

Progression in Art and Design

Lower Key Stage 2



Exploring and Developing Ideas

Pupils will learn to:

- ~ select and record from first hand observation, experience and imagination, and explore ideas for different purposes;
- ~ question and make thoughtful observations about starting points and select ideas to use in their work;
- ~ 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.
- ~ include drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay];
- ~ explore the roles and purposes of artists, architects craftspeople and designers working in different times and cultures.

Evaluating and Developing Work

Pupils will learn to:

- ~ compare ideas, methods and approaches in their own and others' work and say what they think and feel about them;
- ~ adapt their work according to their views and describe how they might develop it further;
- ~ create sketch books to record their observations and use them to review and revisit ideas.

Drawing-Ongoing

Media	Lines and Marks	Form and Shape	Tone	Texture
Experiment with ways in which surface detail can be added to drawings. Use sketchbooks to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level.	Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks.	Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension.	Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way.	Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing

Pupils will learn to:

- ~ begin to add detail to line drawings;
- ~ explore different textures and experiment with mark - building on previous experience;
- ~ observe and draw landscapes as accurately as possible, some small discussion of proportion and where the sky is;
- ~ observe patterns in the natural and man-made world;
- ~ observe anatomy - encourage accurate drawings of people;
- ~ sketch to make quick records of something;
- ~ draw on smaller and larger scales.

Pupils will learn to:

- ~ experiment with the potential of various pencils (2b - hb) to show tone, texture etc.;
- ~ encourage close observation of objects in both the natural and man-made world;
- ~ observe and draw simple shapes;
- ~ draw both the positive and negative shapes i.e draw both the outline of the object and the shapes it creates within it;
- ~ make initial sketches as a preparation for painting and other work;
- ~ encourage more accurate drawings of people – particularly faces looking closely at where feature and the detail they have.

Pupils will learn to:

- ~ identify and draw the effect of light (shadows) on a surface, on objects and people;
- ~ introduce the concepts of scale and proportion;
- ~ encourage more accurate drawings of whole people, building on their work on facial features to include proportion, placement and shape of body;
- ~ work on a variety of scales, a4 (wrist movement), larger (to involve development of arm and upper body movement and visual perceptions)
- ~ produce computer generated drawings;
- ~ produce more accurate drawings of whole people, building on their work on facial features to include proportion, placement and shape of body

Painting-Ongoing

Pupils will learn to:

- ~ name different types of paints and their properties;
- ~ begin to select and use different types of paint-ready mix, block, fabric, powder paint according to their properties;
- ~ introduce different types of brushes for specific purposes;
- ~ explore a variety of brushstrokes and begin to comment on the techniques used by others artists;
- ~ identify primary colours by name. mix colours and know which primary colours make secondary colours;
- ~ mix primary shades and tones.

Pupils will learn to:

- ~ select different types of paints according to their properties -ready mix, block, fabric, powder paint, water colour;
- ~ create different effects by using a variety of tools and techniques such as dots, scratches and splashes;
- ~ experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects;
- ~ work on a range of scales e.g. thin brush on small picture etc.;
- ~ create different effects and textures with paint according to what they need for the task.

Pupils will learn to:

- ~ use different methods, colour and a variety of tools and techniques to express mood;
- ~ use more specific colour language;
- ~ mix and use tints and shades.

Printing fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene etc

Introduce

Pupils will learn to:

- ~ use printmaking as a means of drawing;
- ~ create order, symmetry, irregularity;
- ~ extends repeating patterns - overlapping, using two contrasting colours etc.;
- ~ create prints with a growing range of objects, including manmade and natural printing tools;
- ~ identify the different forms printing takes: books, pictures, wallpaper, fabrics, etc.

Explore

Pupils will learn to:

- ~ use the equipment and media with increasing confidence;
- ~ use language appropriate to skill;
- ~ explore images through mono-printing on a variety of papers;
- ~ explore colour mixing through overlapping colour prints deliberately;
- ~ produce pointillism;
- ~ create an impressed image on polystyrene tile;
- ~ use roller and ink printing;
- ~ blend two colours when printing.

Extend

Pupils will learn to:

- ~ use sketchbook for recording textures/patterns;
- ~ use language appropriate to skill;
- ~ interpret environmental and manmade patterns and form;
- ~ discuss the nature of effects able to modify and adapt print as work progresses;
- ~ use roller & inks, take prints from other objects (leaves, fabric, corrugated card) to show texture make string print, create low relief prints with string on cardboard and form repeated patterns, tessellations and overlays ;
- ~ explore images and recreates texture through deliberate selection of materials wallpaper, string, polystyrene etc.;
- ~ create printing blocks using a relief or impressed method;
- ~ use sketchbook for recording textures/patterns.

Colour pigment – paint, inks, pastels, dyes etc and tools to apply colour – brushes, sponges, straws etc

Introduce	Explore	Extend
<p>Pupils will learn to:</p> <ul style="list-style-type: none"> ~ begin to describe colours by objects – ‘raspberry pink, sunshine yellow’; ~ make as many tones of one colour as possible using primary colours and white; ~ darken colours without using black; ~ mix colours to match those of the natural world – colours that might have a less defined name; ~ use colour on a large scale, a3/a2 playground. 	<p>Pupils will learn to:</p> <ul style="list-style-type: none"> ~ extend exploring colour mixing to applying colour mixing; ~ create colour wheels to show primary and secondary colours; ~ introduce different types of brushes for specific purposes; ~ begin to apply colour using dotting, scratching, splashing to imitate an artist; ~ develop pointillism – control over coloured dots, so tone and shading is evident; ~ experiment with watercolour, exploring intensity of colour to develop shades. 	<p>Pupils will learn to:</p> <ul style="list-style-type: none"> ~ make the colours shown on a commercial colour chart; ~ mix and match colours to those in a work of art; ~ work with one colour against a variety of backgrounds; ~ observe colours on hands and faces - mix flesh colours; ~ advise and question suitable equipment for the task e.g. size of paintbrush or paper needed; ~ use colour to reflect mood.

Texture collage, weaving, threads, fibres, fabrics, surfaces, wood, clay

Introduce	Explore	Extend
<p>Pupils will learn to:</p> <ul style="list-style-type: none"> ~ develop skills of overlapping and overlaying to create effects; ~ use large eyed needles, different thicknesses of thread and different sized running stitches to draw with; ~ simple appliqué work attaching material shapes to fabric with running stitches; ~ start to explore other simple stitches - backstitch, cross-stitch; ~ use various collage materials to make a specific picture. 	<p>Pupils will learn to:</p> <ul style="list-style-type: none"> ~ use smaller eyed needles and finer threads; ~ use colour to express an idea in weaving - seasons, moods, or create a picture - swamp, seascape; ~ show awareness of the nature of materials and surfaces – fragile, tough, durable; ~ more precision when using cross-stitch and back-stitch; ~ dye fabric using tea, red cabbage, beetroot etc.; ~ tie dye, glue or flour batik – ways of colouring or patterning material; ~ experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. 	<p>Pupils will learn to:</p> <ul style="list-style-type: none"> ~ use a wider variety of stitches to ‘draw’ with and develop pattern and texture – e.g. zig zag stitch, chain stitch, seeding; ~ choose from a range of stitching techniques; ~ start to place more emphasis on observation and design of textural art; ~ use initial sketches to aid work; ~ continue experimenting with creating mood, feeling, movement and areas of interest; ~ look at fabrics from other countries and discuss; ~ compare with own; ~ discuss different types of fabric; ~ use collage as a means of collecting ideas and information and building a visual vocabulary.

Form 3D experience, rigid and malleable materials including clay		
Introduce	Explore	Extend
<p>Pupils will learn to:</p> <ul style="list-style-type: none"> ~ show awareness of natural and man-made forms and environments; ~ express of personal experiences and ideas in work; ~ shape and form from direct observation; ~ use a range of decorative techniques: applied, impressed, painted, etc.; ~ use a range of tools for shaping, mark making, etc.; ~ construct from found junk materials; ~ replicate patterns and textures in a 3-d form; ~ begin to make simple thoughts about own work and that of other sculptors, (Moore, African, Native American, Goldsworthy). 	<p>Pupils will learn to:</p> <ul style="list-style-type: none"> ~ develop ideas in sketchbook- plan, design and make models from observation or imagination; ~ shape, form, model and construct from observation and / or imagination; ~ develop confidence working with clay adding greater detail and texture; ~ add colour once clay is dried; ~ investigate ways of joining clay - scratch and slip; ~ introduce 'modroc'; ~ use pipe cleaners/wire to create sculptures of human forms; ~ have an understanding of different adhesives and methods of construction; ~ begin to have some thought towards size; ~ consider light and shadow, space and size; ~ discuss the aesthetics. 	<p>Pupils will learn to:</p> <ul style="list-style-type: none"> ~ plan and develop ideas in sketchbook and make informed choices about media; ~ create surface patterns and textures in a malleable material; ~ use paper mache to create a simple 3d object; ~ work safely, to organise working area and clear away; ~ discuss own work and work of other sculptors with comparisons made; ~ consider light and shadow, space and size; ~ investigate, analyse and interpret natural and manmade forms of construction; ~ shape, form, model and construct from observation and / or imagination with increasing confidence; ~ join clay adequately and construct a simple base for extending and modelling other shapes.
Pattern (painted, printed, dyed, rubbed, imprinted, embossed etc.)		
Introduce	Explore	Extend
<p>Pupils will learn to:</p> <ul style="list-style-type: none"> ~ experiment by arranging, folding, repeating, overlapping, regular and irregular patterning; ~ look at natural and manmade patterns and discuss; ~ discuss regular and irregular – what does it mean? 	<p>Pupils will learn to:</p> <ul style="list-style-type: none"> ~ search for pattern around us in world, pictures, objects; ~ use the environment and other sources; ~ make own patterns, printing, rubbing; ~ use sketchbooks to design own motif to repeat; ~ create own patterns using ict; ~ make patterns on a range of surfaces, in clay, dough, on fabric, paper, chalk on playground; ~ link to maths – symmetry. 	<p>Pupils will learn to:</p> <ul style="list-style-type: none"> ~ consider different types of mark making to make patterns; ~ look at various artists creation of pattern and discuss effect, ie. Gaudi, Matisse, Escher, aboriginal art) ; ~ link to maths – tessellation (Escher); ~ geometry, shape lines (Mondrian/Klee).
Digital Media		
Introduce	Explore	Extend
<p>Pupils will learn to:</p> <ul style="list-style-type: none"> ~ record and collect visual information using digital cameras and video recorders; ~ present recorded visual images using software e.g. photostory, powerpoint; ~ use a graphics package to create images and effects with; ~ develop lines by controlling the brush tool with increased precision; ~ change the type of brush to an appropriate style e.g. charcoal; ~ create shapes by making selections to cut, duplicate and repeat. 		<p>Pupils will learn to:</p> <ul style="list-style-type: none"> ~ experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose