-type: none"> • Use a variety of techniques, including dyeing and stitching to create different textural effects • Extend understanding of joining fabrics by using more than one type of stitch (running and cross stitch) • Experiment with adding detail to fabric by gluing or stitching • Add colour and pattern to fabric using dyes, printing and batik 	
Collage	<ul style="list-style-type: none"> • Experiment with techniques to make mosaics 	<ul style="list-style-type: none"> • Develop skills of overlapping and overlaying to place objects in front or behind in a collage • Create interesting colours, textures and effects using different materials 		
Responding to Art	<ul style="list-style-type: none"> • Continue to explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work • Discuss own and other's work, expressing thoughts and feelings, and using knowledge and understanding of artists and 		<ul style="list-style-type: none"> • Continue to explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work • Discuss own and other's work, expressing thoughts and feelings, and using knowledge and understanding of artists and 	



- techniques
- Identify changes they might make or how their work could be developed further

- techniques
- Respond to art from other cultures and periods of time
 - Reflect and explain the successes and challenges in a piece of art they have created. Identify changes they might make or how their work could be developed further