and traditional artists using ICT and other

resources.



## Objectives:

- to create sketch books to record their observations and use them to review and revisit ideas
- 2. to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

Painting		Drawing		Printmaking		3D Art	
Year 5	Year 6	Year 5	Year 6	Year 5	Year 6	Year 5	Year 6
Confidently	Work in a	Work in a	Work in a	Use tools in a safe	Develop ideas	Work in a safe,	Work in a safe,
control the types	sustained and	sustained and	sustained and	way.	from a range of	organised way,	organised way,
of marks made and experiment	independent way to develop their	independent way to create a	independent way to develop their	Continue to gain	sources,	caring for equipment.	caring for equipment.
with different	own style of	detailed drawing.	own style of	experience in	See positive and	очорттот.	oquipmoni
effects and	painting. This style		drawing. This style	overlaying colours.	negative shapes.	Secure work to	Secure work to
textures inc. blocking in colour,	may be through the development	Develop a key_ element of their	may be through the development	Start to overlay	Demonstrate	continue at a later date.	continue at a later date.
washes, thickened	of: colour, tone	work: line, tone,	of: line, tone,	prints with other	experience in a		
paint creating textural effects.	and shade.	pattern, texture.	pattern, texture.	media.	range of printmaking	Show experience in combining	Model and devlop work through a
iexiolal ellecis.	Purposely control	Draw for a	Draw for a	Use print as a	techniques.	pinch, slabbing	combination of
Mix and match_	the types of marks	sustained period	sustained period	starting point to		and coiling to	pinch, slab, and
colours to create atmosphere and	made and experiment with	of time at an appropriate level.	of time over a number of sessions	embroidery.	Describe techniques and	produce end pieces.	coil.
light effects.	different effects	appropriate level.	working on one	Show experience	processes.	pieces.	Work around
	and textures inc.	Use different	piece.	in a range of		Develop	armatures or over
Mix colour, shades and tones with	blocking in colour, washes, thickened	techniques for different purposes	Use different	mono print techniques.	Use sketchbooks to collect and	understanding of different ways of	constructed foundations.
confidence	paint creating	i.e. shading,	techniques for	recririques.	record visual	finishing work:	Touridations.
building on	textural effects.	hatching within	different purposes	Use sketchbooks	information from	glaze, paint, polish	Demonstrate
previous knowledge.	Mix colour, shades	their own work.	i.e. shading, hatching within	to collect and record visual	different sources as well as	Gain experience	experience in the understanding of
knowledge.	and tones with	Use sketchbooks	their own work,	information from	planning and	in model ling over	different ways of
Use sketchbooks	confidence	to collect and	understanding	different sources	colleting source	an armature:	finishing work:
to collect and record visual	building on previous	record visual_ information from	which works well in their work and	as well as planning, trying	material.	newspaper frame for modroc.	glaze, paint, polish.
information from	knowledge.	different sources	why.	out ideas, plan	Adapt their work	ioi modioc.	OCHSF ()
different sources		as well as		colours and	according to their	Use recycled,	Demonstrate .
as well as planning, trying	Understanding which works well	planning and colleting source	Use sketchbooks to collect and	collect source material for future	views and describe how they	natural and manmade	experience in relief and
out ideas, plan	in their work and	material for future	record visual	works.	might develop it	materials to	freestanding work
colours and	why.	works.	information from		further.	create sculptures,	using a range of
collect source material for future	Use sketchbooks	Start to develop	different sources as well as	Discuss and review own and others	Annotate work in	confidently and successfully	media.
works	to collect and	their own style	planning and	work, expressing	sketchbook.	joining.	Recognise
Chart to dovolor	record visual information from	using tonal	colleting source	thoughts and	Davidas thair aves	Diana a southeture	sculptural forms in
Start to develop their own style	different sources	contrast and mixed media.	material.	feelings, and identify	Develop their own style using tonal	Plan a sculpture through drawing	the environment: Furniture,
using tonal	as well as		Adapt their work	modifications/	contrast and	and other	buildings.
contrast and mixed media.	planning and colleting source	Have opportunities to	according to their views and	changes and see how they can be	mixed media.	preparatory work.	Use sketchbooks
mixed media.	material.	develop further	describe how they	developed further.	Discuss and review	Use the sketch	to collect and
Recognise the art		simple	might develop it	Identify artists who	own and others	book to plan how	record visual
of key artists and begin to place	Adapt their work according to their	perspective in their work using a	further.	have worked in a similar way to their	work, expressing thoughts and	to join parts of the sculpture.	information from different sources.
them in key	views and	single focal point	Develop their own	own work.	feelings explaining	scorptore.	dinoloni socicos.
movements or	describe how they	and horizon.	style using tonal		their views and	Adapt work as	Use the sketch
historical events.	might develop it further.	Begin to develop	contrast and mixed media.	Explore a range of great artists,	identify modifications/	and when necessary and	book to plan how to join parts of the
Discuss and review		an awareness of	mixed media.	architects and	changes and see	explain why.	sculpture.
own and others	Annotate work in	composition,	Have	designers in	how they can be	Confidently cons	Appatata warkin
work, expressing thoughts and	sketchbook.	scale and proportion in their	opportunities to develop further	history.	developed further.	Confidently carve a simple form.	Annotate work in sketchbook.
feelings, and	Discuss and revi <mark>ew</mark>	paintings.	simple perspective	Artists: Advertising,			
identify modifications/	own and others work, expressing	Hea drawing	in their work using a single focal	Bawden	ldentify artists who have worked in a	Use language appropriate to skill	Confidently carve a simple form.
changes and see	thoughts and	Use drawing techniques to	point and horizon.		similar way to their	and technique.	a simple form.
how they can be	feelings explaining	work from a	<u> </u>		own work.		Solve probl <mark>ems as</mark>
developed further.	their views.	variety of sources including	Develop an awareness of		Explore a range of	Compare the style of different styles	they occur.
Identify artists who	Identify artists who	observation,	composition, scale		great artists,	and approaches:	Use language
have worked in a	have worked in a	photographs and	and proportion in		architects and	Moore, Aztec.	appropriate to skill
similar way to their own work.	similar way to their own work.	digital images.	their paintings.		designers in history.	Discuss and review	and technique.
		Develop close	Discuss and review		,.	own and others	Discuss and review
Explore a range of	Explore a range of	observation skills	own and others		Artists: Have	work, expressing	own and others
great artists, architects and	great artists, architects and	using a variety of view finders.	work, expressing thoughts and		opportunity to explore modern	thoughts and feelings, and	work, expressing thoughts and
designers in	designers in		feelings explaining		and traditional	identify	feelings explaining
history.	history.	Discuss and	their views and		artists using ICT	modifications/	their views and
Artists: Lowry,	Artists: Have	review own and others work,	identify modifications/		and other resources.	changes and see how they can be	identify/ explain modifications/
Matisse, Margritte.	opportunity to	expressing	changes and see			developed further.	changes and see
	explore modern	thoughts and	how they can be		1	I	how they can be

developed further. Identify artists who have worked in a

similar way to their own work.

Identify artists who

have worked in a similar way to their

own work.

Explore a range of great artists, architects and designers in history and identify those who have worked in a similar way to them.

Artists: Have opportunity to

Explore a range of great artists, architects and

designers in history and identify those

who have worked in a similar way to them.

Artists: Frink, Balla,

Andre



	Explore a ran great artists, architects an designers in history.  Artists: Moore sketchbooks, Rossetti, Klee, Calder, Cass	opportunity to explore modern and traditional artists using ICT and other resources.			explore modern and traditional artists using ICT and other resources.		
How we achieve these							
Year 5							
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Theme: WW1 Poppy art. WW 1 paintings	Theme: Solar system. Creating Solar systems	Theme: <u>Da Vinci</u> Leonardo style portraits	Theme: Animal portrait drawing		Theme: <u>Vikinas</u> Sketch a Viking		
NC Reference:	NC Reference:	NC Reference:	NC Reference:		NC Reference:		
to create sketch books 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]	to create sketch books 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]	to create sketch books 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.	to create sketch books 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]		to create sketch books 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]		
Skills: P Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.  P Mix and match colours to create atmosphere and light effects.  P 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	Skills: 3D art Gain experience in model ling over an armature: newspaper frame for modroc.  3D art Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.	Skills:  D Work in a sustained and independent way to create a detailed drawing.  Develop a key element of their work: line, tone, pattern, texture.  P Recognise the art of key artists and begin to place them in key movements or historical events.  Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.	Skills:  Draw for a sustained period of time at an appropriate level.  Use different techniques for different purposes i.e. shading, hatching within their own work.  D  Use sketchbooks to collect and record visual information from different sources as well as planning and colleting source material for future works.		Skills:  D Start to develop their own style using tonal contrast and mixed media.  D Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.		
Vocabulary: Stroked Textured Flat Layered Traditional Representational Imaginary	Vocabulary: Angle Slip Attachment Structure Construct Scale Realistic Proportion Surface texture	Vocabulary: Washes Portrait Tone Strokes	Vocabulary: Charcoal Cross-hatching Sketch Detail Blending Smudge		Vocabulary: Expression Proportion Scale Position		
Autumn 1	Autumn 0		ar 6	Summar 1	Summar 2		
Autumn 1 Theme: It's all Greek to me. Still Life	Autumn 2  Theme: From dinosaurs to now. Card and calendar making. William Morris: patterns (overlaying patterns to create a design)	Spring 1 Theme: Victorians & Victorian children. Photography – forms in nature And self- portraiture with expression	Spring 2 Theme:  Its electrifying. Exploring perspective in art	Summer 1 Theme: SATS Focus Exploring perspective in art	Summer 2 Theme: The wider world. Trade and economics.		
NC Reference: 1 create sketch books to record their observations and use them to review and revisit ideas 2	NC Reference: 2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range	NC Reference: 2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a	NC Reference:	NC Reference:	NC Reference:		

## **UKS2 Art Progression**



improve their mastery	of materials [for	range of materials [for			
of art and design techniques, including drawing, painting and	example, pencil, charcoal, paint, clay]	example, pencil, charcoal, paint, clay] 3			
sculpture with a range of materials [for		about great artists, architects and			
example, pencil, charcoal, paint, clay]		designers in history.			
Learn about great artists, architects and					
designers in history.					
Skills: Look at still life examples e.g. by Paul Cezanne- discuss their composition and the effect of their work on the viewer  Use sketchbooks to collect and record visual information from different sources.  Create a composition of up to 5 objects that is pleasing to the eye, overlaps the shapes to make one connected unit  Use language appropriate for skill and technique.  Use broad shapes to fit the composition on paper Draw from observation and add shading to create the illusion of depth  Mix colour, shades and	Skills:  D Work in a sustained and independent way to develop their own style of drawing. This style may be through the development of: line, tone, pattern, texture.  D Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.  P Adapt their work according to their views and describe how they might develop it further.  Cards and calendars made using marbling and stencils.	Skills:  PM  Develop ideas from a range of sources.  PM  Demonstrate experience in photographic techniques using ipads  PM  Describe techniques and processes.  PM  Identify artists or photographers who have worked in a similar way to their own work.	Skills:  D Work in a sustained and independent way to develop their own style of drawing. This style may be through the development of: line, tone, pattern, texture.  D Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.  P Adapt their work according to their views and describe how they might develop it further.  Have opportunities to develop further simple perspective in their work using a single focal point and horizon	Skills:  D Work in a sustained and independent way to develop their own style of drawing. This style may be through the development of: line, tone, pattern, texture.  D Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.  P Adapt their work according to their views and describe how they might develop it further.  Have opportunities to develop further simple perspective in their work using a single focal point and horizon	Skills:
Mix colour, snades and tones with confidence building on previous knowledge.			Develop an awareness of composition, scale and proportion in their paintings.	Develop an awareness of composition, scale and proportion in their paintings.	
Vocabulary: Composition Foreground Background Viewfinder Overlapping Visible Relative positions and size Arrangement shading	Vocabulary: Over lay Repetition Rotation Pattern Motif Tracing Symmetrical	Vocabulary: Photomontage Photography Image Combine Self-portrait Expression Saturate	Vocabulary: Perspective Distance Vanishing point Horizon Scale Intensity	Vocabulary: Field sketch Underpainting Impressionist Proportion Middle ground Viewpoint	Vocabulary: Serif Tag Anonymity Self-expression Contemporary Dimension