

PJS ART SKILL AND KNOWLEDGE PROGRESSION

Key to understanding this document: White = National Curriculum objectives Normal font = Knowledge/Skills to be taught **Bold font** = Resources to be used

Strand	Year 3	Year 4	Year 5	Year 6
<p>KS2 pupils should produce creative work, exploring their ideas and recording their experiences.</p> <p>KS2 pupils should evaluate and analyse creative works using the language of art, craft and design</p>	<p>Use a sketch book for recording observations, for experimenting with techniques or planning out ideas</p> <p>Use a sketchbook to annotate and develop ideas</p> <p>Record from observations and their own imagination.</p> <p>Compare their work to others (methods, techniques, colours etc.)</p> <p>Explain what they like or dislike about their work</p> <p>Adapt their work after discussion.</p>	<p>Use a sketch book for recording observations, for experimenting with techniques or planning out ideas</p> <p>Use a sketchbook to record observations and other visual information from different sources. What can they magpie for their own work? Annotate and develop ideas.</p> <p>Question, discuss and make observations about starting points/artists and artworks.</p> <p>Compare their work to others (methods, techniques, colours etc.)</p> <p>Discuss how they feel about their own and others work.</p> <p>Adapt their work after discussion.</p>	<p>Use a sketch book for recording observations, for experimenting with techniques or planning out ideas</p> <p>Use a sketchbook to record observations and other visual information from different sources. What can they magpie for their own work? Annotate and develop ideas.</p> <p>Question, discuss and make observations about starting points/artists and artworks.</p> <p>Develop different ideas which can be used and explain his/her choices for the materials and techniques used</p> <p>Compare ideas, methods and approaches used by themselves and others.</p> <p>Discuss how they feel about their own and others work.</p> <p>Discuss how they feel about their own and others work.</p> <p>Adapt his/her own final work following feedback or discussion based on their preparatory ideas</p>	<p>Use a sketch book for recording observations, for experimenting with techniques or planning out ideas</p> <p>Use a sketchbook to record close observations and other visual information from different sources. What can they magpie for their own work? Annotate and develop ideas.</p> <p>Question, discuss and make observations about starting points/artists and artworks.</p> <p>Develop different ideas which can be used and explain his/her choices for the materials and techniques used</p> <p>Compare ideas, methods and approaches used by themselves and others.</p> <p>Discuss how they feel about their own and others work.</p> <p>Adapt his/her own final work following feedback or discussion based on their preparatory ideas.</p> <p>Then discuss how they could change it further.</p>

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<p style="text-align: center;">Drawing</p> <p style="text-align: center;">KS2 Pupils should be taught to improve their mastery of art and design techniques, including drawing with a range of materials.</p>	<p>Use pencil, chalk, charcoal and oil pastels to draw different form and shape</p> <p>Experiment with different grades of pencil and use different grades of pencil to apply tone to drawings in a simple way</p> <p>Experiment with different shading techniques e.g hatching cross hatching and stippling</p> <p>Create textures and make marks with different drawing implements: pencil, oil pastels, charcoal, chalk</p> <p style="background-color: yellow;">AUTUMN: Stone age animal sketches</p>	<p>Make marks and lines with a wide range of drawing implements: oil pastels, pencils, fine liners, felt tips</p> <p>Begin to show in their drawings that objects have a third dimension</p> <p>Use different grades of pencils and other drawing implements to achieve variation in tone e.g. range of light and dark tones, black to white</p> <p>Begin to develop an awareness of scale and proportion in their drawings of faces</p> <p>Apply and use shading techniques to add simple pattern and texture to a portrait</p> <p style="background-color: cyan;">SPRING: Boudicca Portrait</p>	<p>Experiment with wet media to make marks, lines, patterns, textures and shapes – ink, paint, watercolour pencils</p> <p>Use line, tone and shading to represent things seen, remembered or imagined in three dimensions</p> <p>Apply the effect of light on objects from different directions</p> <p>Begin to use perspective in work using a single foci point and horizon</p> <p>Begin to develop an awareness of composition, scale and proportion in their drawings</p> <p>Use drawing techniques to work from a variety of sources including observation, photographs and digital images.</p> <p>Explore colour mixing and blending with coloured pencils</p> <p style="background-color: yellow;">AUTUMN: Perspective Watercolour Pencil Artwork (looking at a range of artists)</p>	<p>Start to develop their own style using a mixture a variety of dry and wet media to make marks, lines, patterns, textures and shapes</p> <p>Develop close observation skills using a view finder.</p> <p>Work in a sustained and independent way to create detailed drawings</p> <p>Use different techniques (e.g light, tone, shading) for different purposes</p> <p>Develop an awareness of composition, scale and proportion, foreground, middle ground and background.</p> <p>Scale up and down images.</p> <p style="background-color: red; color: black;">SUMMER: Architect Study/ Whole School Topic Artwork</p>
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<p style="text-align: center;">Painting</p> <p style="text-align: center;">KS2 Pupils should be taught to improve their mastery of art and design techniques, including painting with a range of materials.</p>	<p>Experiment with acrylic paint and oil pastels</p> <p>Mix colours and know which are primary, secondary and tertiary colours</p> <p>Use specific colour language – primary colour, secondary colour, tertiary colours</p> <p>Make colour wheels</p> <p>Investigate how artists use warm and cool colours and use this in your own work</p> <p>Work on different scales, selecting suitable brush size and type</p> <p>Explore close observation skills using a view finder.</p> <p style="text-align: center;">SPRING: Paul Klee – abstract art</p>	<p>Experiment with watercolour paints</p> <p>Colour mix to match tints, tones and shades in existing works</p> <p>Mix and use tints, tones and shades and apply to work</p> <p>Use the specific colour language of hue, tint, tone, shades</p> <p>Use watercolour paints to create wash backgrounds</p> <p>Experiment with applying colour in different ways e.g. dotting, stippling, scratching, splashing</p> <p>Experiment with effects and textures –blocking in colour, washes, thickened paint creating textural effects, using tools</p> <p style="text-align: center;">AUTUMN: Claude Monet</p>	<p>Experiment with oil paints</p> <p>Mix and match colours to create atmosphere: hue, shades (black added), tints (white added).</p> <p>Explore and use complementary colours and harmonious colours</p> <p>Investigate how artists use warm and cool colours – create and use in own work building on understanding of tints and shades</p> <p>To use colour to convey feelings and select colour for specific reasons.</p> <p style="text-align: center;">Spring: Picasso</p> <p>Identify and work with complementary and harmonious colours using different media – paint, pastels etc</p> <p style="text-align: center;">Spring: Whole School Topic Artwork</p>	<p>Mix paint to make tints and shades and use these to imply 3-D form (highlights and shadows)</p> <p>Identify how colour can portray emotion and use this in their own artwork</p> <p>Use different media to create tints, tones, shade and mood – ink, paint, pastels oil and chalk</p> <p>Choose the type of paint and tools to use for a particular purpose e.g. watercolour for design work, washes, thick paint</p> <p>Create a painting from a drawing</p> <p>Work with sustained independence and confidence to develop their own style of painting.</p> <p style="text-align: center;">SUMMER: Architect Study/ Whole School Topic Artwork</p>
	<p>Sculpture</p>	<p>Plan a sculpture through drawing and other preparation</p>	<p>N/A</p>	<p>Use recycled, natural, and man-made materials to create</p>

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<p>KS2 Pupils should be taught to improve their mastery of art and design techniques, including sculpture with a range of materials [for example clay]</p>	<p>work</p> <p>Use natural materials (e.g clay) to create form</p> <p>Develop skills in using malleable materials including rolling, cutting, hollowing, pinching and smoothing etc</p> <p>Use pinching and smoothing techniques to create texture (smooth, rough, hard, soft, bumpy)</p> <p>Autumn Unit 2: Barbara Hepworth inspired sculptures</p>		<p>sculptures</p> <p>Use frameworks (such as wire or moulds) to provide stability and form</p> <p>Combine shapes to create recognisable forms</p> <p>Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations</p> <p>Use tools to carve and add shapes, texture and pattern</p> <p>Use joining techniques to add detail</p> <p>Add final finishes to models using paint/glazing techniques.</p> <p>Summer: Giacometti sculptures</p>	
<p>Materials (Collage/ Textiles)</p> <p>KS2 Pupils should be taught to improve their</p>	<p>Create collage on different scales</p> <p>Experiment with a range of media to cut, overlap and layer, creating interesting colours and textures and effects</p> <p>Return to work over longer periods of time and use a wider range of materials</p>	<p>Identify how artists use textiles.</p> <p>Make observations and comment on the design of textural art.</p> <p>Compare different fabrics.</p> <p>Add colour and pattern to fabric using dyes, printing and resist paste and batik</p>	<p>Create work using textiles by cutting and joining fabric</p> <p>Use smaller eyed needles and finer threads.</p> <p>Use a wider variety of stitches e.g running stitch and blanket stitch</p>	<p>Embellish work using a variety of techniques and materials.</p> <p>Experiment with creating mood, feeling, movement and areas of interest using different media</p> <p>Add collage to a painted or drawn background</p>

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<p>mastery of art and design techniques with a range of materials.</p>	<p>Use collage to represent objects as well as imaginative work</p> <p><i>Add collage to a printed background</i></p> <p>SUMMER: Beatriz Milhazes / Could link to whole School topic artwork</p>	<p>Experiment with creating mood, feeling, movement.</p> <p>SUMMER: Batik</p>	<p>Select material to embellish designs with visual and tactile effects e.g. sequins/buttons</p> <p>Cross-curricular DT project</p>	<p>Learn and practise a variety of techniques, e.g. tessellation, mosaic and montage</p> <p>Use a range of media, different colours and textures</p> <p>SPRING: Megan Coyle</p>
<p>Printing</p> <p>KS2 Pupils should be taught to improve their mastery of art and design techniques with a range of materials.</p>	<p>Create printing blocks using relief or impressed methods.</p> <p>Experiment with overprinting.</p> <p>Print repeated patterns</p> <p>SUMMER: Beatriz Milhazes</p>	<p>N/A</p>	<p>N/A</p>	<p>Use a variety of printing techniques e.g texture rubbing, object print, monoprint, relief, collagraph, lino-cut</p> <p>Work on prints with a range of media. For example, inks, pens and paints.</p> <p>Create printing blocks by simplifying a sketch idea.</p> <p>Through printing, show increasing use of tools to control line, shape, texture and tone</p> <p>Colour mix through printing: create prints with at least three colour overlays</p> <p>AUTUMN: Edward Bawden/ WWII link</p>

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Historical and cultural development of their art forms

KS2 Pupils should know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Term 1 – Barbara Hepworth

Term 2 – Paul Klee Abstract Art (influenced by EXPRESSIONISM, CUBISM, AND SURREALISM)

Term 3 – Various collage artists/movements with a focus on Beatriz Milhazes (MODERNISM/ inspired by Brazil)
(plus whole school topic artwork)

Term 1 – Claude Monet (IMPRESSIONISM)

Term 2 – Portrait Drawing

Term 3 - Exploring textile movements with a focus on Batik

Various designers also looked at: Cath Kidston, Laura Ashley, William Morris
(plus whole school topic artwork)

Term 1 - Israel Leibo, Chana Kowalska and Leonardo da Vinci – The Last Supper

Term 2 – Giacometti + various other sculptors

Term 3 – Picasso (CUBISM)
(plus whole school topic artwork)

Term 1 – Edward Bawden / WWII

Term 2 – Megan Coyle – Collage Landscapes

Term 3 – Gaudi + other architects
(plus whole school topic artwork)