

National curriculum KS2 expectations

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

Exploring and developing ideas LKS2

Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practise and share their learning and skills with others, giving and receiving feedback to improve.

KS2 Art and Design National Curriculum (LKS2)

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.

Children can:

- a- Use sketchbooks to record ideas;
- b- Explore ideas from first hand observations;
- c- Question and make observations about starting points, and responding positively to suggestions;
- d- Adapt and refine ideas
- e- Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe refine.

Exploring and developing ideas UKS2

Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practise and share their learning and skills with others, giving and receiving feedback to improve.

KS2 Art and Design National Curriculum (UKS2)

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.

Children can:

- a- Review and revisit ideas in their sketchbooks;
- b- Offer feedback using technical vocabulary;
- c- Think critically about their art and design work;
- d- Use digital technology as sources for developing ideas;
- e- Use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.

KS2 Curriculum Coverage

	<u>Drawing</u>	<u>Painting</u>	<u>Sculpture</u>	<u>Collage</u>	<u>Textiles</u>	<u>Printing</u>
Year 3	Roy Litchstein- Pop art Medium Pencils Felt tips Wax Crayons		Ancient Greek pots Medium Clay		Weaving- Bookmarks (Sheila Hicks) Medium Paper String	
Year 4		William Turner Medium Water colour paints Water colour pencils		Antoni Gaudi- Mosaic Collage Coloured paper Tissue paper		Oenoe Hammersley and Helen Cowcher- Rainforests Medium Polystyrene Ink
Year 5	Lowery Medium Oil pastels Charcoal Different HB pencils		Sculptures People in action Medium Wire Foil		Tie Dye Medium Marbles String/ rubber bands	
Year 6		David Hockney Medium Oil paint Acrylic paint		Megan Coyal- Medium Newspaper Magazines		William Morris- Victorian link Medium Clay Ink Polystyrene

Humanities Link

Progression of skills in Art and Design for KS2

Area Of Study	LKS2	UKS2
<i>Drawing</i>	<p>Children can:</p> <ul style="list-style-type: none"> ○ Experiment with showing line, tone and texture with different hardness of pencils. ○ Use shading to show light and shadow effects ○ Use different materials to draw, e.g pastels, chalk, felt tips ○ Show an awareness of space when drawing. ○ Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline. 	<p>Children can:</p> <ul style="list-style-type: none"> ○ Use a variety of techniques to add effects, e.g shadows, reflection, hatching and cross-hatching ○ Depict movement and perspective in drawings ○ Use a variety of tools and select the most appropriate ○ Use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smidge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti
<i>Painting</i>	<p>Children can:</p> <ul style="list-style-type: none"> ○ Use varied brush techniques to create shapes, textures, patterns and lines ○ Mix colours effectively using the correct language, e.g tint, shade, primary and secondary ○ Create different textures and effects with paint ○ Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone 	<p>Children can:</p> <ul style="list-style-type: none"> ○ Create a colour palette, demonstrating mixing techniques ○ Use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces ○ Use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.
<i>Sculpture</i>	<p>Children can:</p> <ul style="list-style-type: none"> ○ To plan, design and make models from observation or imagination. ○ Use recycled, natural and man-made materials to create sculpture. ○ Discuss their own work and work of other sculptors 	<p>Children can:</p> <ul style="list-style-type: none"> ○ To plan and design a sculpture ○ To develop cutting and joining skills, e.g using wire, coils, slabs and slips ○ Use material other than clay to create a 3D sculpture

		<ul style="list-style-type: none"> ○ Use key vocabulary to demonstrate knowledge and understanding in this strand: <i>for, structure, join</i>
<i>Collage</i>	<p>Children can:</p> <ul style="list-style-type: none"> ○ Select colours and materials to create <i>effect</i>, giving reason for their choices ○ Refine work as they go to ensure precision ○ Learn and practise a variety of techniques e.g overlapping, mosaic ○ Use key vocabulary in this strand: <i>texture, shape, form, mosaic</i> 	<p>Children can:</p> <ul style="list-style-type: none"> ○ Add collage to a printed background ○ Create and arrange accurate patterns ○ Use a range of mixed media ○ Plan and design a collage ○ Use key vocabulary to demonstrate knowledge and understanding in this strand: <i>shape, form, arrange, mix</i>
<i>Textiles</i>	<p>Children can:</p> <ul style="list-style-type: none"> ○ Select appropriate materials, giving reason ○ Use a technique of weaving to create different textural effects. ○ experiment with a range of media by overlapping and layering in order to create texture, effect and colour; ○ use key vocabulary to demonstrate knowledge and understanding in this strand: <i>colour, fabric, weave, pattern</i> 	<p>Children can:</p> <ul style="list-style-type: none"> ○ Select appropriate materials, giving reason ○ Use a technique of dyeing to create different textural effects ○ Use key vocabulary to demonstrate knowledge and understanding in this strand <i>colour, fabric, pattern, texture</i>
<i>Printing</i>	<p>Children can:</p> <ul style="list-style-type: none"> ○ Use more than one colour to layer in a print ○ Replicate patterns from observations ○ Make printing block ○ Make repeated patterns with precision ○ Use key vocabulary to demonstrate knowledge and understanding in this strand: <i>line, pattern, texture, colour, shape, block printing, ink. Polystyrene, printing tiles, inking rollers.</i> 	<p>Children can:</p> <ul style="list-style-type: none"> ○ Design and create printing blocks and tiles ○ Develop techniques in mono, block and relief printing ○ Create and arrange accurate patterns ○ Use key vocabulary to demonstrate knowledge and understanding in this stand <i>pattern, shape, tile, arrange</i>
<i>Work of other artists</i>	<ul style="list-style-type: none"> ○ use inspiration from famous artists to create a piece of work inspired by the artist; ○ 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; ○ Begin to give facts about a particular artist 	<ul style="list-style-type: none"> ○ give detailed observations about notable artists', artisans' and designers' work; ○ offer facts about notable artists', artisans' and designers' lives; ○ use key vocabulary to demonstrate knowledge and understanding in this strand: <i>Anselm Kiefer, Salvador Dalí, Paula Rego,</i>

	<p>use key vocabulary to demonstrate knowledge and understanding in this strand: Anselm Kiefer, Salvador Dalí, Paula Rego, Gainsborough, Sonia Boyce, Lucian Freud, Howard Hodgkin, Anish Kapoor, Caravaggio, Le Corbusier, Coco Chanel, Jackson Pollock, John Constable, Thomas Cole, Claude Monet, Henri Matisse, Paul Cézanne, Julian Opie, Andy Goldsworthy, LS Lowery</p>	<p>Gainsborough, Sonia Boyce, Lucian Freud, Howard Hodgkin, Anish Kapoor, Caravaggio, Le Corbusier, Coco Chanel, Jackson Pollock, John Constable, Thomas Cole, Claude Monet, Henri Matisse, Paul Cézanne, Julian Opie, Andy Goldsworthy, LS Lowery</p>
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