



# Progression Map: Art and Design UKS2



KS2 National Curriculum	Year 5	Year 6
Pupils should be taught: To create sketch books to record their observations & use them to review & revisit ideas	<p style="text-align: center;">All year groups use sketchbooks Yr1-Yr3 and new sketchbooks issued starting in Yr4 – Yr6</p> <p style="text-align: center;">Sketchbooks at Burleigh Primary are used to: record thoughts and / or observations about famous artists' work; record Art &amp; Design knowledge that can be revisited; explore their own creative ideas; practice techniques learnt and keep a record of the final artwork piece for each unit.</p>	
To improve their <b>mastery of art and design techniques</b> , including <b>drawing</b> , <b>painting</b> and <b>sculpture</b> with a range of materials [for example, pencil, charcoal, paint, clay]	<p><b>DRAWING</b> Autumn Unit: Egyptian Death Masks:  <b>Material:</b> 2H and 3B sketching pencils  <b>Elements of Art:</b> pattern, line  <b>Technique:</b>  <b>Technique 1:</b> using bold stripes and / or traditional Ancient Egyptian symbols to design and record a symmetrical pattern.</p>	<p><b>DRAWING</b> Spring Unit: Evolution of Form  <b>Material:</b> 2H, HB, 3B, 6B sketching pencils, rulers, protractors  <b>Elements of Art:</b> line, shape  <b>Technique:</b>  <b>Technique 1:</b> to draw symmetrical ruled and measured lines within an architectural design.  <b>Technique 2:</b> to combine a range of free-hand, symmetrical, ruled and measured lines while innovating design ideas.  <b>Technique 3:</b> to form a functional, aesthetic shape with recognisable architectural features and motifs.</p>
	<p><b>DRAWING</b> Spring Unit: Dreamscapes:  <b>Material:</b> 2H, HB, 3B, 6B sketching pencils and grey Fineliner pens  <b>Elements of Art:</b> line, colour, shape, tone, space  <b>Technique:</b>  <b>Technique 1:</b> using observations of animals and objects in the real world to inform surreal drawings; focussing on manipulation of shape and size of objects within the space (eg. rhinoceros on stilts, defying gravity.)  <b>Technique 2:</b> confidently using a range of sketching pencils and Fineliners to add shadow and highlights, emphasising tone (3D) of the drawn surreal objects to clearly communicate its abstract nature in the space.</p>	<p><b>DRAWING</b> Summer Unit: Me, Me, Me  <b>Material:</b> Range of skin tone pencils; 2H, HB, 3B, 6B sketching pencils and coloured pencils.  <b>Elements of Art:</b> line, shape, colour  <b>Technique:</b>  <b>Technique 1:</b> to draw free-hand lines to form a realistic face shape and hair line / hair detail, shown in portrait photograph.  <b>Technique 2:</b> To draw bold, asymmetrical, free-hand lines to form an abstract shape with non-proportional placement of facial features.  <b>Technique 3:</b> To use directional shading to layer the colour and develop form.  <b>Technique 4:</b> To blend coloured pencil using brush size 4 or less.  <b>Technique 5:</b> to draw a real-life object using an accumulative line and tone approach: <i>Starting with an outline and adding shorter free-hand lines and smaller shapes within it; using darker pencils for shadows /rubbers &amp; white pencil for highlights; blending and layering colour pencil to further develop tone, giving the final drawing form.</i></p>
	<p><b>SCULPTURE</b> - Autumn Unit: Egyptian Death Masks  <b>Material:</b> papier-mache, balloons, ready mixed paint, runny glue.  <b>Elements of Art:</b> form, pattern, colour, line.  <b>Technique:</b>  <b>Technique 1:</b> to use a large, curved base (flat base in Yr4) and build layers of papier mache to form a hemisphere 3D mask.  <b>Technique 2:</b> <b>additive technique</b>, to use wet paper mache pieces (possibly supported by card) and PVA glue to join smaller moulded pieces to form facial features on the mask.  <b>Technique 3:</b> to join two pieces of the sculpture together using a simplified tongue and groove join. Slice/cut a groove into the top half of the mask 'head' and slide the headdress card section into place. Complete with PVA glue layer and papier mache top layer.</p>	<p><b>SCULPTURE</b> - Spring Unit: Evolution of Form  <b>Material:</b> craft wire, papier-mache, ready mixed paint, runny glue.  <b>Elements of Art:</b> form, shape, pattern, colour, line.  <b>Technique:</b>  <b>Technique 1:</b> to use craft wire to create a free-standing base for the sculpture (Yr5 not free-standing).  <b>Technique 2:</b> <b>additive technique</b>, to use a range of materials to build layers and strengthen the structure of the sculpture. For example, cover the craft wire in a layer of fin foil to strengthen the joints and stabilise the structure. Use masking tape too fix the next layer and cover in papier mache. Possibly leave details made by craft wire exposed without extra layers.  <b>Technique 3:</b> to explore ways to add detail to the final layer using: wire, paint or separately joined papier mache shaped pieces.</p>

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<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, clay]</p>	<p><b>Yr5 PAINTING</b> Autumn Unit: Egyptian Death Masks:  <b>Material:</b> ready mixed paint  <b>Elements of Art:</b> form, pattern, colour, line.  <b>Technique:</b>  <b>Technique 1:</b> to cover a large 3D form evenly and with smooth, even brush strokes using size 10 brush or above. Repeat process building layers of paint and intensifying colour.  <b>Technique 2:</b> to use a size 2-4 brush to add symmetrical details in the style of ancient Egyptian Death Mask design. Focus on quality of the brush strokes, finish to the edge of the card, base coat not showing through by completing at least two layers of details for example.</p>	<p><b>Yr6 PAINTING</b> Autumn Unit: Poppy Fields  <b>Material:</b> watercolour tube paints, brushes sizes 16 - 0, cartridge paper  <i>Revisit makes tints (adding white), and making tones (adding black)</i>  <b>Elements of Art:</b> shape, tone, colour, line.  <b>Technique:</b>  <b>Technique 1:</b> to explore how using a range of brush techniques: mixing to create tertiary colours (amber, vermillion, magenta), additive brush technique to make tints and tones for (red, orange, yellow &amp; amber, vermillion, magenta) can best produce a range of colours for poppy petals.  <b>Technique 2:</b> to explore how best to apply wet on wet water colours AND wet on dry water colour technique.  <b>Technique 3:</b> to combine the painting techniques described in 1 &amp; 2 in one piece of artwork. For example, a landscape background and distant flowers using wet on wet technique with muted tints and tones. The flowers in the foreground could then use wet on dry techniques with more intense, brighter colours (not tints and tones).</p>
	<p><b>Yr5 PAINTING</b> Spring Unit: Dreamscapes:  <b>Material:</b> watercolour tube paints, brushes sizes 16 - 2 , cartridge paper, sketching pencils 2H, 3B &amp; grey Fineliner pens  <i>Revisit tertiary colour knowledge from Year 4: amber = yellow-orange; vermillion = red-orange; magenta = red-purple; violet = blue-purple; teal = blue-green; chartreuse = yellow-green. Revisit makes tints (adding white), and making tones (adding black)</i>  <b>Elements of Art:</b> form, pattern, colour, line.  <b>Technique:</b>  <b>Technique 1:</b> to use a range of brush techniques: mixing to create tertiary colours, additive brush technique to make tints and tones.  <b>Technique 2:</b> to explore how a range of colours and wet on wet water colour technique could produce a dreamscape background.</p>	<p><b>Yr6 OTHER: DIGITAL MEDIA</b> – Summer Unit: Me, Me, Me!  <b>Material:</b> ipad camera  <i>To improve quality of focus for final photograph use a sturdy, level platform, such as a table top, to rest the ipad or elbows of photographer.</i>  <b>Elements of Art:</b> space, shape, colour, line.  <b>Technique:</b>  <b>Technique 1:</b> To take close-up, focussed photographs using an iPad camera. Establish through exploration the appropriate distance needed to keep the eye facial feature in focus but still let enough light in to capture a clear image of the eye (less light = blurry image).  <b>Technique 2:</b> Retrieve photographs from camera roll, enlarge photos using two-finger reverse pinch to evaluate quality of focus. Select best quality photograph for final piece.</p>
	<p><b>Yr5 OTHER: TEXTILE ART</b> (3D Art through collage)-  Summer Unit: Habitat Haberdashery  <b>Material:</b> marbling inks, wool, range of tissue paper, hessian square per child, small square of cotton fabric per child, printing equipment inc rollers.  <b>Elements of Art:</b> shape, form, colour, texture  <b>Technique:</b>  <b>Technique 1: marbling effect on paper</b> using marbling inks and water, laying A4 paper lightly onto the surface of the water and lifting the paper up in one movement vertically and allowing to dry.  <b>Technique 2:</b> cutting and joining short wool strips to create <b>3D wool spheres</b> (pom-poms).  <b>Technique 3: decoupage</b> - using ripped tissue paper in strips and gluing to card (pond weed shapes), adding a top coat of PVA glue to fully secure the tissue paper.  <b>Technique 4:</b> mono-print – printing onto fabric using mono print technique. Apply paint with a roller to the back of a flat tray. Place square of fabric over the top and secure with masking tape. Draw the desired image outline on top of the fabric. Peel off the fabric to reveal the image, let it dry before cutting out and attaching to hessian background.</p>	

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About great artists, designers, craft makers and architects in history.	<p><b>Yr5 Autumn Unit: Ancient Art</b></p> <p><b>World-wide range of historical and culturally significant masks:</b>            Neolithic 9000 year old stone mask; <u>Asian</u> Chinese Opera mask; Nepalese Shaman masks; Indonesian mythical beast and Goddess of Death masks; <u>African</u> Nigerian Ancestor masks; <u>European</u> Italian (Venetian) traditional Masquerade masks; Spanish Diable Devil mask; Ancient Greek theatre masks; <u>South American</u> Argentinian quartz mask; <u>Central American</u> Mexican Lucha Libre Wrestling mask; <u>North American</u> Halloween raven mask and New Orleans Mardi Gras Jester mask.            Explore the purpose and function of each masks, by focussing on the form and colour of each artefact.</p>	<p><b>Yr6 Autumn Unit: Poppy Field</b></p> <p><b>Artist: Claude Monet</b>            ‘The Poppy Field near Argenteuil’ (1873)  <b>Artist: Deborah Phillips</b>            ‘Cairngorm Weedy Harvest’ (Date unknown, contemporary, 1990+)  <b>Sculptor &amp; Artist: Paul Cummins</b>            ‘Blood Swept Lands and Seas of Red’ (2014)            How are poppies presented and created in a range of art works, both those linked to WW1 &amp; WW2 and those where poppies are simply shown as part of the UK landscape. Also the above pieces can be used as a stimulus around artworks and their titles.</p>
	<p><b>Yr5 Spring Unit: Dreamscapes</b></p> <p><b>Artist: Salvador Dali</b>            ‘The Persistence of Memory’ (1931)            ‘The Elephants’ (1948)  <b>Artist: Gertrude Abercrombie</b>            ‘Two Ladders’ (1947)  <b>Artist: Zhang Xiaogang</b>            ‘Untitled (Response to the pandemic)’ April 2020            To look more closely at examples of abstract art and how reality is challenged and dream-like images presented.</p>	<p><b>Yr6 Spring Unit: Evolution of Form</b></p> <p><b>Architect</b>(female BAME artist): <b>Dame Zaha Hadid</b>  <b>Architect: Antoni Gaudi</b>  <b>Architect: Sir Christopher Wren</b>  <b>Architect: Sir William Cecil, Lord Burghley</b>            To critique the style and architectural features made famous by each architect. To explore each architects’ style in historical and cultural contexts. Consider the architects significance in world and British history.</p>
	<p><b>Yr5 Summer Unit: Habitat Haberdashery</b></p> <p><b>Artist: Lesley Rinchen-Wongmo</b>            Lotus (2000)            Depth and Delight (2016)  <b>Artist: Warris Mahmud</b>            Tree of Life – Creation (2008)            Share examples of textile art and the quality of work in the final pieces. Focus on the range of 3D and relief work and the children’s opinions on textile art compared to previous drawings, paintings and sculpture they have studied.</p>	<p><b>Yr6 Summer Unit: Me, Me, Me!</b></p> <p><b>Artist:</b> (female BAME artist)  <b>Frida Kahlo</b>            ‘Self Portrait with Thorn Necklace and Hummingbird’ 1940            ‘Self Portrait dedicated to Marte R Gomez’ 1946            Consider the importance and historical significance of Kahlo as an artist and her representations of woman.  <b>Artist: Pablo Picasso</b>            ‘Woman in Hat and Fur Collar’, 1937            ‘Portrait of Dora Maar’, 1937            Explore Picasso’s cubist representation of women. Consider Picasso’s manipulation of space and shape to alter the realistic to the surreal.  <b>Artist: Jose Vergara</b>            Various works (active at present)            Critique the artist’s use of simple materials (pencil) with accumulative line and tone approach (detailed above, Technique 5)</p>

## **ART & DESIGN**

### Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

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.

Pupils should be taught:

- to improve their mastery of art and design techniques (in using colour, pattern, texture, line, shape, form and space), including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.