



Stapleford Abbotts Primary Academy - Art Curriculum Progression Document KS2



	Year 3	Year 4	Year 5	Year 6
	National Curriculum: Pupils should be taught to: - create sketch books to record their observations and use them to review and revisit ideas - improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)			
Creating Ideas	<ul style="list-style-type: none"> - Develop sketch books - Use a variety of ways to record ideas including digital cameras and iPads - Develop artistic/visual vocabulary to discuss work - begin to use representation to communicate - eg drawing a line and saying 'that's me' 	<ul style="list-style-type: none"> - Begin to suggest improvements to own work - Experiment with a wider range of materials - Present work in a variety of ways 	<ul style="list-style-type: none"> - Select and develop ideas confidently, using suitable materials confidently - Improve quality of sketchbook with mixed media work and annotations - Select own images and starting points for work 	<ul style="list-style-type: none"> - Develop artistic/visual vocabulary when talking about own work and that of others - Begin to explore possibilities, using and combining different styles and techniques
	Year 3	Year 4	Year 5	Year 6
Textile and Collage	<ul style="list-style-type: none"> - Research embroidery designs from around the world, create own designs based on these - Sew simple stitches using a variety of threads and wool - Investigate tie dying 	<ul style="list-style-type: none"> - Create a collage using fabric as a base - Make felt - Develop individual and group collages, working on a range of scales - Use a range of stimulus for collage work, trying to think of more abstract ways of showing views 	<ul style="list-style-type: none"> - Introduce fabric block printing - Create tie dye pieces combining two colours - Investigate ways of changing fabrics - sewing, ironing, cutting, tearing, creasing, knotting etc. 	<ul style="list-style-type: none"> - Weave using paintings as a stimulus / the natural world - Experiment with circular embroidery frames - Create detailed designs which can be developed into batik pieces



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Drawin g/Mark Making	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> - Use sketchbooks to record drawings from observation - Experiment with different tones using graded pencils - Include increased detail within work - Draw on a range of scales 	<ul style="list-style-type: none"> - Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink) - Use a variety of brushes and experiment with ways of marking with them - Develop shadows - Use of tracing 	<ul style="list-style-type: none"> - Use first hand observations using different viewpoints, developing more abstract representations - Introduce perspective, fore/back and middle ground 	<ul style="list-style-type: none"> - Investigate proportions - Use a range of mediums on a range of backgrounds - Work indoors and outdoors - Show total qualities using cross hatching, pointillism, sidestrokes, use of rubber to draw/highlight
Working with Colour	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> - Mix and match colours (create palettes to match images) - Lighten and darken tones using black and white 	<ul style="list-style-type: none"> - Begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves) - Experiment with watercolour, exploring intensity of colour to develop shades - Explore complementary and opposing colours in creating patterns 	<ul style="list-style-type: none"> - Build on previous work with colour by exploring intensity - Introduce acrylic paint - Develop watercolour techniques - Explore using limited colour palettes 	<ul style="list-style-type: none"> - Investigate working on canvas experiment with colour in creating an effect - Mark make with paint (dashes, blocks of colour, strokes, points) - Develop fine brush strokes
Printing	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> - Use roller and ink printing. - Use simple block shapes formed by children - Blend two colours when printing 	<ul style="list-style-type: none"> - Using 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 - Form string roller prints to create continuous patterns 	<ul style="list-style-type: none"> - Create polystyrene printing blocks to use with roller and ink - Explore mono printing (see below for artists) - Explore Intaglio (copper etching) using thick cardboard etched with sharp pencil point 	<ul style="list-style-type: none"> - Experiment with screen printing - Design and create motifs to be turned into printing block images - Investigate techniques from paper printing to work on fabrics



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Sculpture	<ul style="list-style-type: none"> - Develop confidence working with clay adding greater detail and texture - Add colour once clay is dried 	<ul style="list-style-type: none"> - Investigate ways of joining clay - scratch and slip - Introduce 'modroc' - Create work on a larger scale as a group - Use pipe cleaners/wire to create sculptures of human forms 	<ul style="list-style-type: none"> - Design and create sculpture, both small and large scale - Make masks from a range of cultures and traditions, building a collage element into the sculptural process - Use objects around us to form sculptures 	<ul style="list-style-type: none"> - Use wires to create malleable forms - Build upon wire to create forms which can then be padded out (e.g. with newspaper) and covered (e.g. with modroc) - Create human forms showing movement
	Year 3	Year 4	Year 5	Year 6
Knowledge about Artists	National Curriculum. Pupils should be taught: - about great artists, architects and designers in history			
	<ul style="list-style-type: none"> - Use the work of artists to replicate ideas or inspire own work - Look at the work of David Hockney e.g. photo montages (drawing) - Consider the work of artists e.g. Ruth Daniels, Mark Quinn, Carol Simms (colour) - Look at the work of artists who formed geometric abstract paintings such as Malevich, Matisse and Mondrian - Introduce work by artists such as Marc Quinn, as well as sculptures from Aztec and Benin civilizations (sculpture) 	<ul style="list-style-type: none"> - Consider the High Italian Renaissance period e.g. Michelangelo, Leonardo da Vinci etc. (drawing) - Look at the patterns/ optical illusions created by OP artist Bridget Riley (colour) - Abstract paintings by Picasso (colour) - Use the work of artist Stacey Chapman "car" and other images on the internet (print) - Look at work of Henry Moore (sculpture) - Consider work by contemporary textile artist Patricia Greaves (textiles). 	<ul style="list-style-type: none"> - Use the work of artists to replicate ideas or inspire own work e.g. - Consider work by artists such as Cezanne, Derain, Van Gogh (colour) - Look at the style of Fauve artists Derain, Vlaminck and Braque - Consider the work of Seurat (pointillism - colour) - Look at the work of artists that used monoprinting include David Hockney, Tracey Emin, Picasso and Jim Dine (print) - Consider work of Cornelia Parker (sculpture) 	<ul style="list-style-type: none"> - Consider the work from other cultures e, g Asia - Consider Georgia O Keiffe flowers showing use of line or William Morris detailed tiles - natural sources (colour) - Look at cubist artists such as Picasso, Duchamp to show movement/ layering - Consider looking at Pop Art to represent popular objects from current culture (Andy Warhol) - Artists such as Claude Lorraine, Poussin, Jan Beaney and Annemeike Mein could be discussed as starting points.