

## Leigh and Bransford Primary School Progression in Art for KS2

### National Curriculum Attainment Targets for KS2:

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes as specified in the relevant program of study. In Key stage 2 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.

The KS2 Programme of study requires that pupils should be taught to:

- To create sketchbooks 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 and clay)
- About great artists, architects and designers in history.

Key Stage 2				
Skills	Year 3 By the end of year 3 pupils should be able to:	Year 4 By the end of Year 4 pupils should be able to:	Year 5 By the end of Year 5 pupils should be able to:	Year 6 By the end of Year 6 pupils should be able to:
<b>Generating Ideas</b> <i>Skills of designing and developing ideas</i>	<ul style="list-style-type: none"> <li>• Use sketchbooks to generate ideas and observations</li> <li>• Express thoughts and observations in sketchbooks</li> <li>• Make records of experiments with various materials</li> <li>• Express original thoughts and ideas about the art of others</li> <li>• Represent themselves and their family through their art</li> <li>• Show control over materials to achieve a desired effect</li> </ul>	<ul style="list-style-type: none"> <li>• Use sketchbooks for planning and refining ideas.</li> <li>• Record ideas for materials and composition.</li> <li>• Demonstrate developing skill and technique using various media in sketchbooks.</li> <li>• Express thoughts and feelings through tactile creation of own work.</li> <li>• Manipulate composition and materials to achieve a desired effect.</li> <li>• Represent ideas from multiple viewpoints and perspectives</li> <li>• Use literary sources to convey ideas through art.</li> </ul>	<ul style="list-style-type: none"> <li>• Work collaboratively to explore ideas for meeting a design brief.</li> <li>• Develop and discuss ideas through sketches.</li> <li>• Demonstrate an enhancing knowledge of skill and technique using various media in sketchbooks.</li> <li>• Use the work of artists' to explore own ideas.</li> <li>• Express ideas and feelings about familiar products.</li> <li>• Design new architectural forms to satisfy their own ideas and intentions.</li> <li>• Design and invent new products.</li> <li>• Link artwork to literary sources.</li> <li>• Create ideas for inventions for a purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and discuss ideas through sketches.</li> <li>• Make personal investigations of interests and record observations in sketchbooks.</li> <li>• Record experiments with various media and try out techniques and processes in sketchbooks before applying them.</li> <li>• Know about ways that artists represent their ideas through painting.</li> <li>• Demonstrate developing personal, imaginative responses to a theme.</li> <li>• Express ideas about art through messages, graphics, text and images.</li> <li>• Produce personal interpretations of cherished objects.</li> <li>• Express their own ideas and feelings through pattern.</li> <li>• Create imaginative and expressive 3D forms to convey</li> </ul>

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				meaning.
<p><b>Making/Formal Elements</b></p> <p><i>skills of making art, craft and design</i></p>	<ul style="list-style-type: none"> <li>Identify and represent subject matter</li> <li>Use geometry and tonal shading</li> <li>Draw from observation</li> <li>Draw with charcoal</li> <li>Make own paint from natural pigments</li> <li>Create tints and shades</li> <li>Demonstrate a developing ability to control the tonal quality of paint</li> <li>Use a range of methods and materials to create puppets.</li> <li>Produce weaving using paper and other materials</li> <li>Tie dying</li> <li>Sewing</li> </ul> <p><b>Formal Elements:</b></p> <p><b>Colour</b></p> <ul style="list-style-type: none"> <li>Experiment with and discuss the pigments in natural products to make different coloured paints.</li> <li>Demonstrate an increasing awareness of how to manipulate paint to achieve more accurate colours and shades</li> <li>Articulate their understanding of application of colour to paint sculptural forms</li> </ul> <p><b>Form and Space</b></p> <ul style="list-style-type: none"> <li>Demonstrate a developing ability to</li> </ul>	<ul style="list-style-type: none"> <li>Create geometric and mathematical drawings</li> <li>Produce still life drawing with tone</li> <li>Demonstrate developing technical mastery of painting skills</li> <li>Use a range of different strokes and shades</li> <li>Make art from recycled materials</li> <li>Print using different materials</li> <li>Know how to present and display works of art</li> <li>Showing creativity in their choice of materials and composition</li> <li>Create sculptures</li> </ul> <p><b>Formal Elements:</b></p> <p><b>Colour</b></p> <ul style="list-style-type: none"> <li>Analyse and describing the use of colour within artists' work</li> <li>Manipulate colour and pattern to create prints</li> <li>Describing how great artists mixed and applied paint</li> </ul> <p><b>Form and Space</b></p> <ul style="list-style-type: none"> <li>Analyse and describing the use of form within artists' work.</li> <li>Further extend their ability to describe and model form and space in 3D using a range of materials.</li> </ul> <p><b>Line</b></p> <ul style="list-style-type: none"> <li>Analyse and describe the use</li> </ul>	<ul style="list-style-type: none"> <li>Draw from observation.</li> <li>Drawing using the continuous line method.</li> <li>Use 2D drawings to develop ideas for 3D work.</li> <li>Draw from different perspectives Create detailed drawings.</li> <li>Draw using mathematical processes.</li> <li>Further improve skill and control when painting.</li> <li>Use recycled materials within mixed media art.</li> <li>Select materials for a given purpose.</li> </ul> <p><b>Formal Elements:</b></p> <p><b>Colour</b></p> <ul style="list-style-type: none"> <li>Define and use more complex colours</li> <li>Select and mix colours to depict own thoughts, feelings and intentions.</li> </ul> <p><b>Form and Space</b></p> <ul style="list-style-type: none"> <li>Demonstrate progress in their ability to describe and model form and space in 3D using a range of materials.</li> </ul> <p><b>Line</b></p> <ul style="list-style-type: none"> <li>Extend and express drawings using a developing understanding of line.</li> </ul> <p><b>Patterns</b></p> <ul style="list-style-type: none"> <li>Construct images through various methods to further their knowledge and</li> </ul>	<ul style="list-style-type: none"> <li>Create detailed portraits chiaroscuro techniques.</li> <li>Develop the continuous line technique.</li> <li>Draw for expression.</li> <li>Use a variety of Sketching methods.</li> <li>Produce a Still life using charcoal.</li> <li>Draw using a negative medium, identifying areas of light and dark.</li> <li>Develop colour mixing and tonal shading with colour.</li> <li>Paint in an impressionist style.</li> <li>Further improve skill and control when painting</li> <li>Create tonal paintings.</li> <li>Expressing an idea or emotion through 3D clay sculpture.</li> <li>Creating 3D sculptural forms from a purpose.</li> </ul> <p><b>Formal Elements:</b></p> <p><b>Colour</b></p> <ul style="list-style-type: none"> <li>Select colours to accurately reflect objects in a still life composition</li> <li>Express feelings, emotions and events through colour mixing</li> <li>Recreate colours used by impressionist painters.</li> </ul> <p><b>Form and Space</b></p> <ul style="list-style-type: none"> <li>Convey, express and articulate a message or emotion through</li> </ul>

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	<p>describe and model form in 3D using a range of materials.</p> <p><b>Line</b></p> <ul style="list-style-type: none"> <li>Express line in different ways to express geometric and organic forms</li> </ul> <p><b>Patterns</b></p> <ul style="list-style-type: none"> <li>Construct patterns using craft methods to further their knowledge and understanding.</li> </ul> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>Identify 2D shapes within images and objects</li> <li>Identify, draw and label simple shapes found in everyday objects</li> <li>Create and form shapes from 3D materials</li> </ul> <p><b>Texture</b></p> <ul style="list-style-type: none"> <li>Analyse and describe the use of texture within artists' work</li> </ul> <p><b>Tone</b></p> <ul style="list-style-type: none"> <li>Apply and blend charcoal to create more sophisticated areas of tone</li> <li>Learn and apply four simple rules of shading</li> <li>Demonstrate a developing skill and control when using tone.</li> </ul>	<p>of line within artists' work.</p> <ul style="list-style-type: none"> <li>Use knowledge of lines of symmetry to help draw accurate shapes</li> </ul> <p><b>Patterns</b></p> <ul style="list-style-type: none"> <li>Analyse and describe the use of pattern within artists' work.</li> <li>Create original outcomes through the use of colour and pattern, using geometric, repeating and symmetrical patterns.</li> </ul> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>Analyse and describe the use of shape within artists' work.</li> <li>Express geometric compositions using mathematical shapes.</li> </ul> <p><b>Texture</b></p> <ul style="list-style-type: none"> <li>Use a range of materials to express more complex textures.</li> </ul> <p><b>Tone</b></p> <ul style="list-style-type: none"> <li>Analyse and describe the use of tone within artists' work.</li> <li>Use a variety of tones to achieve different effects.</li> <li>Understand use of tone to create a 3D effect.</li> </ul>	<p>understanding.</p> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>Compose original designs by adapting and synthesising the work of others</li> <li>Analyse and evaluate an artists' use of shape.</li> </ul> <p><b>Texture</b></p> <ul style="list-style-type: none"> <li>Demonstrate developing knowledge and understanding of texture through practical making activities.</li> </ul> <p><b>Tone</b></p> <ul style="list-style-type: none"> <li>Develop an increasing sophistication in the use of tone to describe objects when drawing from observation.</li> <li>Analyse and evaluate an artists' use of tone.</li> </ul>	<p>3D sculpture</p> <ul style="list-style-type: none"> <li>Analyse and evaluate an artists' use of form.</li> </ul> <p><b>Line</b></p> <ul style="list-style-type: none"> <li>Articulate their deepening knowledge of line to create portraits.</li> <li>Developing continuous line drawing, developing control, expression, shape, form and detail.</li> <li>Adapt the techniques of other artists to create abstract drawings.</li> </ul> <p><b>Patterns</b></p> <ul style="list-style-type: none"> <li>Use knowledge and understanding of patterns to represent feelings and emotions.</li> <li>Extend and articulate their knowledge of pattern from multiple sources to create sophisticated original artwork.</li> </ul> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>Sketch the key shapes of objects from different angles when drawing still life.</li> <li>Imitate the techniques of other artists, using simplified shapes and lines to create more abstract drawings</li> </ul> <p><b>Texture</b></p> <ul style="list-style-type: none"> <li>Understand how artists manipulate materials to create texture in a range of artwork.</li> </ul> <p><b>Tone</b></p> <ul style="list-style-type: none"> <li>Deliberately manipulate tone to portray emotions - using 'halo' and 'chiaroscuro' techniques</li> <li>Demonstrate an Increasing awareness of how to use tone</li> </ul>
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				to describe light and shade, contrast and shadow.
<b>Evaluating</b> <i>skills of judgement and evaluation</i>	<ul style="list-style-type: none"> <li>Reflect on preferences about their work in order to improve it.</li> <li>Discuss art using an increasingly sophisticated use of language (<i>formal elements</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Use their own and other's opinions of their work to identify how to improve</li> <li>Use a more complex vocabulary when discussing art (<i>formal elements</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Regularly analyse and reflect on their progress taking account of intentions and opinions.</li> <li>Demonstrate a greater understanding of vocabulary when discussing their own and the work of others.</li> </ul>	<ul style="list-style-type: none"> <li>Give reasoned evaluations of both their own and others' work which takes account of the starting points, intentions and context behind the work</li> <li>Use the language of art with greater sophistication to discuss art.</li> </ul>
	<b>By the end of Year 3 pupils should know/have:</b>	<b>By the end of Year 4 pupils should know/have:</b>	<b>By the end of Year 5 pupils should know/have:</b>	<b>By the end of Year 6 pupils should know/have:</b>
<b>Knowledge and understanding</b> <i>acquiring and applying knowledge to inform progress.</i>	<ul style="list-style-type: none"> <li>About and describe the work of some artists, craftspeople and designers. How to explain what they are doing and what they intend to achieve.</li> <li>Be able to explain how to use some of the tools and techniques they have chosen to work with.</li> </ul> <p><b>Looked at the work of the following Artists:</b></p> <p><b>Carl Giles:</b> Discuss and analyse 'Mother's Day' before using the piece as inspiration for their own cartoon style drawings to represent their family.</p> <p><b>Diego Velázquez:</b> explore <i>Old Woman Cooking Eggs</i> to illustrate tints and shades of colour</p>	<ul style="list-style-type: none"> <li>About and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople architects and designers that they have studied.</li> <li>About and be able to demonstrate, how tools they have chosen to work with, should be effectively used and with safety.</li> </ul> <p><b>Looked at the work of the following Artists:</b></p> <p><b>Luz Pérez Ojeda:</b> lenticular prints as inspirations for creating optical illusion portraits</p> <p><b>Barbara Hepworth:</b> using work as inspiration for soap sculptures</p> <p><b>Paul Cézanne:</b> Learning about his life and work and how he influenced the shift to modern art, pupils learn to replicate his painting style</p> <p><b>Giorgio Morandi</b> Exploring composition for still life drawing.</p>	<ul style="list-style-type: none"> <li>Research and discuss the ideas and approaches of various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions.</li> <li>How to describe the processes they are using and how they hope to achieve high quality outcomes.</li> </ul> <p><b>Looked at the work of the following Artists:</b></p> <p><b>Friedensreich Hundertwasser's:</b> Using his architectural work as inspiration for their own house designs</p> <p><b>Banksy:</b> Analysing the messages within <i>Clacton Pigeon Mural</i>.</p> <p><b>Andy Warhol:</b> Creating symmetrical, abstract prints in the style of <i>Rorschach</i></p> <p><b>John Singer Sargent:</b> Developing the ability to read a picture with empathy through the analysis of the picture <i>Gassed</i>.</p> <p><b>Magdalene Odundo:</b> Developing ideas</p>	<ul style="list-style-type: none"> <li>How to interpret and explain the work, ideas and working practices of a range of significant artists, craftspeople, designers and architects, taking account of the influence of the different historical, cultural and social contexts in which they worked.</li> <li>About the technical vocabulary and techniques for modifying the qualities of different materials and processes.</li> </ul> <p><b>Looked at the work of the following Artists:</b></p> <p><b>Claude Monet:</b> Research and adopting the style of the impressionist painters, inspired by his work.</p> <p><b>William Morris:</b> inspired by his work, create a repeated pattern through printing.</p> <p><b>Edward Hopper:</b> Analysing and evaluating <i>Nighthawks</i> by, looking at what the scene depicts and the formal elements of the piece.</p>

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		<p><b>David Hockney:</b> Analysing the formal elements of the painting <i>My Parents</i> before re-enacting the scene depicted.</p> <p><b>Paula Rego :</b> Exploring the formal elements of <i>The Dance</i></p> <p><b>Edward Hopper:</b> Analyse <i>A Table for Ladies</i> pupils create a role-play of the piece from a different perspective</p> <p><b>Pieter Brueghel:</b> Explore the painting: <i>Children's Games</i> before recreating it as a photo collage.</p> <p><b>Fiona Rae:</b> Analysing abstract art</p> <p><b>Giuseppe Arcimboldo:</b> Creating collages inspired by his work.</p> <p><b>Sokari Douglas Camp</b> exploring his work and creating word sculpture.</p> <p><b>El Anatsui</b> exploring work and creating sculpture in the same style - using recycled materials.</p>	<p>for 3D work through 2D drawings, following methods used in her work.</p>	<p><b>Kathe Kollwitz :</b> Learning how to represent emotion through art using her work as an example.</p> <p><b>Pablo Picasso:</b> Exploring symbolism and tone in <i>Guernica</i></p> <p><b>Mark Wallinger:</b> Analysing <i>Ecce Homo</i> sculpture.</p> <p><b>Hannah Hoch, Peter Kennard and Jerry Uelsmann:</b> Learning about photomontage through their work.</p> <p><b>Jenny Holzer:</b> Using truisms explore using art to communicate meaning.</p> <p><b>Edward Weston:</b> Analysing his work, children observe the abstract-looking images created through macro photography before creating their own in a similar style</p> <p><b>Edvard Munch:</b> Examining the <i>Scream</i>, looking specifically at mood and expression.</p> <p><b>Paul Cezanne:</b> Using <i>Still Life with Apples</i>, <b>Jaromir Funke's</b> <i>Composition - glass and ball</i> and <b>Ben Nicholson's 1946</b> (still life) as inspiration for still life composition.</p> <p>Using <b>Paul Cezanne's</b> <i>Still Life with Apples</i>, to develop ability to add colour effectively to still life</p>
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