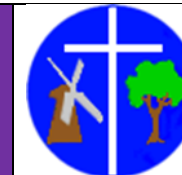


# Art and Design Skills Progression Key Stage 2



Key Skills	Year 3	Year 4	Year 5	Year 6	End of KS Expectations
<b>Drawing</b> (pencils, rubbers, chalks, pastels, felt pen, charcoal, inks, ICT software)	<ul style="list-style-type: none"> <li>• Developing intricate patterns/ marks with a variety of media.</li> <li>• Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.</li> <li>• Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works.</li> <li>• Begin to show an awareness of objects having a third dimension and perspective.</li> <li>• Create textures and patterns with a wide range of drawing implements.</li> </ul>	<ul style="list-style-type: none"> <li>• Developing techniques to create intricate patterns using different grades of pencil and other implements/media to create lines, marks and develop tone.</li> <li>• Understanding why they best suit.</li> <li>• Draw for a sustained period of time at an appropriate level.</li> <li>• Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works.</li> <li>• Have opportunities to develop further drawings featuring the third dimension and perspective.</li> </ul>	<ul style="list-style-type: none"> <li>• Work in a sustained and independent way to create a detailed drawing.</li> <li>• Develop a key element of their work: line, tone, pattern, texture.</li> <li>• Use different techniques for different purposes i.e. shading, hatching within their own work.</li> <li>• Use sketchbooks to collect, record and plan for future works.</li> <li>• Start to develop their own style using tonal contrast and mixed media.</li> <li>• Develop further simple perspective in using a single focal point and horizon.</li> <li>• Begin to develop an awareness of composition, scale and proportion in their paintings.</li> <li>• Use drawing techniques to work from a variety of sources including observation, photographs and digital images.</li> <li>• Develop close observation skills using a variety of view finders.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw for a sustained period of time over a number of sessions working on one piece.</li> <li>• Develop their own style of drawing through: line, tone, pattern, texture.</li> <li>• Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.</li> <li>• Develop their own style using tonal contrast and mixed media.</li> <li>• Use sketchbooks to collect, record and plan for future works. Adapt their work according to their views and describe how they might develop it further.</li> <li>• Have opportunities to develop further simple perspective in their work using a single focal point and horizon.</li> <li>• Develop an awareness of composition, scale and proportion in their paintings.</li> </ul>	<ul style="list-style-type: none"> <li>• Children can create sketch books to record their observations and use them to review and revisit ideas.</li> <li>• Children improve their mastery of art and design techniques with a range of materials.</li> <li>• Children know about great artists, architects and designers in history.</li> </ul>

	<b>Possible Artists:</b> Van Gogh, Seurat, Durer, Da Vinci, Cezanne, Picasso, Hopper, Goya, Sargent, Holbein, Moore, Rossetti, Klee, Calder, Cassatt				
<b>Painting</b> (watercolour, ready mixed, acrylic)	<ul style="list-style-type: none"> <li>• Demonstrate increasing control over the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</li> <li>• Use light and dark within painting and begin to explore complimentary colours.</li> <li>• Mix colour, shades and tones with increasing confidence.</li> <li>• Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</li> <li>• Confidently create different effects and textures with paint according to what they need for the task.</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently control types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</li> <li>• Start to develop a painting from a drawing.</li> <li>• Begin to choose appropriate media to work with.</li> <li>• Use light and dark within painting and show understanding of complimentary colours.</li> <li>• Mix colour, shades and tones with increasing confidence.</li> <li>• Use sketchbooks 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.</li> <li>• Start to look at working in the style of a selected artist (not copying).</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently control the types of marks made and experiment with different effects and textures.</li> <li>• Mix and match colours to create atmosphere and light effects.</li> <li>• Mix colour, shades and tones with confidence building on previous knowledge.</li> <li>• Use sketchbooks 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.</li> <li>• Start to develop their own style using tonal contrast and mixed media.</li> <li>• Recognise the art of key artists and begin to place them in key movements or historical events.</li> </ul>	<ul style="list-style-type: none"> <li>• Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade.</li> <li>• Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</li> <li>• Mix colour, shades and tones with confidence building on previous knowledge. Understanding which works well in their work and why.</li> <li>• Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.</li> </ul>	<ul style="list-style-type: none"> <li>• Children can create sketch books to record their observations and use them to review and revisit ideas.</li> <li>• Children improve their mastery of art and design techniques with a range of materials.</li> <li>• Children know about great artists, architects and designers in history.</li> </ul>
	<b>Possible Artists:</b> Klimt, Marc, Klee, Hockney, Pollock, Riley, Monet, Aboriginal, Rothko, Rivera, Indian Miniatures, O’Keeffe, Hopper, Rembrandt, Lowry, Matisse, Margritte.				

## Sculpture

(3D work, clay, dough, boxes, wire, paper sculpture, modroc)

- Use equipment and media with confidence.
- Learn to secure work to continue at a later date.
- Join two parts successfully.
- Construct a simple base for extending and modelling other shapes.
- Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations, as well as try out ideas.
- Produce more intricate surface patterns/ textures and use them when appropriate.
- Produce larger ware using pinch/ slab/ coil techniques.
- Continue to explore carving as a form of 3D art.
- Use language appropriate to skill and technique.

- Work in a safe, organised way, caring for equipment.
- Secure work to continue at a later date.
- Make a slip to join to pieces of clay.
- Decorate, coil, and produce marquettes confidently when necessarily.
- Model over an armature: newspaper frame for modroc.
- Use recycled, natural and man-made materials to create sculptures.
- Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan shapes and collect source material for future works. Adapt work as and when necessary and explain why.
- Gain more confidence in carving as a form of 3D art.
- Use language appropriate to skill and technique.
- Demonstrate awareness in environmental sculpture and found object art. Show awareness of the effect of time upon sculptures.

- Work in a safe, organised way, caring for equipment.
- Secure work to continue at a later date.
- Show experience in combining pinch, slabbing and coiling to produce end pieces.
- Develop understanding of different ways of finishing work: glaze, paint, polish
- Gain experience in modelling over an armature: newspaper frame for modroc.
- Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.
- Use sketchbooks to plan a sculpture through drawing and other preparatory work. Use the sketch book to plan how to join parts of the sculpture. Adapt work as and when necessary and explain why.
- Confidently carve a simple form.
- Use language appropriate to skill and technique.
- Compare the style of different styles and approaches: Moore, Aztec.

- Work in a safe, organised way, caring for equipment.
- Secure work to continue at a later date.
- Model and develop work through a combination of pinch, slab, and coil.
- Work around armatures or over constructed foundations.
- Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish.
- Demonstrate experience in relief and freestanding work using a range of media.
- Recognise sculptural forms in the environment: Furniture, buildings.
- Use sketchbooks to collect and record visual information from different sources. Use the sketch book to plan how to join parts of the sculpture. Annotate work in sketchbook.
- Confidently carve a simple form.
- Solve problems as they occur.
- Use language appropriate to skill and technique.

- Children can create sketch books to record their observations and use them to review and revisit ideas.
- Children improve their mastery of art and design techniques with a range of materials.
- Children know about great artists, architects and designers in history.

**Possible Artists:** ( Moore, African, Native American, Hepworth, Arp, Nevelson, Gabo, Calder, Segal, Leach, Kinetic, recycled/ found object sculptures, Egyptian Artefacts, Christo, Frink, Balla, Andre.

## Printing

(found materials, rubbings, stencils, sponges, fruit/veg, wood blocks, press print, lino print, mono-print, string)

- Print simple pictures using different printing techniques. Continue to explore both mono-printing and relief printing.
- Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.
- Demonstrate experience in 3 colour printing.
- 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.
- Demonstrate experience in combining prints taken from different objects to produce an end piece.

- Increase awareness of mono and relief printing.
- Demonstrate experience in fabric printing.
- Use sketchbooks 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.
- Expand experience in 3 colour printing.
- Continue to experience in combining prints taken from different objects to produce an end piece.
- Create repeating patterns.

- Use tools in a safe way.
- Continue to gain experience in overlaying colours.
- Start to overlay prints with other media.
- Use print as a starting point to embroidery.
- Show experience in a range of mono print techniques.
- Use sketchbooks 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.

- Develop ideas from a range of sources.
- See positive and negative shapes.
- Demonstrate experience in a range of printmaking techniques.
- Describe techniques and processes.
- Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.
- Develop their own style using tonal contrast and mixed media.

- Children can create sketch books to record their observations and use them to review and revisit ideas.
- Children improve their mastery of art and design techniques with a range of materials.
- Children know about great artists, architects and designers in history.

**Possible Artists:** Warhol, Hokusai, Hiroshige, Escher, Morris, Labelling, Rothenstein, Kunisada, Advertising, Bawden.

<b>Textile</b> (weaving, sewing, fabric dye/paint, batik, threads, decorations, tie dye)	<ul style="list-style-type: none"> <li>• Show an awareness of and name a range of different fabrics.</li> <li>• Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</li> <li>• Apply decoration using beads, buttons, feathers etc.</li> <li>• Continue to gain experience in applying colour with printing.</li> <li>• Explore using resist paste and batik.</li> <li>• Show further experience in changing and modifying threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.</li> <li>• Use a sketchbook to plan, collect and develop ideas. To record textile explorations and experimentations.</li> <li>• Demonstrate experience in looking at fabrics from other countries.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a technique as a basis for stitch embroidery.</li> <li>• Apply decoration using needle and thread: buttons, sequins.</li> <li>• Become confident in applying colour with printing, tie dye. Create and use dyes. Use resist paste and batik.</li> <li>• Use a sketchbook to plan, collect and develop ideas. To record textile explorations and experimentations. Adapt work as and when necessary and explain why.</li> <li>• Change and modify threads and fabrics.</li> <li>• Use language appropriate to skill and technique.</li> <li>• Demonstrate experience in looking at fabrics from other countries.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</li> <li>• Demonstrate experience in 3D weaving.</li> <li>• Produce two colour tie dye. Continue to gain experience in batik- use more than one colour.</li> <li>• Use a sketchbook to plan, collect and develop ideas. To record textile explorations and experimentations. Plan a final design and execute it. Adapt work as and when necessary and explain why.</li> <li>• Demonstrate experience in combining techniques to produce an end piece: Embroidery over tie dye.</li> <li>• Show awareness of the skills involved in aspects such as knitting, lace making.</li> <li>• Change and modify threads and fabrics.</li> <li>• Use language appropriate to skill and technique.</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with a variety of techniques exploiting ideas from sketchbook.</li> <li>• Use a number of different stitches creatively to produce different patterns and textures.</li> <li>• Work in 2D and 3D as required.</li> <li>• Design, plan and decorate a fabric piece.</li> <li>• Recognise different forms of textiles and express opinions on them.</li> <li>• Use a sketchbook to plan, collect and develop ideas. To record textile explorations and experimentations. Plan a final design and execute it. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.</li> <li>• Use language appropriate to skill and technique.</li> </ul>	<ul style="list-style-type: none"> <li>• Children can create sketch books to record their observations and use them to review and revisit ideas.</li> <li>• Children improve their mastery of art and design techniques with a range of materials.</li> <li>• Children know about great artists, architects and designers in history.</li> </ul>
	<p><b>Possible Artists:</b> Ashley, Fassett, African/Indian, Adire</p>				

Throughout all of these areas children should be given the opportunity to discuss and review their own and others work. They should develop the ability to express thoughts and feelings about artworks and explore a range of great artists, craft makers, architects and designers both current and through history.