

Ryhope Junior School



Progression in Art and Design

Purpose of Study:

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims:

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Subject Content (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.

Pupils should be taught:

- 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 and Techniques

The skills and techniques set out in the progression document should be explored further during the school year should the need arise.

This may include:

- themed weeks
- additional art lessons
- visitors and trips

	LKS2	UKS2
Exploring and Developing Ideas and Evaluating Work	KS2 Art and Design National Curriculum Pupils should be taught to develop their techniques with creativity, experimentation, and an increasing awareness of different kinds of art, craft and design. To create sketchbooks to record their observations and use them to review and revisit ideas.	
	• Use sketchbooks to record ideas. • Explore ideas from first-hand observations, experience and imagination. • Question and make observations about starting points, select ideas to use in their work and respond positively to suggestions. • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Use sketchbooks to collect and record visual information. • Annotate work in their sketchbook. Key Vocabulary: line, pattern, texture, form, record, detail, question, observe, refine.	• Review and revisit ideas in their sketchbooks. • Continue to annotate in their sketchbooks. • Offer feedback using technical vocabulary. • Think critically about their art and design work. • Adapt and refine ideas according to their views and describe how they might develop it further. • Use digital technology as sources for developing ideas. • Use sketchbooks to collect and develop ideas. Key Vocabulary: sketchbook, develop, refine, texture, shape, form, pattern, structure.
	Key Questions: ✓ Have you used your sketch book to record your ideas and things that you see? ✓ Do you use your sketchbook to plan your work and to improve your ideas? ✓ Can you explain what you like or dislike about your artwork? ✓ How might you improve your artwork?	Key Questions: ✓ Have you researched and explored ideas and recorded them in your sketchbook? ✓ Can you use your sketchbook more independently and choose how to use it for your own project? ✓ Have you annotated your sketchbook plans with appropriate terminology? ✓ How might you improve your own or the work of another artist? ✓ What is your opinion on this piece of art and why?

Work of Other Artists	KS2 Art and Design National Curriculum To learn about great artists, architects and designers in history.	
	• Use inspiration from famous artists to replicate a piece of work. • Reflect upon their work inspired by a famous notable artist and the development of their art skills. • Express an opinion on the work of famous, notable artists and refer to techniques and effect.	• Give detailed observations about notable artists', artisans' and designers' work. • Offer facts about notable artists', artisans' and designers' lives.
	Key Vocabulary: Mondrian, Kandinsky, Turner, Warhol, Hokusai and Picasso.	Key Vocabulary: Exekias, Kahlo, Chac Chel, Banksy and McCracken,
	Key Questions: ✓ Can you describe some of the works by the artist you are studying? ✓ Can you say how your work is like the artist you are studying? ✓ Did you use any of the techniques that the artist did? ✓ How do you feel about the artist's work? ✓ Have you noticed any similarities and differences between any of the artists that you have studied?	Key Questions: ✓ What is the style of the artist that you are studying? ✓ Did this artist use any specific techniques? ✓ Can you describe the techniques they have used? ✓ How do you feel about the artist's work and explain why? ✓ What do you think the artist's intention was when creating their works?

Drawing	KS2 Art and Design National Curriculum To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials.	
	• Make marks and lines with a wide range of drawing implements e.g. charcoal, crayon, chalk etc. • Experiment with showing line, tone and texture with different hardness of pencils. • Use shading to show light and shadow effects. • Show an awareness of space when drawing. • Begin to develop an awareness of composition, scale and proportion. • Begin to show an awareness of objects having a third dimension. Key Vocabulary: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline	• Use a variety of drawing implements and select the most appropriate for the work. • Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching. • Explore colour mixing and blending techniques with coloured implements. • Begin to use simple perspective in drawings using a single focal point. • Consider composition, scale and proportion in their drawings. Key Vocabulary: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, portrait, graffiti.
	Key Questions: ✓ Which drawing tool have you used? ✓ What happens when you press harder or lighter with a pencil? ✓ How have you used the space on your page? ✓ Can you tell me anything about scale and proportion in your drawing?	Key Questions: ✓ Which effects have you used in your drawing? ✓ How did you achieve that effect? ✓ What do you understand about perspective? ✓ Can you talk about the scale and proportions in your drawing?

Painting	KS2 Art and Design National Curriculum To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials.	
	• Use varied brush techniques to create shapes, textures, patterns, and lines. • Work on a range of scales e.g. thinner brush for detail on a small picture. • Create different textures and effects with paint e.g. blocking in colour, washes or thickened paint. • Mix colours and know which primary colours make secondary colours. • Mix and use tints and shades and use the correct language. • Use more specific colour language. • Create colour palettes to match an image. Key Vocabulary: colour, foreground, middle ground, background, abstract, emotion, warm, cool, blend, mix, line, tone.	• Use a range of brush techniques with purpose and control. • Be able to identify primary, secondary, complementary, and contrasting colours. • Create a colour palette, demonstrating mixing techniques. • Use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces. • Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry or music. Key Vocabulary: blend, mix, line, tone, shape, abstract, absorb, colour.
	Key Questions: ✓ What are the primary colours? ✓ What are the secondary colours? ✓ Do you know which primary colour mix to make a secondary colour? ✓ What would happen if you added white paint to the colour? ✓ What would happen if you added black paint to the colour?	Key Questions: ✓ Have you used a different brush technique to create a different effect? ✓ How did you make this colour? ✓ Which painting technique have you used here?

Sculpture	KS2 Art and Design National Curriculum To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials.	
	- Plan, design and make models from observation and imagination. - Cut, make, and combine shapes to create recognisable forms. - Use clay and other malleable materials and practise cutting and joining techniques. - Develop cutting and joining skills, e.g. using wire, coils, slabs, and slips. - Construct a simple base for extending and modelling other shapes. - Create surface patterns and textures in a malleable material. - Work safely, organise working area and clean and care for tools. Key Vocabulary: architect, shape, malleable, form, join, combine, mark.	- Shape, form, model and construct from observation or imagination. - Plan and design a sculpture through drawing and other preparatory work. - Use tools and materials to carve, add shape, add texture and pattern. - Use materials other than clay to create a 3D sculpture. Key Vocabulary: form, structure, texture, shape.
	Key Questions: ✓ What technique have you used to join the material? ✓ How did you create the pattern? ✓ What effect have you created?	Key Questions: ✓ What material is your sculpture made from? ✓ How have you added detail to your sculpture?

Collage	KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – collage.	
	• Learn and practise a variety of techniques, e.g. tearing, overlapping, and layering to create images and represent textures. • Select colours and materials to create effect, giving reasons for their choices. • Use simple mosaic skills. • Use cutting skills to develop repeating patterns. • Refine work as they go to ensure precision. • Use collage as a means of collecting ideas.	• Plan and design a collage. • Add collage to a painted, printed or drawn background. • Create and arrange accurate patterns. • Explore tessellation. • Use a range of media to create collages.
	Key Vocabulary: tear, overlap, layer, texture, shape, form, pattern, mosaic.	Key Vocabulary: shape, form, arrange, tessellate, accuracy, fix.
	Key Questions: ✓ Why have you arranged the materials like this? ✓ How can you add texture to your work?	Key Questions: ✓ Which technique have you used to create your collage? ✓ Why did you choose these colours and materials?

KS2 Art and Design National Curriculum

To improve their mastery of art and design techniques with a range of materials – textiles.

- Select appropriate materials, giving reasons.
- Develop skills in stitching, cutting and joining.
- Explore basic stitches such as running stitch.

Key Vocabulary: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.

Key Questions:

- ✓ How have you decorated your textiles?
- ✓ What is the name of the stitch you have used?

- Use different grades of threads and needles.
- Experiment with a range of media by overlapping and layering to create interesting texture, effect and colour.
- Explore weaving and stitching to create different textural effects and patterns.
- Use different types of stitch such as back stitch, cross stitch or whip stitch.
- Add decoration to create effect.

Key Vocabulary: pattern, line, texture, colour, shape, overlap, layer, decoration, weave.

Key Questions:

- ✓ Which materials have you used and why?
- ✓ Have you used a particular stitch?
- ✓ Which technique have you used in your artwork?

Printing	KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – printing.	
	• Print simple pictures. • Use more than one colour to layer in a print. • Replicate patterns from observations. • Experiment with designing and making a printing block (intaglio method). • Create repeating patterns with precision. Key Vocabulary: line, pattern, texture, colour, shape, intaglio, polystyrene printing tiles, inking rollers.	• Design and create printing blocks (collagraph method) by simplifying an initial sketch book idea. • Create and arrange accurate patterns. • Explore overlaying prints with other media. • Work into prints with a range of media e.g. pens and paints to add effect. Key Vocabulary: line, pattern, shape, tile, colour, arrange, layer, collagraph.
	Key Questions: ✓ How did you create your printing tool? ✓ What is your print based on?	Key Questions: ✓ How did you create your printing tool? ✓ What is your printing tool made from? ✓ What tools did you use? ✓ How have you added this effect?

Digital ART	Digital art is any form of artistic work which uses technology during the creative process. It gives pupils the opportunity to express their ideas and be creative in different ways. • Give pupils opportunities to explore a range of art forms and artists. • Enhance pupils' ability to explore, develop and present ideas. • Provide new mediums to investigate and create art, craft and design. • Provide a tool to evaluate and develop work. • Provide the means to creatively explore a wide range of curricular areas. • Provide further means to exhibit pupil work.	
	• Record and collect visual information using a digital device (iPad / digital camera) to use in their artwork. • Use a range of tools in a computer program to create images and effects, including creating lines and controlling the tool with increased precision. • Experiment with colour and effects by making an appropriate choice of filter to manipulate and create images for a particular purpose. Key Vocabulary: digital media, record, collect, images, filter, effect, precision.	• Record, collect and store visual information using a digital device (iPad / digital camera) to use in their artwork. • Present stored visual images using computer software. • Import an image into a computer program for use in their artwork. • Use a computer program to create and manipulate images. • Create layered images from original ideas. Key Vocabulary: digital media, record, collect, store, import, present, manipulate, effect.
	Key Questions: ✓ Which technology did you use to create your artwork? ✓ How did you create your artwork? ✓ Did you think it would be more or less challenging to create artwork using technology than more traditional methods like drawing or sculpting? ✓ What did you enjoy about creating artwork using technology? ✓ Is there anything you did not enjoy? Why?	

Suggested Curriculum Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y3 Art & Design	Drawing Cave pictures (History) Sculpture Fossils (Science)	Textile Art Christmas bauble	Digital Art Mondrian	Painting Kandinsky (Comparison of two abstract artists from a similar time)	Collage Egyptian Usekh Collar (History/English)	
Y4 Art & Design	Drawing / Painting Volcanoes inspired by the work of Turner, Warhol and Hokusai (History/English)		Sculpture Clay Dragon eyes (English) Digital Art Picasso		Collage Viking long boat (History)	Printing (Intaglio) Hokusai's Wave Revisit Hokusai (English)
Y5 Art & Design	Sculpture Greek vase inspired by Exekias (History/English)		Drawing / Painting Frida Kahlo (Geography)	Textile Art South American Patterns	Textile Art Mayan weaving (History)	Digital Art Food packaging
Y6 Art & Design	Digital Art / Collage Banksy		Painting / Printing (Collagraphs) Seashells & Seascapes (English)		Drawing Jane Lee McCracken (Science)	Sculpture Geometric card sculptures (Maths/RE)