



## Bolham Primary School Art Progression Map – Lower Key Stage Two

<b>Exploring and developing ideas</b>	<p>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.</p> <p><b>KS2 Art and Design National Curriculum</b> Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p>	<p>Children can:</p> <ul style="list-style-type: none"><li><b>a</b> use sketchbooks to record ideas;</li><li><b>b</b> explore ideas from first-hand observations;</li><li><b>c</b> question and make observations about starting points, and respond positively to suggestions;</li><li><b>d</b> adapt and refine ideas;</li></ul> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.</p>
<b>Drawing</b>	<p>Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin.</p> <p><b>KS2 Art and Design National Curriculum</b> To become proficient in drawing techniques.</p>	<p>Children can:</p> <ul style="list-style-type: none"><li><b>a</b> experiment with showing line, tone and texture with different hardness of pencils;</li><li><b>b</b> use shading to show light and shadow effects;</li><li><b>c</b> use different materials to draw, e.g. pastels, chalk, felttips;</li><li><b>d</b> show an awareness of space when drawing;</li></ul> <p><b>use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline</b></p>
<b>Painting</b>	<p>Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood.</p> <p><b>KS2 Art and Design National Curriculum</b> To become proficient in painting techniques.</p> <p>To improve their mastery of art</p>	<p>Children can:</p> <ul style="list-style-type: none"><li><b>a</b> use varied brush techniques to create shapes, textures, patterns and lines;</li><li><b>b</b> mix colours effectively using the correct language, e.g. tint, shade, primary and secondary;</li><li><b>c</b> create different textures and effects with paint;</li></ul> <p><b>use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</b></p>

	and design techniques, including painting with a range of materials.	
<b>Sculpture</b>	<p>Children still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction, asking and answering questions such as, 'How can it go higher?' Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail.</p> <p><b>KS2 Art and Design National Curriculum</b> To become proficient in sculpting techniques.</p>	<p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> cut, make and combine shapes to create recognisable forms;</li> <li><b>b</b> use clay and other malleable materials and practise joining techniques;</li> <li><b>c</b> add materials to the sculpture to create detail;</li> </ul> <p><b>use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.</b></p>
<b>Collage</b>	<p>Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage.</p> <p><b>KS2 Art and Design National Curriculum</b> To improve their mastery of art and design techniques with a range of materials – collage.</p>	<p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> select colours and materials to create effect, giving reasons for their choices;</li> <li><b>b</b> refine work as they go to ensure precision;</li> <li><b>c</b> learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage;</li> </ul> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.</p>
<b>Textiles</b>	<p>Children develop their weaving and colouring fabric skills further. They are also introduced to the skill of stitching in Lower KS2.</p> <p><b>KS2 Art and Design National Curriculum</b> To improve their mastery of art and design techniques with a range of materials – textiles.</p>	<p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> select appropriate materials, giving reasons;</li> <li><b>b</b> use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects;</li> <li><b>c</b> develop skills in stitching, cutting and joining;</li> </ul> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration</p>

<p><b>Printing</b></p>	<p>Children use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture.</p> <p><b>KS2 Art and Design National Curriculum</b> To improve their mastery of art and design techniques with a range of materials – printing.</p>	<p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> use more than one colour to layer in a print;</li> <li><b>b</b> replicate patterns from observations;</li> <li><b>c</b> make printing blocks;</li> <li><b>d</b> make repeated patterns with precision;</li> </ul> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.</p>
<p><b>Work of other artists</b></p>	<p>Children continue to study the works of famous artists. They have more opportunity to offer opinion and to compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and processes.</p> <p><b>KS2 Art and Design National Curriculum</b> To learn about great artists, architects and designers in history.</p>	<p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> use inspiration from famous artists to replicate a piece of work;</li> <li><b>b</b> reflect upon their work inspired by a famous notable artist and the development of their art skills;</li> <li><b>c</b> express an opinion on the work of famous, notable artists and refer to techniques and effect;</li> </ul> <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, Henry Moore, Giacometti, Vivienne Westwood, Louise Bourgeois, Jennifer Angus, Braque, Claesz, Kalf, Carl Warner, Michael Brennan-Wood.</p>



## Bolham Primary School Art Progression Map – Upper Key Stage Two

<b>Exploring and developing ideas</b>	<p>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.</p> <p><b>KS2 Art and Design National Curriculum</b> Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p>	<p>Children can:</p> <ul style="list-style-type: none"><li><b>a</b> review and revisit ideas in their sketchbooks;</li><li><b>b</b> offer feedback using technical vocabulary;</li><li><b>c</b> think critically about their art and design work;</li><li><b>d</b> use digital technology as sources for developing ideas;</li></ul> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.</p>
<b>Drawing</b>	<p>Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills.</p> <p><b>KS2 Art and Design National Curriculum</b> To become proficient in drawing techniques.</p>	<p>Children can:</p> <ul style="list-style-type: none"><li><b>a</b> use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;</li><li><b>b</b> depict movement and perspective in drawings;</li><li><b>c</b> use a variety of tools and select the most appropriate;</li></ul> <p>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.</p>
<b>Painting</b>	<p>Children continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colours with moods.</p> <p><b>KS2 Art and Design National Curriculum</b></p>	<p>Children can:</p> <ul style="list-style-type: none"><li><b>a</b> create a colour palette, demonstrating mixing techniques;</li><li><b>b</b> use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces;</li></ul> <p><b>use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists</b></p>

	<p>To become proficient in painting techniques.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p>	
<b>Sculpture</b>	<p>Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process.</p> <p><b>KS2 Art and Design National Curriculum</b> To become proficient in sculpting techniques.</p>	<p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> plan and design a sculpture;</li> <li><b>b</b> use tools and materials to carve, add shape, add texture and pattern;</li> <li><b>c</b> develop cutting and joining skills, e.g. using wire, coils, slabs and slips;</li> <li><b>d</b> use materials other than clay to create a 3D sculpture;</li> </ul> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, trim, cast.</p>
<b>Collage</b>	<p>Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect. They develop their understanding of techniques learned in Lower KS2 and develop their own ideas through planning.</p> <p><b>KS2 Art and Design National Curriculum</b> To improve their mastery of art and design techniques with a range of materials – collage.</p>	<p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> add collage to a painted or printed background;</li> <li><b>b</b> create and arrange accurate patterns;</li> <li><b>c</b> use a range of mixed media;</li> <li><b>d</b> plan and design a collage;</li> </ul> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix</p>
<b>Textiles</b>	<p>Children further develop their weaving, overlapping and layering techniques. They experiment with a range of fabrics including non-traditional fabrics.</p> <p><b>KS2 Art and Design National Curriculum</b> To improve their mastery of art and design techniques with a range of materials – textiles.</p>	<p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> experiment with a range of media by overlapping and layering in order to create texture, effect and colour;</li> <li><b>b</b> add decoration to create effect;</li> </ul> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern</p>

<b>Printing</b>	<p>Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns.</p> <p><b>KS2 Art and Design National Curriculum</b> To improve their mastery of art and design techniques with a range of materials – printing.</p>	<p>Children can:</p> <ul style="list-style-type: none"> <li><b>e</b> design and create printing blocks/tiles;</li> <li><b>f</b> develop techniques in mono, block and relief printing;</li> <li><b>g</b> create and arrange accurate patterns;</li> <li><b>h</b> use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph;</li> </ul>
<b>Work of other artists</b>	<p>Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work.</p> <p><b>KS2 Art and Design National Curriculum</b> To learn about great artists, architects and designers in history.</p>	<p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> give detailed observations about notable artists', artisans' and designers' work;</li> <li><b>b</b> offer facts about notable artists', artisans' and designers' lives;</li> </ul> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: 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 Cassatt.</p>