



Curriculum Progression Document  
**Art & Design**  
 Upper Key Stage 2 (years 5 and 6)



## Drawing

Process	Technique	Possible Influences
<p>Use a sketchbook to collect and develop ideas. Record and review ideas.</p> <p>Work from a variety of sources including observation and photographs.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p>	<p>Develop close observation skills using a variety of view finders.</p> <p>Use Lines, Marks, Tone, Form &amp; Texture when drawing. Interpret the texture of a surface. Shadows, reflection, hatching and cross-hatching.</p> <p>Use dry media to make different marks, lines, textures, patterns and shapes within a drawing.</p> <p>Explore colour mixing and blending techniques with coloured pencils.</p> <p>Perspective and composition. Begin to use simple perspective in their work using a single focal point and horizon.</p> <p>Begin to accurately draw proportions of people.</p> <p>To understand the effect of light on objects for different directions.</p>	<p>Leonardo Da Vinci</p> <p>Albrecht Durer</p> <p>Michelangelo</p> <p>Peter Paul Rubens</p> <p>Rembrandt van Rijn</p> <p>Edgar Degas</p> <p>Egon Schiele</p> <p>Contemporary artists</p> <p>Banksy</p> <p>Manga</p>
<h3>Key Concepts and Vocabulary</h3>		
<p>Observation drawing</p> <p>Lines, marks, tone, texture</p>	<p>Media. Pattern. Shape.</p> <p>Smudge. Hard. Soft. Light.</p>	<p>blending</p> <p>Colour mixing</p> <p>Shading hatching</p>
		<p>Perspective</p> <p>Composition</p> <p>Scale and proportion</p>



Curriculum Progression Document  
**Art & Design**  
 Upper Key Stage 2 (years 5 and 6)



## Painting

Process	Technique	Possible Influences	
<p>Use a sketchbook to collect and develop ideas. Record and review ideas.</p> <p>Work from a variety of sources including observation and photographs.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music</p> <p>Develop a painting from a drawing.</p> <p>Use colour accurately and use inspiration from natural and non-natural works to create a colour palette.</p>	<p>Carry out preliminary studies, trying out different media and materials and mixing appropriate colours</p> <p>Mix and match colours to create atmosphere and light effects</p> <p>Be able to identify primary secondary, complementary and contrasting colours</p> <p>Work with complementary colours</p> <p>Choose colour to express feelings or for a specific purpose.</p> <p>Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</p> <p>Use a range of paint (acrylic, oil, water colours) to create visually interesting pieces.</p>	<p>Jackson Pollock</p> <p>Lucian Freud</p> <p>Chagall</p> <p>Salvador Dali</p> <p>Rembrandt</p> <p>Bottecelli</p> <p>Caravaggio</p> <p>Cindy Sherman</p> <p>Bridget Riley</p>	<p>Mary Bonnard</p> <p>Fridha Khalo</p> <p>Mary Cassatt</p> <p>Paul Nash ( and other WW1 and 2 artists)</p>
<h3>Key Concepts and Vocabulary</h3>			
<p>Media    blend    line          tone, hue, tint and mood</p>	<p>Complementary and contrasting colours          Composition          Colour mixing</p>	<p>Impressionism          Abstract      Cubism          Renaissance</p>	



Curriculum Progression Document  
**Art & Design**  
 Upper Key Stage 2 (years 5 and 6)



## Printing

Process	Technique	Possible Influences	
Create printing blocks by simplifying an initial sketch book idea Modify and adapt prints. Interpret environmental and manmade patterns. Discuss and evaluate own work and work of others Explore techniques used by various artists. Choose printing techniques appropriate to task	Create prints with three overlays Work into prints with a range of media e.g. pens, colour pens and paints Use Lino to create monotone prints. Be able to use techniques such as poly-blocks, relief, mono and resist printing. Organise their work in terms of pattern, repetition, symmetry or random printing styles.	Andy Warhol Roy Lichtenstein Toulouse Lautrec Ernst Haeckel Hokusai Yoshitoshi Albrecht Dürer Hans Burgkmair	Gustave Baumann Ernst Ludwig Kirchner, Pablo Picasso Salvador Dalí M. C. Escher Willem de Kooning Joan Miró Bridget Riley
<b>Key Concepts and Vocabulary</b>			
Relief printing Lino Monotone	Overlay Impress Monoprint	Screen printing Symmetry Pattern Repetition	



Curriculum Progression Document  
**Art & Design**  
 Upper Key Stage 2 (years 5 and 6)



## Textiles, 3-D, Collage

Process	Technique	Possible Influences
<p>Plan a sculpture through drawing making a maquette and other preparatory work.</p> <p>Show awareness of the potential of the uses of material.</p> <p>Use different techniques, colours and textures etc when designing and making pieces of work.</p> <p>To be expressive and analytical to adapt, extend and justify their work.</p> <p>Shape, form, model and construct from observation or imagination</p>	<p>Use fabrics to create 3D structures Use different grades of threads and needles</p> <p>Experiment with batik techniques</p> <p>Experiment with a range of media to overlap and layer creating interesting colours and textures and effects</p> <p>Use recycled, natural and man-made materials to create sculptures</p> <p>Develop skills in using clay inc. slabs, coils, slips, etc</p> <p>Produce intricate patterns and textures in a malleable media</p> <p>Add collage to a painted, printed or drawn background using a range of media</p>	<p><b>Sculptors:</b> Henry Moore Barbara Hepworth , Rodin, Michelangelo, Jeff Koons, Anish Kapoor, Alexander Calder, Louis Bourgeois, Marcel Duchamp, Anthony Gormley, Naum Gabo, Ancient Greek and Roman sculptors.</p> <p>Textiles artists: <a href="https://www.garmentprinting.co.uk/blog/top-10-famous-textile-artists/">https://www.garmentprinting.co.uk/blog/top-10-famous-textile-artists/</a></p> <p>Collage Artists: Henri Matisse, Kurt Schwitters, George Braque, Joseph Cornell, Peter Blake, Sir Eduardo Paolozzi</p>
<h3>Key Concepts and Vocabulary</h3>		
<p>Slip Coil Slab Hand building</p>	<p>Collage Layering Texture Photo montage Montage Decollate</p>	<p>Rag rug Applique Tearing / cutting Embroidery Beading</p>



# Curriculum Progression Document

## Art & Design

### Upper Key Stage 2 (years 5 and 6)



#### Digital Media

Process	Techniques	Possible Influences
<p>Record, process and present visual images (including video)</p> <p>Use a sketchbook to collect and develop ideas. Record and review ideas.</p> <p>Create layered images from original ideas (sketch books etc.)</p>	<p>Present recorded visual images using software e.g. PicCollage, Pages, iMovie, I can animate, Photos</p> <p>Use a graphics package to create and manipulate new images</p> <p>Understand that a digital image is created by layering</p> <p>Combine, sequence and process video captures to create a finished video to published</p> <p>Separate video and audio tracks and add audio effects</p>	<p>Man Ray</p> <p>Henri Cartier-Bresson</p> <p>Annie Leibovitz</p> <p>Richard Avedon</p> <p>Robert Frank</p> <p>Ansell Adams</p>
<h4>Key Concepts and Vocabulary</h4>		
<p>Composition</p> <p>Landscape</p> <p>Portrait</p> <p>Opacity</p>	<p>Exposure</p> <p>Contrast</p> <p>Saturation</p> <p>Colour Shift</p> <p>Instant Alpha</p> <p>Layers</p> <p>Filter</p>	<p>Trim</p> <p>Crop</p> <p>Audio track</p> <p>Fade</p> <p>Dissolve</p> <p>Freeze frame</p>