



Subject Progression

Art



Year 5		
Autumn	Spring	Summer
<p>National Curriculum Aims and Objectives Key Stage 2</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught: To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint)</p> <p>Learn about great artists, architects and designers in history</p>		
<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Experiment with different grades of pencil and other implements</li> <li>• Plan, refine and alter their drawings as necessary</li> <li>• Use the sketchbook to collect and record visual information from different sources</li> <li>• Draw for a sustained period of time at their own level • Use different media to achieve variations in line, texture, tone, colour, shape and pattern</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours</li> <li>• Work on preliminary studies to test media and materials</li> <li>• Create imaginative work from a variety of sources</li> </ul> <p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>• Join fabrics in different ways including stitching</li> <li>• Use different grades and uses of threads and needles • Extend work within a specified technique</li> <li>• Experiment using batik safely</li> </ul> <p>Artist: LS Lowry John Piper( a British official WW2 Artist)</p>	<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours</li> <li>• Work on preliminary studies to test media and materials</li> <li>• Create imaginative work from a variety of sources</li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>• Explain a few techniques, inc the use of poly-blocks, relief, mono and resist printing</li> <li>• Choose the printing method in a task</li> <li>• Build up layers and colours/textures</li> <li>• Organize work in terms of pattern, repetition, symmetry or random printing styles</li> <li>• Choose inks and overlay colours</li> </ul> <p>Drawing skills applied through drawing/sketching (visible in sketchbooks – KS2)</p> <p>National artist: Bridget Riley Peter Thorpe (Abstract Artist)</p>	<p><b>Collage</b></p> <ul style="list-style-type: none"> <li>• Use a range of media to create collage 3d form (linked to D&amp;T)</li> <li>• Describe the different qualities involved in modelling, sculpture and construction</li> <li>• Use recycled, natural and man-made materials to create sculpture</li> <li>• Plan a sculpture through drawing and other preparatory work</li> </ul> <p>Drawing skills applied through drawing/sketching (visible in sketchbooks – KS2)</p> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours</li> <li>• Work on preliminary studies to test media and materials</li> <li>• Create imaginative work from a variety of sources</li> </ul> <p>Worldwide artist: Yayoi Kasuma Local artist: Alfred Wallis</p>
<p><u>Ongoing:</u> <u>Exploring and developing ideas:</u></p>		

Select and record from first hand observation, experience and imagination, and explore ideas for different purposes

Question and make thoughtful observations about starting points and select ideas to use in their work

Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures

Evaluating and developing work: Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them using language of art, craft and design

Adapt their work according to their views and describe how they might develop it further