

Progression of Art and Design

Subject content	<p>KS2 Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • 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 			
Skills	Year 3	Year 4	Year 5	Year 6
Drawing	<p>To explore mark making and patterning using a pencil on a range of scales.</p> <p>To develop an understanding of the different marks a pencil makes, including hatching and shading.</p> <p>To be able to vary tone.</p> <p>To develop their skills with coloured pencils.</p> <p>To look at a range of drawings in differing media and use charcoal, pencils and pastels and explore other drawing materials.</p>	<p>To be able make detailed and intricate marks with attention to tone.</p> <p>To be able to shade with a pencil, make marks and texture replications.</p> <p>To be able to mix a wide range of colours using colour pencils.</p> <p>To look at a range of drawings in differing media and use charcoal, pencils and pastels, explore other drawing materials and develop this in their own work.</p>	<p>To begin to use tonal contrast to show depth or different elevations.</p> <p>To be able to develop one key element within a piece of work: line, tone, pattern, texture etc..</p> <p>To be able to colour mix and match using colour pencils and be using a wide tonal range.</p> <p>To look at a range of work, applying their knowledge and experience from previous years to produce work mixed media and their own individual style.</p>	<p>To develop own style of drawing.</p> <p>To use appropriate language for skills and techniques and use within their work.</p> <p>To be able to use colour pencil in a subtle and controlled way.</p> <p>To be able to apply their knowledge and experience from previous years to produce work mixed media and their own individual style.</p>
Painting	<p>To mix and match colour accurately.</p> <p>To use complementary and harmonising colours [colour wheel].</p> <p>To have a developing knowledge of what a brush can do.</p> <p>To be experienced in water colour painting.</p> <p>To develop hard edged painting skills.</p>	<p>To begin understanding the relationships between colours and have confidence in mixing and using them.</p> <p>To be able to confidently use a brush and understand what it can do.</p> <p>To start experimenting with mixing media; wax crayon under/over paint, the same with pastel etc; experiment in sketchbook.</p>	<p>To begin developing own style of painting</p> <p>To be able to demonstrate they can work in a variety of ways: hard-edged, water-colour.</p> <p>To be able to involve mixed media experimentation in their work; working on a surface made up of torn pasted pieces, working on cardboard, involving coloured pencils.</p> <p>Demonstrating consideration about the use of colours and their relationship.</p>	<p>To be able to depict moods and atmospheres with colours.</p> <p>To be able to use simple perspective in their compositions.</p> <p>To be able to work in mixed media where applicable.</p> <p>To be able to experiment with a range of ideas, methods and media.</p>
Sculpture	<p>To model from direct observation and imagination and introduce wedging.</p> <p>To be able to produce larger ware using pinch, slab and coil techniques.</p>	<p>To be able to join, decorate, coil, pinch, and slab as necessary.</p> <p>To be able to construct more complex assemblages, free standing or relief.</p>	<p>To begin developing an understanding for different ways of finishing work: glaze, paint, polish etc.</p> <p>To be accomplished in combining pinch, slabbing and coiling to produce end pieces.</p>	<p>To be able to model and develop work through combinations of pinch, slab and coil.</p> <p>To be experienced in relief and free standing work.</p>

	To use clay and/or Modroc.	To use clay, Modroc, soap or chalk.	To use clay, Modroc, soap or chalk and plaster.	To use clay, Modroc, soap or chalk and plaster.
Textiles (linked to DT)	To create an Egyptian collar using cross stitch and applique.	To design and create a book sleeve exploring variety of fastenings.	To be able to create a stuffed toy, introducing blanket stitch.	
Technology	To upload a picture to Seesaw of artwork created each term. To use Seesaw to evaluate and analysing creative works of others.		Use Smoothwall to research the artist being studied that term. To upload a picture to Seesaw of artwork created each term. To use Seesaw to evaluate and analysing creative works of others.	
Artists	To continue to explore the work of a range of artists, craft makers or designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. E.g. Andy Warhol, Georgia Okeefe, Augusta Savage. To express thoughts and feelings about a piece of art. To replicate techniques and styles used by artists/designers/architects studied. To draw inspiration from artists/designers/architects studied.		To compare works of art, artists or style withing a given context. E.g. Jean-Michel Basquiat, Frida Kahlo, Alexander Calder. To express thoughts and feelings about a piece of art, justifying points of view. With skill, replicate techniques and styles used by artists/designers/architects studied, referencing these in annotations. To create original art work inspired by a range of artists and designers.	
Techniques	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, mixed media and space.		To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, mixed media and space. To develop own individual style on a piece or art, using techniques taught.	
Expressive art	To experiment with a wider range of materials. To develop artistic/visual vocabulary to discuss work. Begin to suggest improvements to own work. Present work in a variety of ways.		To begin to explore possibilities, using and combining different styles and techniques. To select and develop ideas confidently. To select own images and starting points for work. To improve quality of sketchbooks with mixed media work and annotations.	

How will we implement art and design in our school?

- We use the **Rob Howard scheme of work** is used as a basis for planning progression of skills.
- We teach art each term through **enquiry** lessons, which is progressive and provides purpose and meaning for children in the context of a whole school theme.
- Our **focus** in art will be on perfecting **skills** rather than on the end product.
- We use **Sketchbooks** across year groups to practise techniques, key skills and designs. A **DUO** is written to indicate the date and objective for each piece of work.
- Our children will have a good understanding of how to **care for equipment**.
- Our **cross curricular** approach will allow for links with the local community, art from different periods in history and art from different cultures.
- We ensure each term a **different artist** is studied by the Key Stage [LKS2 and UKS2]
- We ensure every unit of work begins with a **simple observation drawing** using their sketch book.
- Our **clubs** will be offered to all children across the year to supplement our art curriculum. E.g. crochet club, art club
- We ensure our **evidence** of art and design can be seen on Seesaw, class learning journey displays, sketch books, on enquiry medium term planning, on enquiry organisers and whole school displays.
- We will **celebrate** children's artwork with an **Art Exhibition** each Autumn term.