

Progression of Learning KS2 - Art

Breadth of Study	Knowledge and Skills		
<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] About great artists, architects and designers in history. 		By the end of Year 4. children will be able to:	By the end of Year 6, children will be able to:
	Generating Ideas	<u>Sketchbooks:</u> <ul style="list-style-type: none"> Continue to develop a “sketchbook habit”, using a sketchbook as a place to record individual response to the world. Begin to feel a sense of ownership about the sketchbook, which means allowing every child to work at own pace, following own exploration Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around, reflecting, making links... <u>Looking and talking:</u> <ul style="list-style-type: none"> Enjoy looking at artwork made by artists, 	<u>Sketchbooks:</u> <ul style="list-style-type: none"> Continue to develop a “sketchbook habit”, using a sketchbook as a place to record individual response to the world. Begin to feel a sense of ownership about the sketchbook, which means allowing every child to work at own pace, following own exploration. Increasingly see the sketchbook as a place which raises questions which can be explored/answered outside the sketchbook, so that the link between sketchbook and journey and outcome becomes understood. Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint,

		<p>craftspeople, architects and designers.</p> <ul style="list-style-type: none"> • Discuss artist's intention and reflect upon your response. • Look at artforms beyond the visual arts: literature, drama, music, film etc and explore how they relate to your visual art form. • Look at a variety of types of source material and understand the differences. • Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects. • Develop questions to ask when looking at artworks and /or stimulus: <ul style="list-style-type: none"> – Describe the artwork. – What do you like/dislike? Why? – Which other senses can you bring to this artwork? – What is the artist saying to us in this artwork? – How might it inspire you to make your own artwork? 	<p>testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around, reflecting, making links...</p> <p><u>Looking and talking:</u></p> <ul style="list-style-type: none"> • Enjoy looking at artwork made by artists, craftspeople, architects and designers. Discuss artist's intention and reflect upon your response. Look at artforms beyond the visual arts: literature, drama, music, film etc and explore how they relate to your visual art form. • Look at a variety of types of source material and understand the differences. • Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects. • Develop questions to ask when looking at artworks and /or stimulus: <ul style="list-style-type: none"> - Describe the artwork. - What do you like/dislike? Why?
--	--	--	--

		<ul style="list-style-type: none"> – If you could take this art work home, where would you put it and why? Take part in small scale crits throughout so that brainstorming becomes part of the creative process. <p><u>Making</u></p> <ul style="list-style-type: none"> • Use growing knowledge of how materials and medium act, to help develop ideas. Continue to generate ideas through space for playful making. • Explore how ideas translate and develop through different medium (i.e. a drawing in pencil or a drawing in charcoal). <p><u>Digital Media:</u></p> <ul style="list-style-type: none"> • Use digital media to identify and research artists, craftspeople, architects and designers. 	<ul style="list-style-type: none"> - Which other senses might you bring to this artwork? How does it make you feel? - What is the artist saying to us in this artwork? - How might it inspire you to make your own artwork? - Who or what else might you look at to help feed your creativity? • Take part in small scale crits throughout so that brainstorming becomes part of the creative process <p><u>Making:</u></p> <ul style="list-style-type: none"> • Use growing knowledge of how materials and medium act, to help develop ideas. • Continue to generate ideas through space for playful making. • Explore how ideas translate and develop through different medium (i.e. a drawing in pencil or a drawing in charcoal). <p><u>Digital Media</u></p> <ul style="list-style-type: none"> • Use digital media to identify and research artists, craftspeople, architects and designers. • Use camera phones (still and video) to help "see" and
--	--	---	--

			"collect" (digital sketchbook).
	Making	<u>Drawing and Printmaking:</u> <ul style="list-style-type: none"> • Continue to familiarize with sketchbook / drawing exercises. Let children describe how to undertake the ones they know as means of recap/reminder and introduce new ones, which are practiced regularly • Apply these skills to a variety of media, exploring outcomes in an open-ended manner • Use growing technical skill and knowledge of different drawing materials, combined with increasing confidence in making a creative response to a wide range of stimuli, to explore more experimental drawing, following child's own interests/affinities. • Layering of media, mixing of drawing media, e.g. Wax resist with coloured inks 	<u>Drawing and Making:</u> <ul style="list-style-type: none"> • Continue with the key drawing exercises • Develop drawing skills using observational drawing • Explore drawing and mark making on new surfaces • Develop clay (and drawing) skills • Explore geometric design/pattern / structure
	Making	<u>Painting, Collage and Sketchbooks:</u> <ul style="list-style-type: none"> • Create a one-off project sketchbook which can inform future sketchbook 	

		<p>practice, consolidating old skills and introducing new skills (including: creating spaces and places in sketchbook to help creative thinking, exploring and revealing own creative journey from a shared starting point).</p> <ul style="list-style-type: none"> • Taking ownership of your sketchbook • Combine artforms such as collage, painting and printmaking in mixed media projects 	
	Making	<p><u>Sculpture</u></p> <ul style="list-style-type: none"> • Work with a modelling material (clay or plasticine) to create quick 3d figurative sketches from life or imagination. • Construct with a variety of materials (wool, string, twigs, found objects, paper etc.) exploring how to bring different media together, both technically and visually, 	
	Making	<p><u>Design:</u></p> <ul style="list-style-type: none"> • Develop design through making skills and collaborative working skills 	

	Evaluating	<p><u>As a class:</u></p> <ul style="list-style-type: none"> • Enjoy listening to other people's views about artwork made by others. • Feel able to express and share an opinion about the artwork. • Think about why the work was made, as well as how. <p><u>In small groups:</u></p> <ul style="list-style-type: none"> • Share work to others in small groups, and listen to what they think about what you have made. • Make suggestions about other people's work, using things you have seen or experienced yourself. • Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression. Use documenting the artwork as an opportunity for discussion about how to present work, and a chance for pupils to use digital media. <p><u>One to one:</u></p> <ul style="list-style-type: none"> • Talk to a peer or teacher about the artwork made and share what you have 	<p><u>As a class:</u></p> <ul style="list-style-type: none"> • Feel able to express and share an opinion about the artwork. • Discuss why the work was made, as well as how. • Share your response to the artwork. Ask questions about process, technique, idea or outcome. <p><u>In small groups:</u></p> <ul style="list-style-type: none"> • Share work to others in small groups, and listen to what they think about what you have made. • Make suggestions about other people's work, using things you have seen or experienced yourself. • Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression. • Use documenting the artwork as an opportunity for discussion about how to present work as an artist/maker/designer would to a client, and a chance for pupils to use digital media
--	------------	--	---

		<p>enjoyed during the process, and what you like about the end result. Discuss problems which came up and how they were solved. Think about what you might try next time.</p>	<ul style="list-style-type: none"> • Present work in retrospect, i.e. to class, assembly or parents. <p>One to one:</p> <ul style="list-style-type: none"> • Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result. • Discuss problems which came up and how they were solved. Think about what you might try next time. • Share how other artists/artwork inspired you and how your work fits into larger context.
--	--	---	--

	Knowledge and Understanding	<p><u>Formal:</u></p> <ul style="list-style-type: none"> • Know the names of tools, techniques and formal elements • Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers from all cultures and times, for different purposes. • Be able to know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities • Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary • Be able to demonstrate how to safely use some of the tools and techniques they have chose to work with <p><u>Experiential:</u></p> <ul style="list-style-type: none"> • Discover that art is subjective (we all have our own legitimate understanding) 	<p><u>Formal:</u></p> <ul style="list-style-type: none"> • Know the names of tools, techniques and formal elements (in pink above and below) • Be happy to describe, interpret and explain the work, ideas and working practices of artists, craftspeople, architects and designers from all cultures and times, for different purposes. Be able to know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities • Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary. Describe processes used and how they hope to achieve high quality outcomes • Be able to demonstrate how to safely use some of the tools and techniques they have chose to work with <p><u>Experiential</u></p>
--	-----------------------------	--	--

		<ul style="list-style-type: none"> • Experience the connection between brain, hand and eye • Understand ideas can come through hands-on exploration • Develop their knowledge of what different materials and techniques can offer the creative individual • Work at different scales, alone and in groups • Feel safe enough to take creative risks and follow their intuition (fed with skills knowledge) • Share their journey and outcomes with others. Feel celebrated and feel able to celebrate others 	<ul style="list-style-type: none"> • Discover that art is subjective (we all have our own legitimate understanding) • Experience the connection between brain, hand and eye • Understand ideas can come through hands-on exploration • Develop their knowledge of what different materials and techniques can offer the creative individual Work at different scales, alone and in groups • Feel safe to take creative risks and follow their intuition (fed with skills knowledge) and define their own creative journey • Share their journey and outcomes with others. Feel celebrated and feel able to celebrate others
--	--	---	---

