Thomas Harding Junior School ART Whole School Progression Map

	LKS2	UKS2
Exploring and Developing Ideas	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. **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:** a. use sketchbooks to collect ideas and experiment with ideas informed by artists' work (*sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome)* b. explore ideas from first-hand observations, memory and imagination, experimenting with ideas and resources c. question and make observations about starting points, and respond positively to suggestions d. adapt and refine ideas e. use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.	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:** a. use sketchbooks to collect ideas and experiment with different approaches and ideas informed by artists' work, working purposefully to improve understanding, develop ideas and plan for an outcome *(sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome).* b. use a variety of source material – collected, selected and analysed in a sketchbook c. review and revisit ideas in their sketchbooks d. offer feedback using technical vocabulary e. think critically about their art and design work f. use digital technology as sources for developing ideas g. use key vocabulary to demonstrate knowledge and understanding in this strand: develop, refine, texture, shape, form, pattern, structure.

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Drawing	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. **KS2 Art and Design National Curriculum** To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials. **Children can:** a. experiment with showing line, tone and texture with different grades of pencils b. use shading to show light and shadow effects c. experiment with different materials to draw, e.g. pastels, chalk, charcoal in order to make appropriate choices d. show an awareness of space when drawing e. review, reflect on, adapt and refine their work f. use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.	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. **KS2 Art and Design National Curriculum** To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials. **Children can:** a. use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching b. depict movement and perspective in drawings c. develop increased control of drawing tools and select the most appropriate to achieve specific effects d. reflect on purpose and meaning in the work of artists (key ideas, techniques and working practices) and relate this to their own efforts e. regularly reflect upon their own work and use comparisons with the work of others (pupils and artists) to identify how to improve f. 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.

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Painting	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. **KS2 Art and Design National Curriculum** To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials. **Children can:** a. use varied brush techniques to create shapes, textures, patterns and lines b. mix and match colours effectively using the correct language, e.g. tint, shade, primary and secondary c. create different textures and effects with paint d. review, reflect on, adapt and refine their work e. use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.	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. **KS2 Art and Design National Curriculum** To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials. **Children can:** a. create a colour palette, demonstrating mixing techniques b. use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces c. reflect on purpose and meaning in the work of artists (key ideas, techniques and working practices) and relate this to their own efforts d. regularly reflect upon their own work and use comparisons with the work of others (pupils and artists) to identify how to improve e. use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.

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Sculpture	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. **KS2 Art and Design National Curriculum** To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials. **Children can:** a. cut, make and combine shapes to create recognisable forms b. show an understanding of the behaviour and properties of materials and a knowledge of their suitability for different projects c. use clay and other malleable materials and practise joining techniques d. add materials to the sculpture to create detail e. review, reflect on, adapt and refine their work f. explain how to use some of the tools and techniques they have chosen to work with g. use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, edging, trimmings, shape, form, shadow, light	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. **KS2 Art and Design National Curriculum** To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials. **Children can:** a. plan and design a sculpture b. select tools and materials to carve, add shape, add texture and pattern c. develop cutting and joining skills, e.g. using wire, coils, slabs and slips d. use materials other than clay to create a 3D sculpture e. regularly reflect upon their own work and use comparisons with the work of others (pupils and artists) to identify how to improve f. demonstrate, how tools they have chosen to work with, should be used effectively and with safety g. use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast, scoring.

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Collage	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. **KS2 Art and Design National Curriculum** To improve their mastery of art and design techniques with a range of materials – collage. **Children can:** a. select colours and materials to create effect, giving reasons for their choices b. refine work as they go to ensure precision c. learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage d. change the surface and appearance of materials, adding other media e. review, reflect on, adapt and refine their work f. use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic, tessellation, montage, overlapping	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. **KS2 Art and Design National Curriculum** To improve their mastery of art and design techniques with a range of materials – collage. **Children can:** a. add collage to a painted or printed background, revisiting texture, shape, pattern and composition b. create and arrange accurate patterns c. manipulate and combine a range of mixed media d. plan and design a collage e. regularly reflect upon their own work and use comparisons with the work of others (pupils and artists) to identify how to improve f. use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.
Textiles	Children develop their weaving and colouring fabric skills further. They are introduced to the skill of stitching in Lower KS2. **KS2 Art and Design National Curriculum** To improve their mastery of art and design techniques with a range of materials – textiles. **Children can:** a. experiment with, investigate and select appropriate materials, giving reasons b. 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 d. review, reflect on, adapt and refine their work e. use key vocabulary to demonstrate knowledge and understanding in this strand, including the visual and tactile qualities of textiles: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.	Children further develop their weaving, overlapping and layering techniques. They experiment with a range of fabrics including non-traditional fabrics. **KS2 Art and Design National Curriculum** To improve their mastery of art and design techniques with a range of materials – textiles. **Children can:** a. experiment with a range of media by overlapping and layering in order to create texture, effect and colour b. add decoration to create effect c. regularly reflect upon their own work and use comparisons with the work of others (pupils and artists) to identify how to improve d. use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern, appliqué.

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Printing	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. **KS2 Art and Design National Curriculum** To improve their mastery of art and design techniques with a range of materials – printing. **Children can:** a. use more than one colour to layer in a print b. replicate patterns from observations c. make printing blocks d. experiment with variables such as shape, pressure, tools, materials or colour e. make repeated patterns with precision f. review, reflect on, adapt and refine their work g. explain how to use some of the tools and techniques they have chosen to work with. h. use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.	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. **KS2 Art and Design National Curriculum** To improve their mastery of art and design techniques with a range of materials – printing. **Children can:** a. design and create printing blocks/tiles of increasing complexity b. develop techniques in mono, block and relief printing c. create and arrange accurate patterns d. regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve. e. demonstrate how tools they have chosen to work with should be used effectively and with safety f. use key vocabulary to demonstrate knowledge and understanding in this strand:, hammering, pattern, shape, tile, colour, arrange, collograph

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<table>
<tr><td>Work of other artists</td><td colspan="3">Children continue to study the works of famous artists to include a range of cultural backgrounds. 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.

KS2 Art and Design National Curriculum
To learn about great artists, architects and designers in history.
Children can:
a. use inspiration from famous artists to replicate a piece of work
b. reflect upon their work inspired by a famous notable artist and the development of their art skills
c. describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied
d. use key vocabulary to demonstrate knowledge and understanding in this strand</td><td colspan="3">Children continue to learn from the works of famous artists to include a range of cultural backgrounds. 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.

KS2 Art and Design National Curriculum
To learn about great artists, architects and designers in history.
Children can:
a. give detailed observations about notable artists', artisans' and designers' work, including key ideas, techniques and working practices
b. offer facts about notable artists', artisans' and designers' lives, taking account of the influence of the different historical, cultural and social contexts in which they worked
c. develop a vocabulary to compare and comment on art from different contexts and cultures
d. use key vocabulary to demonstrate knowledge and understanding</td></tr>
<tr><td></td><td>Drawing
John Constable, Henry Moore, Pieter Claesz, Wilhelm Kalf, Thomas Cole, Salvador Dali, Renata Bernal</td><td>Painting
Anselm Kiefer, Salvador Dali, Paula Rego, Gainsborough, Sonia Boyce, Lucian Freud, Howard Hodgkin, Caravaggio, Le Corbusier, Jackson Pollock, John Constable, Thomas Cole, Claude Monet, Henri Matisse, Paul Cézanne, Julian Opie, Wilhelm Kalf</td><td>Sculpture
Anselm Kiefer, Anish Kapoor, Louise Bourgeois, Henry Moore, Carl Warner</td><td>Drawing
Henri Rousseau, John Singer Sargent, Matisse, Klimt, Hokusai, Leonora Carrington, Mary Cassat, Frank Lloyd Wright</td><td>Painting
Henri Rousseau, David Hockney, Fernand Leger, Alfred Wallis, John Michel Basquiat, David Hockney, Frida Kahlo, Hokusai, Joaquin Torres-Garcia, Leonora Carrington, Diego Rivera, Beatriz Milhazes, Fernand Lèger, Helen Frankenthaler, Mary Cassat</td><td>Sculpture
Giacometti,
Alexander Calder
David Oliveira
Carlos Paez Vilaro
Leonora Carrington</td></tr>
<tr><td></td><td>Collage
George Braque
Michael Brennand-Wood</td><td>Textiles
Coco Chanel, Vivienne Westwood, Michael Brennand-Wood</td><td>Printing
Vivienne Westwood, Louise Bourgeois,</td><td>Collage
Man Ray
Deborah Claxton
Eileen Agar</td><td>Textiles
India Flint
Lucienne Day</td><td>Printing
William Blake
William Morris</td></tr>
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