**Marwood Primary School Art & Design Progression KS2**

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| LKS2 | Autumn A | Spring A | Summer A | Autumn B | Spring B | Summer B |
| **Topics / Themes** | **Painting**: Oceans /water (colours, brush techniques, effects)  **Work of other artists**: William  Turner. Claude Monet  **Printing**: The Great Wave off Kanagawa by Hokusai (use more than one colour to layer) | **Sculpture**: Use clay to create Ancient Greek pottery Painting: Research Greek art and paint pot | ***Drawing****: Observation drawings of nature (pencil skills)*  ***Work of other artists****: Salvador Dali* | ***Drawing****: Cave painting (Charcoal drawing)*  ***Collage****: Lauren Child illustrations*  *(Montage)* | ***Textiles****: Weaving* | ***Exploring and developing ideas:***  *Create animation using i-pads - I Animate (Creating ideas)* |
| **Exploring and Developing Ideas** |  |  | Use sketchbooks to record ideas.  Explore ideas from first-hand observations;  Adapt and refine ideas.  Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine |  |  | Use sketchbooks to record ideas.  Explore ideas from first-hand observations;  Adapt and refine ideas. |
| **Drawing** |  |  | 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,  Show an awareness of space when drawing.  Use key vocabulary: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline. | Use different materials to draw, e.g. pastels, chalk, felt tips |  |  |
| **Painting** | 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: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco. |  |  |  |  |  |
| **Sculpture** |  | Use clay and other malleable materials and practise joining techniques. Add materials to the sculpture to create detail. Use key vocabulary: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light. |  |  |  |  |
| **Collage** |  |  | . | Select colours and materials to create effect, giving reasons for their choices,  Refine work as they go to ensure precision.  Learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage,  Use key vocabulary: texture, shape, form, pattern, mosaic. |  |  |
| **Textiles** |  |  |  |  | Select appropriate materials, giving reasons.  Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects; c  Develop skills in stitching, cutting and joining.  Use key vocabulary: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration |  |
| **Printing** | use more than one colour to layer in a print; b replicate patterns from observations.  Make printing blocks; d make repeated patterns with precision.  Use key vocabulary: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers. |  |  |  |  |  |
| **Work of other artists** | 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 |  | 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; |  |  |  |

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| UKS2 | Autumn A | | Spring A | | Summer A | | Autumn B | | Spring B | | Summer B |
|  | **TEXTILES: WEAVING**  **PRINTING: BLOCK** | | **Meet The Artists:**  **Painters/ Architects /Designers**  Franz Marc –German  Gaudi –Spanish  Seurat – French (pointilism)  Warhol – American | | **DRAWING: PERSPECTIVE**  **DIGITAL ART**  **SPACE ART – PETER THORPE** | | **SCULPTURE:**  **HUMAN FORM** | | **PAINTING: WATER COLOURS**  **NATURAL COLLAGE**  **PRINTING** | | ***COLLAGE AND TEXTILES***  ***POP ART***  ***PORTRAITS*** |
| **Exploring and Developing Ideas** | Children start collecting more information and resources to present in sketchbooks. They continue to build their knowledge of techniques by experimenting and predicting what might happen. Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve.  **KS2 Art and Design National Curriculum**  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:   1. review and revisit ideas in their sketchbooks; 2. offer feedback using technical vocabulary; 3. think critically about their art and design work; 4. use digital technology as sources for developing ideas;   use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure. | | | | | | | | | | |
| **Drawing** |  |  | | \*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, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti. | |  | |  | | \*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, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti. | |
| **Painting** |  |  | | \*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. | |  | | \*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. | |  | |
| **Sculpture** |  |  | |  | | \*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;  use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast. | |  | |  | |
| **Collage** |  |  | |  | |  | | \*add collage to a painted or 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: shape, form, arrange, fix. | | \*add collage to a painted or 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: shape, form, arrange, fix. | |
| **Textiles** | \*Experiment with a range of media by overlapping and layering in order to create texture, effect and colour;  \*Add decoration to create effect;  \*Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern. |  | |  | |  | |  | | \*Experiment with a range of media by overlapping and layering in order to create texture, effect and colour;  \*Add decoration to create effect;  \*Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern. | |
| **Printing** | \*Design and create printing blocks/tiles;  \*Develop techniques in mono, block and relief printing;  \*Create and arrange accurate patterns;  \*Use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph; |  | |  | |  | | Design and create printing blocks/tiles;  \*Develop techniques in mono, block and relief printing;  \*Create and arrange accurate patterns;  \*Use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph; | |  | |
| **Work of other artists** |  | \*give detailed observations about notable artists’, artisans’ and designers’ work;  \*offer facts about notable artists’, artisans’ and designers’ lives; | | \*give detailed observations about notable artists’, artisans’ and designers’ work;  \*offer facts about notable artists’, artisans’ and designers’ lives; | |  | |  | |  | |