

Thrapston Primary School Art and Design Progression- Key Stage Two



		Year 3	Year 4	Year 5	Year 6	
Making- Procedural Knowledge-SKILLS	Drawing	Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media.	Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing.	Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line.	Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life.	
	Painting	Increase skill and control when painting. Apply greater expression and creativity to own paintings.	Develop skill and control when painting. Paint with expression. Analyse painting by artists.	Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression.	Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work.	
	Craft, design, material, techniques	Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products.	Make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and present work.	Create mixed media art using found and reclaimed materials. Select materials for a purpose.	Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms.	
	Knowing and applying the formal elements	Colour	Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades, for different purposes.	Analyse and describe colour and painting techniques in artist's work. Manipulate colour for print.	Select and mix more complex colours to depict thoughts and feelings.	Mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. Study colours used by Impressionist painters.
		Form	Further develop their ability to describe 3D form in a range of materials, including drawing.	Develop their ability to describe and model form in 3D using a range of materials. Analyse and describe how artists use and apply form in their work.	Further extend their ability to describe and model form in 3D using a range of materials.	Express and articulate a personal message through sculpture. Analyse and study artists' use of form.
		Line	Express and describe organic and geometric forms through different types of line.	Learn and apply symmetry to draw accurate shapes. Analyse and describe how artists use line in their work.	Extend and develop a greater understanding of applying expression when using line.	Deepen knowledge and understanding of using line when drawing portraits. Develop greater skill and control. Study and apply the techniques of other artists.
		Pattern	Construct a variety of patterns through craft methods. Further develop knowledge and understanding of pattern.	Create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern.	Construct patterns through various methods to develop their understanding.	Represent feelings and emotions through patterns. Create sophisticated artwork using their knowledge of pattern.
		Shape	Identify, draw and label shapes within images and objects. Create and form shapes from 3D materials.	Create geometric compositions using mathematical shapes. Analyse and describe the use of shape in artist's work.	Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists' use of shape.	Fluently sketch key shapes of objects when drawing. Create abstract compositions using knowledge of other artists' work.
		Texture	Analyse and describe texture within artists' work.	Use a range of materials to express complex textures.	Develop understanding of texture through practical making activities.	Understand how artists manipulate materials to create texture.



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		tone		Use a variety of tones to create different effects. Understand tone in more depth to create 3D effects. Analyse and describe use of tone in artists' work.	Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone.	Increase awareness of using tone to describe light and shade, contrast, highlight and shadow. Manipulate tone for halo and chiaroscuro techniques.
Generating ideas – conceptual KNOWLEDGE	GSketchbooks		To use sketchbooks to generate ideas and record thoughts and observations. Make records of visual experiments.	Use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique.	Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks.	Make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbooks.
	Creating original art work		Create personal artwork using the artwork of others to stimulate them.	Use literary sources to inspire art. Express thoughts and feelings through the tactile creation of art. Manipulate materials to achieve desired effects. Represent ideas from multiple perspectives.	Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes.	Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. Express ideas about art through messages, graphics, text and images.
	Artists, craftspeople, designers		<u>Study the work of the artists:</u> Carl Giles (Drawing) Art & Design Skills: Learning About...CarlGiles Diego Velazquez (Tone) Art & Design Skills > Painting: Tints andShades Puppets: Art & Design Skills: Craft & Design: Puppets (3 Lessons) Prehistoric Artists: Prehistoric Art: Lesson 1: Exploring Prehistoric Art and Prehistoric Art: Lesson 2: Charcoal Animals	<u>Study the work of the artists:</u> Luz Perez Ojeda Formal Elements: Lesson 1: Optical Illusions Paul Cezanne Art & Design Skills: Painting: Paul Cezanne Giorgio Morandi Art & Design Skills: Drawing: Still Life David Hockney Every Picture Tells a Story: Lesson 1: My Parents, David Hockney Paula Rego Every Picture Tells a Story: Lesson 2: The Dance, Paula Rego Edward Hopper Every Picture Tells a Story: Lesson 3: Table for Ladies, Edward Hopper Pieter Brueghel Every Picture Tells a Story: Lesson 4: Children's Games, Pieter Breughel Fiona Rae Every Picture Tells a Story: Lesson 5: Abstract Art, Fiona Rae Barbara Hepworth Art & Design Skills: Craft: Soap Sculptures	<u>Study the work of the artists:</u> Banksy Every Picture Tells a Story: Mural: Clacton Pigeon Mural-Banksy (Discrete- pshe) Andy Warhol Every Picture Tells a Story: Lesson 2: Inspired by Rorschach(Discrete-Symmetry) Hundertwasser Formal Elements: Lesson Three: HundertwasserHouse	<u>Study the work of the artists:</u> Claude Monet Art & Design Skills: Painting: Impressionism William Morris Art & Design Skills: Craft: Zentangle Printing Edward Hopper Art & Design Skills: Learning about the work of Edward Hopper Kathe Kollwitz Make My Voice Heard: Lesson 2: Kathe Kollwitz, Make <u>My Voice Heard: Lesson 5: Clay Sculptures</u> Pablo Picasso Make My Voice Heard: Lesson 3: Guernica 1 - Pablo Picasso, Make My Voice Heard: Lesson 4: Guernica 2 - Pablo Picasso Mark Wallinger Make My Voice Heard: Lesson 5: ClaySculptures Paul Cezanne, Jaromir Funke, Ben Nicholson Still Life: Lesson 1: Still Life Composition and Still Life: Lesson 2: Charcoal Still Life
	Identify similarities and differences to others' work		Discuss own and other's work using an increasingly sophisticated use of art language (formal elements).	Build a more complex vocabulary when discussing your own and others' art.	Develop a greater understanding of vocabulary when discussing their own and others' work.	Use the language of art with greater sophistication when discussing own and others art.
Evaluating (Metacognitive Knowledge)	Reflecting		Reflecting on their own work in order to make improvements.	Use their own and other's opinion of work to identify areas of improvement.	Regularly analysing and reflecting on their intentions and choices.	Give reasoned evaluations of their own and others work which takes account of context and intention.



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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Language- KNOWLEDGE</p>	<p>Vocabulary</p>		<p>Some of the artist's names may be challenging for pupils to read at this age.</p> <p>Formal Elements Lessons: Colour, line, pattern, tone, shape, form, tone, shading, shading grip, wire techniques, bending, shaping, geometry, 3D, sketch.</p> <p>Art & Design Skills: Puppet, shadow- puppet, decorate, detail, observation, tint, shade, light and dark.</p> <p>Prehistoric Art: Negative, positive, tints, shades, natural form names, charcoal, scaling, texture, fixative.</p>	<p>Many of the artist's names may be challenging for pupils to read at this age.</p> <p>Formal Elements Lessons: Colour, line, tone, form, shape, pattern, texture, symmetrical, mark making.</p> <p>Art and Design Skills Lessons: Curator, montage, carving, modelling, casting, constructing, pierced form, upright form, chinoiseries, op-art.</p>	<p>Some of the artist's names may be challenging for some of the children to read.</p> <p>Formal Elements Lessons: Pupils should make appropriate use of these words when discussing works of art: colour, line, tone, form, shape, pattern, texture, observation, monument, legacy.</p> <p>Design For A Purpose Lessons: Visual language, communication, design, design brief, collaborate, advertising, Unique Selling Point, packaging, product, media, purpose, criteria.</p> <p>Art & Design Skills Lessons: Annotate, visualise, scale, collage.</p>	<p>Some of the artist's names may be challenging for some of the children to read.</p> <p>Still Life Lessons: Pupils should make appropriate use of these words when discussing works of art: Colour, line, tone, form, shape, pattern, texture.</p> <p>Make My Voice Heard Lessons: Graffiti, contrasting, commissioned, Guernica, sculpture.</p> <p>Art & Design Skills Lessons: Impressionism, zentangle, prototype, appreciation.</p>
	<p>By the end of Key Stage Two, a child should be able:</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] • to discuss and have knowledge of great artists, architects and designers in history 					