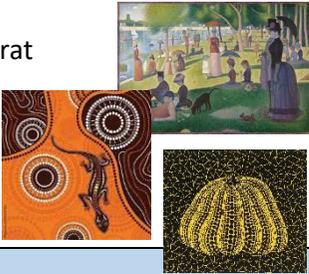


# Key Stage 2 Art progression

	<p><b>NC: Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>To create sketchbooks to record their observations and use them to review and revisit ideas.</li> <li>To improve their mastery of art &amp; design techniques, including drawing, painting &amp; sculpture with a range of materials.</li> <li>About great artists, architects and designers in history</li> </ul>	<p><b>Exploring, planning and recording</b></p> <p>Use sketch books to record notes, experiment and collect ideas, such as artwork, patterns, techniques and observations in nature. Use sketch books to explore new ideas and practise techniques. Use sketch books to collect ideas to be used in future artwork. Compare artwork and art techniques using appropriate terminology. Comment on their own artwork and that of others, giving reasons to support their views. Make adaptations to their artwork when necessary and give reasons for any changes.</p>	<p><b>Commenting on artwork</b></p> <p>Critique their own and others work, commenting on the techniques used and how it makes them feel. Identify ways they would improve artwork created by themselves or another artist. Research the lives and work of different artists, designers and architects. Recognise artists that have demonstrated similar styles and techniques. Identify similarities and differences in style between different artists, designers and architects.</p>	
<p>Vocabulary: sketch, colour: primary, secondary, contrast, tone, shape, form, line: straight, wavy, sharp, smooth, thick, thin, smudged, texture: shiny, fuzzy, prickly, lumpy, hard, bumpy, smooth, rubbery, gritty, wrinkly, soft, bendy, opaque, rough, stretchy, transparent, translucent, horizon, perspective, foreground, background, blend, cross hatch, shading, composition, light, dark, shadow, outline, reflection, vanishing point.</p>				
<p>Cycle A: Class 3</p>	<p><b>Drawing</b> Light &amp; shade: Escher Still life: Van Gogh Cezanne</p> 	<p><b>Painting</b> Pointillist: Seurat Aboriginal art Yayoi Kusama</p> 	<p><b>Collage</b> Layering Xochi Solis Multi Media: Kandinsky</p> 	<p><b>Textiles</b> <b>Weaving &amp; stitching</b> Kente Colours</p> 
<p>Lower Key Stage 2 Key Skills</p>	<p><b>Drawing:</b> Explore light and shade Develop pencil shading skills Develop colour shading skills Draw familiar things from different viewpoints Develop observational skills Use different grades of pencil to apply tone to drawings. Use different sketching techniques, such as hatching, cross-hatching, stippling, blending and scribbling. With purpose, make marks and lines using a range of dry media including computer software, charcoal, pencils and pastels. With purpose, make marks and lines using a range of wet media including watercolours, acrylic paint and ink. Effectively blend colours using different materials, such as watercolours, oil pastels and colouring pencils.</p>	<p><b>Painting:</b> Mix colours and select appropriate brushes for specific purposes. Create pattern using different tools and colours Understand which colours are primary and secondary and create secondary colours by mixing. Mix colours to create tints, tones and shades. Use different techniques in their artwork, such as washing, blending, blocking colour and using thicker paint for texture. Choose colours carefully to create mood.</p>	<p><b>Collage:</b> Consider colour and shape choice to create pattern or design Develop skills of cutting, overlapping and overlaying.</p> <p><b>Sculpture:</b> Mould clay into simple shapes and forms Use tools to indent clay and create texture. Recreates 2D images in a 3D piece. Show a good understanding of safety when handling sculpting tools. Use pinch, slab and coil techniques when creating sculptures out of clay.</p>	<p><b>Textiles:</b> Weaves paper/ threads Prints on fabric Simple stitching to make straight stitches</p> <p><b>Printing:</b> Develop technique of mono printing by scratching a drawing onto an inked slab. Transpose monoprint designs into press print to create repeat printing. Print using natural and humanly-constructed objects. Use block printing to create repeated patterns.</p>
<p>Cycle B: Class 3</p>	<p><b>Drawing</b> Texture Landscapes John Brunson</p> 	<p><b>Painting</b> Colour Matisse: Fauvism Mark Rothko</p>  	<p><b>Sculpture</b> Clay Pots Greek, Egyptian, Stone age</p> 	<p><b>Printing</b> Tessellation: Escher Brigit Riley</p>  

# Key Stage 2 Art progression



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<p>Cycle A: Class 4</p>	<p><b>Drawing</b> Buildings/ Cityscapes Paul Klee Stephen Wiltshire</p> 	<p><b>Painting</b> Impressionist Cezanne Monet</p> 	<p><b>Collage</b> Andy Warhol Incl digital art</p> 	<p><b>Textiles</b> <b>Sewing</b></p>
<p>Upper Key Stage 2 Key Skills</p>	<p><b>Drawing:</b> Develop line, tone and shade to represent things seen, remembered or imagined Increase scale by working close up and make detailed drawing using a magnifying glass. Produce detailed drawings from observations and photographs. Demonstrate awareness of the direction of light in drawings through shading. Use a focus point and the horizon to demonstrate perspective. Use mixed media in artwork to demonstrate changes in texture and pattern. Display an awareness of objects having three dimensions when drawing. Show a good understanding of composition, proportion and scale. Use viewfinders to improve close observational skills.</p>	<p><b>Painting:</b> Explore ways of making and creating a range of colours from the primary &amp; secondary range with the addition of black and white Uses different methods, colour and a variety of tools to express mood. Understand which colours are primary, secondary and tertiary and create secondary and tertiary colours by mixing. Mix colours to create tints, tones and shades. Use different techniques in their artwork, such as washing, blending, blocking colour and using thicker paint for texture. Choose colours carefully to create mood. Mix colours to show the direction of light in their artwork. Show purpose and control when mark making with different types of paint, such as acrylic and watercolour.</p>	<p><b>Collage:</b> Select and use materials to achieve a specific outcome Embellishes using a variety of techniques incl: drawing, painting and printing. <b>Using technology</b> Create mixed-media art using photographs they have taken. Edit photographs using computing software to achieve a final look. Take photos from different viewpoints and explain how the viewpoint changes the overall effect. Show consideration of light and shade when taking photos. Use the internet to research different artists and find out more about their art</p> <p><b>Sculpture:</b> Show an awareness of form, shape and texture by recreating images in 3D form. Create designs to plan sculptures. Use malleable and rigid materials to create sculptures. Plan and create sculptures using wire. Finish sculptures in different ways, such as glazing, polishing and painting. Create sculptures from observation and imagination. Apply slip to neatly join different parts of a clay sculpture. Use tools effectively to carve sculptures.</p>	<p><b>Textiles:</b> Dyes fabrics using tie-dye, batik etc Sewing using various stitching patterns.</p> <p><b>Printing:</b> Learn the process of reduction printing. Combine processes already learnt to produce an overlaid printed image. Effectively apply different printmaking methods, such as lino printing, relief printing, monoprinting and collagraph printing. Use printmaking techniques to print onto fabric. Create prints with two or three overlays.</p>
<p>Cycle B: Class 4</p>	<p><b>Drawing</b> Scale: magnification Georgia O'Keefe</p> 	<p><b>Painting</b> Portraits: Picasso Frida Kahlo</p> 	<p><b>Sculpture</b> Figures: Henry Moore Giacometti Augusta Savage</p> 	<p><b>Printing</b> Hokusai Block reduction</p> 