

Progression in Art and Design

Upper 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, including 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

Pupils will learn to:

- ~ work from a variety of sources including observation, photographs and digital images.
- ~ work in a sustained and independent way to create a detailed drawing.
- ~ develop close observation skills using a variety of view finders.
- ~ use a sketchbook to collect and develop ideas.
- ~ identify artists who have worked in a similar way to their own work.

Lines, Marks, Tone, Form & Texture

Pupils will learn to:

- ~ use dry media to make different marks, lines, patterns and shapes within a drawing.
- ~ experiment with wet media to make different marks, lines, patterns, textures and shapes.
- ~ explore colour mixing and blending techniques with coloured pencils.
- ~ use different techniques for different purposes i.e. shading, hatching within their own work.
- ~ start to develop their own style using tonal contrast and mixed media.

Perspective and Composition

Pupils will learn to:

- ~ begin to use simple perspective in their work using a single focal point and horizon.
- ~ begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.
- ~ show an awareness of how paintings are created ie. Composition.

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 features 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)
- ~ 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.

Pupils will learn to:

- ~ observe and use a variety of techniques to show the effect of light on objects and people e.g. use rubbers to lighten, use pencil to show tone, use tones of the same colour.
- ~ look at the effect of light on an object from different directions.
- ~ use a variety of techniques to interpret the texture of a surface e.g. mark making, different textured paint.
- ~ produce increasingly accurate drawings of people.
- ~ produce increasingly detailed preparatory sketches for painting and other work.
- ~ begin to understand the concept of perspective.
- ~ work on a variety of scales and collaboratively.
- ~ independently select materials and techniques to use to create a specific outcome.

Painting-Ongoing

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:

- ~ uses different methods, colour and a variety of tools and techniques to express mood.
- ~ develop water colour techniques.
- ~ use more specific colour language: tone, shade, hue and mood.
- ~ explore using a limited palette.
- ~ mix and use tints and shades.

Pupils will learn to:

- ~ select appropriate media and techniques to achieve a specific outcome.
- ~ create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music.
- ~ develop fine brush strokes.
- ~ mix and match colours to create atmosphere and light effects.
- ~ be able to identify primary secondary, complementary and contrasting colours.
- ~ work with complementary colours.

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

Explore	Extend	Apply
<p>Pupils will learn to:</p> <ul style="list-style-type: none"> ~ 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 recreate 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. 	<p>Pupils will learn to:</p> <ul style="list-style-type: none"> ~ design and create own printing block using string glued onto card (relief). ~ explore colour mixing through overlapping colour prints deliberately. ~ design and create polystyrene tile print building up layers of colour by modifying the tile. ~ experiment with ideas, to plan in sketchbook. ~ makes connections between own work and patterns in their local environment (e.g. curtains, wallpaper). ~ discuss and evaluate own work and that of others (Morris, labelling, etc.). 	<p>Pupils will learn to:</p> <ul style="list-style-type: none"> ~ combine prints taken from different objects to produce an end piece. ~ build up drawings and images of whole or parts of items using various techniques, e.g. card, relief. ~ recreate a scene remembered, observed or imagined, through collage printing. ~ design prints for fabrics, book covers and wallpaper. ~ explore printing techniques using by various artists.

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

Explore	Extend/Apply
<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. 	<p>Pupils will learn to:</p> <ul style="list-style-type: none"> ~ control and experiment with particular qualities of tone, shades, hue and mood. ~ explore the use of texture in colour (link to texture unit) with sawdust, glue, shavings, sand and on different surfaces. ~ consider colour for purposes ~ use colour to express moods and feelings. ~ explore the texture of paint - very wet and thin or thick and heavy - add pva to the paint. ~ encourage individual identification of suitable equipment for a particular purpose e.g. size of paintbrush or paper needed. ~ consider artists use of colour and application of it.

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

Explore	Extend	Apply
<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 compare and discuss them. ~ use collage as a means of collecting ideas and information and building a visual vocabulary. 	<p>Pupils will learn to:</p> <ul style="list-style-type: none"> ~ interpret stories, music, poems and use environment and townscapes as stimuli. ~ select and use materials to achieve a specific outcome. ~ embellish work, using a variety of techniques, including drawing, painting and printing on top of textural work. ~ consider methods of making fabric. ~ look at work of other artists using textiles. ~ experiment with circular embroidery frames. 	<p>Pupils will learn to:</p> <ul style="list-style-type: none"> ~ develop experience in embellishing, pooling together experiences in texture to complete a piece – applique, drawing, sticking, cutting, paint, weaving, layering etc. ~ apply knowledge of different techniques to express feelings. ~ use found and constructed materials. ~ work collaboratively on a larger scale.

Form 3D experience, rigid and malleable materials including clay		
Explore	Extend	Apply
<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-mâché 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. 	<p>Pupils will learn to:</p> <ul style="list-style-type: none"> ~ use sketchbook to inform, plan and develop ideas. ~ shape, form, model and join with confidence. ~ produce more intricate patterns and textures. ~ work directly from observation or imagination with confidence. ~ use wire to create malleable forms. ~ create human forms showing movement. ~ take into account the properties of media being used. ~ discuss and evaluate own work and that of other sculptors in detail. 	<p>Pupils will learn to:</p> <ul style="list-style-type: none"> ~ make imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings.
Pattern (painted, printed, dyed, rubbed, imprinted, embossed etc.)		
Explore	Extend/Apply	
<p>Pupils will learn to:</p> <ul style="list-style-type: none"> ~ consider different types of mark making to make patterns. ~ use sketch books to design own motif to repeat. ~ create own pattern using ICT. ~ look at various artists creation of pattern and discuss effect, ie. Gaudi, Matisse, Escher, aboriginal art). ~ link maths – tessellation (Escher), geometry, shape lines (Mondrian/Klee). 	<p>Pupils will learn to:</p> <ul style="list-style-type: none"> ~ organise own patterns. ~ use shape to create patterns. ~ create own abstract patterns. ~ reflect personal experiences and expression. ~ create pattern for purposes e.g. wallpaper, clothes, puppets, boxes, folders, book covers etc. ~ look at various artists creation of pattern and discuss effect, ie. Morris, Sol Lewitt, Matisse (pattern within pattern), Bridget Riley, Miro. ~ discuss own and artists work, drawing comparisons and reflecting on their own creations. 	
Digital Media		
Explore	Extend/Apply	
<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. ~ control 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 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 	<p>Pupils will learn to:</p> <ul style="list-style-type: none"> ~ use a graphics package to create and manipulate new images. ~ import an image (scanned, retrieved, taken) into a graphics package. ~ understand that a digital image is created by layering.. ~ create layered images from original ideas (sketch books etc.) 	