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| **CURRUCULLUM PROGRESSION GRID:ART** | | | | | | | |
| **UPPER KEY STAGE 2** | | | | | | | |
| **Exploring and developing ideas** | **Drawing** | **Painting** | **Sculpture** | **Collage** | **Textiles** | **Printing** | **Work of artists** |
| **NC Link**  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. | **NC Link**  To become proficient in drawing techniques.  To improve their mastery of art and design techniques, including drawing, with a range of materials. | **NC Link**  To become proficient in painting techniques.  To improve their mastery of art and design techniques, including painting with a range of materials. | **NC Link**  To become proficient in sculpting techniques.    To improve their mastery of art and design techniques, including sculpting with a range of materials. | **NC Link**  To improve their mastery of art and design techniques with a range of materials – collage. | **NC Link**  To improve their mastery of art and design techniques with a range of materials – textiles. | **NC Link**  To improve their mastery of art and design techniques with a range of materials – printing. | **NC Link**  To learn about great artists, architects and designers in history |
| **Theme links** | **Theme links** | **Theme links** | **Theme links** | **Theme links** | **Theme links** | **Theme links** | **Theme links** |
| **Builds on**  **lower KS2**  -Children have been taught to:  use sketchbooks to record ideas;  explore ideas from first-hand observations;  question and make observations about starting points, and respond positively to suggestions;  adapt and refine ideas; | **Builds on**  **lower KS2**  Children have been taught to:  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; | **Builds on**  **lower KS2**  Children have been taught to:  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; | **Builds on lower KS2**  Children have been taught to:  cut, make and combine shapes to create recognisable forms;  use clay and other malleable materials and practice joining techniques;  add materials to the sculpture to create detail; | **Builds on lower KS2**  Children have been taught to:  select colours and materials to create effect, giving reasons for their choices;  refine work as they go to ensure precision;  learn and practice a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; | **Builds on**  **lower KS2**  Children have been taught to:  select appropriate materials, giving reasons;  use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects;  develop skills in stitching, cutting and joining | **Builds on lower KS2**  Children have been taught to:  use more than one colour to layer in a print;  replicate patterns from observations;  make printing blocks;  make repeated patterns with precision; | **Builds on lower KS2**  Children have been taught to:  use inspiration from famous artists to replicate a piece of work;  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 |
| **Intent**  review and revisit ideas in their sketchbooks;  offer feedback using technical vocabulary;  think critically about their art and design work;  use digital technology as sources for developing ideas; | **Intent**  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 | **Intent**  create a colour palette, demonstrating mixing techniques;  use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; | **Intent**  plan and design a sculpture;  use tools and materials to carve, add shape, add texture and pattern;  develop cutting and joining skills, e.g. using wire, coils, slabs and slips;  use materials other than clay to create a 3D sculpture; | **Intent**  add collage to a painted or printed background;  create and arrange accurate patterns;  use a range of mixed media;  plan and design a collage; | **Intent**  experiment with a range of media by overlapping and layering in order to create texture, effect and colour;  add decoration to create effect; | **Intent**  design and create printing blocks/tiles;  develop techniques in mono, block and relief printing;  create and arrange accurate patterns; | **Intent**  give detailed observations about notable artists’, artisans’ and designers’ work;  offer facts about notable artists’, artisans’ and designers’ lives;  Cassatt. |
| **Vocabulary**  Sketchbook, develop, refine, texture, shape, form, pattern, structure. | **Vocabulary**  Line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti. | **Vocabulary**  Blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists. | **Vocabulary**  Form, structure, texture, shape, mark, soft, join, tram, cast. | **Vocabulary**  Shape, form, arrange, fix. | **Vocabulary**  Colour, fabric, weave, pattern. | **Vocabulary**  hammering, pattern, shape, tile, colour, arrange, collograph; | **Suggested artists**  Henri Rousseau, India Flint, Alexander Calder, David Oliveira, David Hockney, Man Ray, Fernand Léger, Alfred Wallis, Hokusai, Frida Kahlo, Joaquín Torres-García, Leonora Carrington, Diego Rivera, Beatriz Milhazes, Carlos Páez Vilaró, John Singer Sargent, Ansel Adams, Helen Frankenthaler, Frank Lloyd Wright, Jean- Michel Basquiat, Mary |