

Objectives:

1. 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 [for example, pencil, charcoal, paint, clay]
3. about great artists, architects and designers in history.

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

		Explore a range of great artists, architects and designers in history. Artists: Moore sketchbooks, Rossetti, Klee, Calder, Cassat.	Artists: Have opportunity to explore modern and traditional artists using ICT and other resources.			explore modern and traditional artists using ICT and other resources.
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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: Da Vinci Leonardo style portraits	Theme: Animal portrait drawing		Theme: Vikings Sketch a Viking
NC Reference: 1 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 [for example, pencil, charcoal, paint, clay]	NC Reference: 1 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 [for example, pencil, charcoal, paint, clay]	NC Reference: 1 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 [for example, pencil, charcoal, paint, clay] 3 about great artists, architects and designers in history.	NC Reference: 1 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 [for example, pencil, charcoal, paint, clay]		NC Reference: 1 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 [for example, pencil, charcoal, paint, clay]
Skills: D 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 modelling 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. D 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. 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.	Skills: D Draw for a sustained period of time at an appropriate level. D 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 collecting 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

Year 6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme: It's all Greek to me. Still Life	Theme: From dinosaurs to now. Card and calendar making. William Morris: patterns (overlying patterns to create a design)	Theme: Victorians & Victorian children. Photography – forms in nature And self-portraiture with expression	Theme: Its electrifying. Exploring perspective in art	Theme: SATS Focus Exploring perspective in art	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



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