

## Art Progression at Bishop King Primary School

### KS1 National Curriculum

**Pupils should be taught to:** use a range of materials creatively to design and make products use drawing, painting and sculpture to develop and share their ideas, experiences and imagination develop a wide range of art and design techniques in using colour, pattern,

### KS2 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)

Area of Study	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Creating ideas</b>	<ul style="list-style-type: none"> <li>• Look at a range of source material and describe it.</li> <li>• Work with a range of different materials.</li> <li>• Begin to think what materials best suit the task.</li> <li>• Use imagination to form simple images from a given starting point or a description.</li> <li>• Work from observation and known objects.</li> </ul>		<ul style="list-style-type: none"> <li>• Develop a sketch book.</li> <li>• Research the history of techniques.</li> <li>• Develop artistic/visual vocabulary to discuss work.</li> <li>• Beginning to combine two media for effect.</li> <li>• Use a variety of ways to record ideas including digital cameras and iPads</li> <li>• Begin to suggest improvements to own work.</li> <li>• Choose materials with a purpose in mind.</li> <li>• Work collaboratively.</li> <li>• Compare methods with others'.</li> </ul>		<ul style="list-style-type: none"> <li>• Begin to explore possibilities, using and combining different styles and techniques.</li> <li>• Select and develop ideas, using suitable materials confidently.</li> <li>• Select own images and starting points for work.</li> <li>• Develop artistic/visual vocabulary when talking about own work and that of others</li> <li>• Improve the quality of a sketchbook, with mixed media work and annotations.</li> <li>• Make constructive suggestions to peers.</li> </ul>	

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<b>Drawing</b>	<ul style="list-style-type: none"> <li>• Draw confidently from imagination and real life.</li> <li>• Explore basic pencil shading techniques, including different pencil grips.</li> <li>• Observe and record shapes, patterns and textures found in objects.</li> <li>• Begin to draw for a sustained period of time.</li> <li>• Experiment with different drawing different media: crayons, pastels, felt tips.</li> <li>• Use drawing as the starting point for work in other media as well as in its own right.</li> </ul>		<ul style="list-style-type: none"> <li>• Use drawing as part of an initial investigation process and present work in a sketchbook.</li> <li>• Experiment with a wider range of materials (eg explores the range of pencils, alternative drawing materials etc). As a minimum, use charcoal, pencil and ballpoint.</li> <li>• Begin to use line, tone and texture to represent objects in three dimensions.</li> <li>• Represent figures and objects with correct proportions.</li> <li>• Use sketch and experimentation as part of the journey to create a final piece.</li> <li>• Draw for a sustained period of time at their own level.</li> </ul>		<ul style="list-style-type: none"> <li>• Depict shadows and reflections using light and shade.</li> <li>• Combine different pressures and shading techniques.</li> <li>• Develop a personal style.</li> <li>• Choose appropriate techniques to convey meaning or atmosphere.</li> <li>• Use tools, such as viewing frames, effectively.</li> </ul>	

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<b>Painting</b>	<ul style="list-style-type: none"> <li>• Name and test different types of paint and their properties.</li> <li>• Understand that paint is used in different ways for different effects and purposes.</li> <li>• Explore the tactile and visual qualities of a paintbrush.</li> <li>• Name primary and secondary colours.</li> <li>• Mix a range of secondary colours, shades and tones.</li> <li>• Can begin to emulate the style of another artist.</li> <li>• Make colour choices, based on own preferences.</li> </ul>		<ul style="list-style-type: none"> <li>• Plan and create different effects and textures.</li> <li>• Make some independent informed decisions about colour.</li> <li>• Begin to understand and identify complementary colours.</li> <li>• Control brushes and materials with confidence.</li> </ul>		<ul style="list-style-type: none"> <li>• Speak about the emotional impact of colour.</li> <li>• Identify warm and cold colours, and use this knowledge to form a suitable palette.</li> <li>• Mix appropriate colours that convey mood and atmosphere.</li> <li>• Include texture gained through paint mix or brush technique.</li> <li>• Show an awareness of how paintings are created (composition)</li> <li>• Create shades and tints using black and white.</li> <li>• Choose appropriate paint, paper and implements to adapt and extend work.</li> </ul>	

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<b>3D Form</b>	<ul style="list-style-type: none"> <li>• Explore materials.</li> <li>• Use malleable materials, such as clay or plasticine.</li> <li>• Use a range of modelling materials squeezing, pinching and rolling to manipulate them.</li> <li>• Add pattern and texture to objects.</li> <li>• Show sufficient control to join and manipulate materials for the purpose intended.</li> </ul>		<ul style="list-style-type: none"> <li>• Work with more independence when selecting materials and tools.</li> <li>• Use familiar materials but with an increased sensitivity and control.</li> <li>• Adapt and develop work as it progresses.</li> <li>• Make a simple papier mache object.</li> </ul>		<ul style="list-style-type: none"> <li>• Produce sculptures or models that are well proportioned.</li> <li>• Plan a sculpture or cast through drawing and other preparatory work</li> <li>• Design and make a mould</li> <li>• Use more advanced materials, such as plaster of Paris safely.</li> <li>• Incorporate embellishments into casting processes.</li> </ul>	

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<b>Textiles</b>	<ul style="list-style-type: none"> <li>• Sort and name materials (ie fabric, thread, ribbon, paper).</li> <li>• Use joining processes such as tying, taping and gluing.</li> <li>• Weave on simple frames for different effects.</li> <li>• Join, position and manipulate materials with some independence.</li> <li>• Trim fabric</li> </ul> <p><b>Relevant DT skills:</b></p> <ul style="list-style-type: none"> <li>• Select and name tools.</li> <li>• Cut and join fabrics.</li> <li>• Choose fabric according to characteristics.</li> </ul>		<p><b>Textiles not covered in Art</b></p> <p><b>Relevant DT skills:</b></p> <ul style="list-style-type: none"> <li>• Increased accuracy in cutting, joining and finishing.</li> <li>• Explore, select and add fastenings.</li> <li>• Follow a pattern.</li> </ul>		<ul style="list-style-type: none"> <li>• Display greater precision in work.</li> <li>• Combine a range of sewing and dyeing techniques to good effect.</li> <li>• Follow a clear design brief to achieve a particular effect.</li> <li>• Use different grades and uses of threads and needles</li> <li>• Select and use a range of embellishments</li> </ul> <p><b>Relevant DT skills:</b></p> <ul style="list-style-type: none"> <li>• Create a 3D product.</li> <li>• Strengthen, stiffen and reinforce fabrics.</li> </ul>	

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<b>Printing</b>	<ul style="list-style-type: none"> <li>• Source and choose suitable objects to print with.</li> <li>• Correctly use paint and a roller, with adult support.</li> <li>• Place object into the paint.</li> <li>• Print by sandwiching flat objects between two sheets of paper.</li> <li>• Use printing to follow a theme.</li> </ul>		<ul style="list-style-type: none"> <li>• Explore different printing techniques and discuss the similarities and differences in terms of process and outcome.</li> <li>• Understand how printing differs from other art processes.</li> <li>• Develop work from initial studies and investigations.</li> <li>• Learn in detail a specific printing process.</li> <li>• Use a number of colours built up in a sequence.</li> <li>• Create accurate printing blocks to make precise repeating patterns or images.</li> </ul>		<ul style="list-style-type: none"> <li>• Choosing the appropriate materials on which to print to suit the purpose.</li> <li>• Using drawings and designs to bring fine detail into my work.</li> <li>• Explore a range of paint and ink textures and suggest suitability for print form.</li> <li>• Scrape paint away to create an image or pattern</li> <li>• Be able to describe techniques</li> <li>• Be familiar with layering prints</li> <li>• Alter and modify work</li> <li>• Work relatively independently</li> </ul>	

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<b>Collage</b>	<ul style="list-style-type: none"> <li>• Use cut and torn papers and other materials to make simple patterns and images.</li> <li>• Hold scissors correctly.</li> <li>• Block shades of the same colour together to build an image.</li> <li>• Recognise that materials look and feel different, choosing the most suitable materials for an effect.</li> <li>• Mix paper and other materials with different textures and appearances.</li> </ul>		<ul style="list-style-type: none"> <li>• Experiment with different textures, techniques and effects.</li> <li>• Choose the most appropriate materials to fit the purpose.</li> <li>• Work conveys a definite theme that is apparent to the viewer.</li> <li>• Use of ICT to create effects.</li> </ul>		<b>Collage not covered in UKS2</b>	

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Photography	<ul style="list-style-type: none"> <li>• Photograph own work.</li> <li>• Photograph “real life” objects, to use as source material.</li> </ul>		<ul style="list-style-type: none"> <li>• Compose / frame a photograph, giving consideration to the subject.</li> <li>• Use basic editing, such as rotation and cropping.</li> <li>• Print a photograph.</li> <li>• Combine with other media.</li> </ul>		<ul style="list-style-type: none"> <li>• Explore and experiment with some more advanced settings of a digital camera, such as night mode, long exposure, using the flash etc.</li> <li>• Use long exposure photography to “paint with light”.</li> </ul>	

<b>Knowledge about Artists</b>	<b>KS1 National Curriculum Pupils should be taught:</b> about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work	<b>KS2 National Curriculum Pupils should be taught:</b> about great artists, architects and designers in history
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	<b>Years 1 and 2 will explore the work of:</b>	<b>Years 3 and 4 will explore the work of:</b>	<b>Years 5 and 6 will explore the work of:</b>
<b>Talking about Art</b>	<b>Michael Crompton</b> <b>Jeannie Baker</b> <b>Cathy Taylor / Lynda Goldberg</b> <b>Pablo Picasso</b> <b>Paul Cezanne</b>	<b>Quentin Blake</b> <b>Eric Carle</b> <b>Leonardo Da Vinci</b> <b>Aliza Razell</b> <b>Katsushika Hokusai</b>	<b>Lucian Freud</b> <b>L.S. Lowry</b> <b>Dominic Beattie</b>
	<ul style="list-style-type: none"> <li>• Know the names of some artists.</li> <li>• Pick out elements that they like or dislike</li> <li>• Explore similarities and differences between two or more pieces.</li> <li>• Describe the colours (eg “bright green”, “muddy brown”).</li> <li>• Say how an artist may have been feeling.</li> <li>• Begin to use the correct terms for different art works, eg collage, sculpture.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to make links between artists and their own work.</li> <li>• Refer to / learn the techniques which may have been used.</li> <li>• Discuss the relevant culture or time period of an art work.</li> <li>• Begin to understand that there are a range of careers artists may follow, as well as “art for art’s sake”: craftspeople, designers, architects etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to place key artists in time and context with art movements and historical events.</li> <li>• Identify own preferred artists and those who work in a style similar to their own (and vice versa).</li> <li>• Compare styles and approaches.</li> <li>• Explain what the meaning may be within a piece of art.</li> </ul>
<p><b>In addition, the children will be exposed to a wide range of artists / designers / architects, through “Artist of the Week” including:</b> Wassily Kandinsky, Vincent Van Gough, William Morris, Frida Kahlo, Maud Lewis, Claude Monet, Roy Lichtenstein, Johannes Vermeer, Salvador Dali, Banksy, Rene Magritte, Andy Warhol, Guissepe Archimboldo, Charles Rennie Mackintosh, Chris Ofili and many others.</p>			