



## Knowledge, Skills and Understanding Progression

## National Curriculum Requirements of ART at KS2

**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.

Key stage 2 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 create sketch books to record their observations and use them to review and revisit ideas
- ♣ 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]
- ♣ about great artists, architects and designers in history.

**Our Intent**

In Art, we aim to provide children with a variety of experiences where both their imagination and technical skills can be developed. Children have the opportunity to experiment and explore by improving their skills in drawing, painting, printing, model making and pottery. During each project children are taught to progress by learning and building on their knowledge of the formal elements in each medium. At Stanley Park Junior's we show progression through: Line, tone, colour, form, composition and depth. We help all children to respond creatively to the world around them and to the work of great artists, craft makers and designers

In each project we study art history and the children learn skills in the formal elements of art and design relating to the mediums they are exploring and working with. Each project taught develops children's understanding of the formal elements; line, tone, colour, form, composition and depth. Every child has a sketchbook where they record most of their progress and end of project evaluations, usually alongside photographs, of final pieces produced.

Children in the world today learn as much through visual images as they do through words. The understanding and use of visually communicated information, gathered from a wide range of sources, has become a basic skill. Pupils need to learn that pictures and symbols can have several meanings and that different interpretations of them are possible and valid in a multicultural world. Understanding art is the appropriate path towards such visual literacy.

A great deal of art work undertaken in the school will be topic related but specific skills which need to be developed may not necessarily lend themselves to being taught in a topic based format. Some lessons will be devoted to the teaching of specific skills and techniques in additional projects, to ensure children explore a range of techniques and media.

We give children opportunities to explore their ideas and find challenge, enjoyment and satisfaction through art. They are encouraged to analyse and evaluate creative works using technical language. We aim to increase children's awareness of the works of artists, craft makers and designers from our own country as well as others and to understand the historical and cultural development of their art forms.

		Autumn Term	Spring Term	Summer Term
Key- CT additional notes in green	Main Theme of Learning	William Morris inspired lettering	Perspective drawing (1 and 2 point perspective)	Optical Illusions project
	Artist, Designer, Craftsper son	William Morris <a href="https://www.vam.ac.uk/articles/william-morris-and-wallpaper-design">https://www.vam.ac.uk/articles/william-morris-and-wallpaper-design</a> and contemporary designer Fiona Howard <a href="https://fionahoward.com">https://fionahoward.com</a>	Escher  Joseph D'Amelio and other architectural drawings and illustrations	Anish Kapoor and Alma Thomas
Disciplinary Knowledge: To be an artist		<ul style="list-style-type: none"> <li>- Can understand what an artist and designer is, relating to the work on William Morris and contemporary designer Fiona Howard</li> <li>- Can understand that artists make designs that can be used as prints or as designs for particular products (DT link) Eg. William Morris designs are used for tiles or curtains or wallpaper or cards...</li> <li>- Can experiment with different naturalistic design ideas in response to the work of <b>William Morris or Fiona Howard</b></li> <li>- Can spot pattern making techniques and build on year 3 and 5 pattern making skills by working figuratively.</li> <li>- Can learn how to reproduce certain elements of William Morris's designs with a focus on leaves</li> <li>- Can reflect on and evaluate final pieces (Children should be introduced to key vocabulary to use, see below.)</li> </ul>	<ul style="list-style-type: none"> <li>- Can understand what the term perspective means</li> <li>- Can recognise that perspective drawing is the art of making objects and spaces look three-dimensional</li> <li>- Can recognise 1 point and 2 point perspective drawings</li> <li>- Can understand and create different forms of perspective</li> <li>- Can learn to use line to draw in one and two point perspective, following a step by step procedure.</li> <li>- Can recognise some famous graphic art by Escher (perspective artwork &amp; illusion)</li> <li>- Can remember some facts about the artist Escher and his life</li> <li>- Can learn about the architect and designer <b>Joseph D'Amelio</b></li> </ul>	<ul style="list-style-type: none"> <li>- Children should first be introduced to the work of Anish Kapoor and Alma Thomas (British Indian, specialised in sculpture and installation/conceptual art), Alma Thomas (African American painter- lived and worked in Washington. Modern paintings inspired by colour and mark making)</li> <li>- See some initial resources saved in Art coordinator folder on L drive (Y6 Art New project).</li> <li>- Can learn some facts about the artists</li> <li>- Can understand the term <b>Op Art</b> and be introduced to a few visual artists that create these artworks.</li> <li>- Can respond to a selection of the artists' artworks verbally</li> <li>- Can experiment and explore in sketchbooks, in response to the work of artists seen in a chosen medium (either paint or specialist coloured pencils initially) See below for detailed guidance regarding complementary colours.</li> </ul>



				<ul style="list-style-type: none"> <li>- Can choose to design and create an artwork for exhibition (end of year? (Optional)) that is 3D or 2D in response to either key artists' works (AT and AK);</li> <li>- Either 3D- Working with clay, building on prior learning of how to create a 3D pot and then change its shape for effect. The effect should be to create an unexpected shape and add some sort of optical illusion or interest through colour and form.</li> <li>- Or 2D- Building on mark making and colour work in previous years to blend colour or juxtapose colours (<b>complementary</b>, bold, bright) and create <b>optical illusions</b>.</li> <li>- Can understand and use complementary and/or bold colours in their final pieces.</li> <li>- Can reflect on and evaluate final pieces (Children should be introduced to key vocabulary to use, see below.)</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg); text-align: center;"><b>Substantive Knowledge Skills they need to learn</b></p>	<p><b>Artist What they need to know</b></p>	<p><u>William Morris</u></p> <ul style="list-style-type: none"> <li>- Can learn who William Morris was;</li> <li>- William Morris was born on 24th March, 1834</li> <li>- He was the son of a wealthy business man.</li> <li>- He originally was going to become a priest but decided to devote his life to art instead.</li> <li>- He became a poet, artist and manufacturer.</li> <li>- He had lots of friends who were writers, poets and artists.</li> <li>- His career in designing started when he decorated his own house in London.</li> </ul>	<p><u>Maurits Cornelis Escher</u></p> <ul style="list-style-type: none"> <li>- Can learn about the graphic artist Escher;</li> <li>- He was a Dutch artist who made mathematically inspired artwork and created a lithograph print called 'Relativity' that distorts perspective</li> <li>- M.C.Escher or Maurits Cornelis Escher was born in 1898 and died in 1972. He was from the Netherlands.</li> <li>- Escher didn't do very well at school but he was a very talented artist.</li> <li>- Whilst visiting the Alhambra in Spain, he became fascinated by the mathematical designs and patterns that he saw there.</li> </ul>	<ul style="list-style-type: none"> <li>- Children should first be introduced to the work of Anish Kapoor (British Indian, specialised in sculpture and installation/conceptual art), and Alma Thomas (African American painter- lived and worked in Washington. Modern paintings inspired by colour and mark making) See some initial resources saved in Art coordinator folder on L drive (Y6 Art New project).</li> <li>- <u>Anish Kapoor</u></li> <li>- Can study Anish Kapoor's sculptures and can learn some facts about the artist Kapoor, including;</li> </ul>

	<ul style="list-style-type: none"> <li>- He made stained glass windows, patterned wallpaper and <b>tapestries</b></li> <li>- Can recognise William Morris patterns and designs.</li> <li>- During his career, William Morris produced over 50 wallpapers. These designs - many of which feature in the V&amp;A's extensive Morris collection - adopted a <b>naturalistic</b> and very British take on pattern that was both new and quietly radical</li> <li>- William Morris is very famous for his wallpaper designs. He created some beautiful designs, the likes of which had never been used before. In fact, wallpaper before his day was quite plain.</li> <li>- William Morris, who was also an environmental campaigner, created designs of floral patterns (patterns inspired by flowers and plants) which were repeated many times by block printing.</li> <li>- The <b>Victorian era</b> was the era of industrialisation; factories were being built in the cities in Britain, especially London. People flocked to the cities to work in these factories or run them, and the cities grew bigger and bigger. As a result, people led more urban lifestyles and grew to miss the countryside. Wealthier people did have gardens, but still, it was desirable to feel closer to nature.</li> <li>- What William Morris did was to make designs of floral patterns (patterns inspired by flowers and plants) that could be repeated many times by block printing techniques on large pieces of paper to make patterned wallpaper.</li> </ul>	<ul style="list-style-type: none"> <li>- As well as being a graphic artist, he was an illustrator, designed murals and even postage stamps!</li> <li>- <u>Joseph D-Amelio</u> (CTs use his book pdf saved) Joseph D'Amelio is the author of Perspective Drawing Handbook, he also produced a few illustrations in the book</li> <li>- Can learn about the architect and designer <b>Joseph D'Amelio</b>;</li> <li>- Can understand that in perspective drawing you draw what you would see in real life</li> <li>- Can say which professional careers would utilise the skill of perspective drawing; architectural design, engineering design, illustration, interior design, industrial design and garden design</li> <li>- Can explain that objects appear smaller as their distance from the observer increases</li> <li>- Should be taught to work with tonal range and shading to create shadows and 3D forms; this will give the perspective drawings 3D appearance</li> <li>- Can add details to their images to add interest, these should be clearer in the foreground and become 'fuzzier' and less distinguished the further away they are</li> </ul>	<ul style="list-style-type: none"> <li>- Anish Kapoor is a British Indian, who has specialised in sculpture and installation/conceptual art,</li> <li>- Anish Kapoor is a conceptual artist and sculptor who won the Turner prize in 1991</li> <li>- Can study a range of the sculptures and answer key questions about them See some initial resources saved in Art coordinator folder on L drive (Y6 Art New project)</li> <li>- <u>Alma Thomas</u></li> <li>- Can study Alma Thomas's paintings and can learn some facts about the artist including;</li> <li>- Alma Thomas is an African American painter who lived and worked in Washington.</li> <li>- She created modern paintings inspired by colour, mark making and nature,</li> <li>- Thomas was a teacher as well as a painter. Her artwork and her influence as a teacher helped her to become one of the most inspiring artists of the 20th century.</li> <li>- Can explain what <b>abstract art</b> is- A type of modern art where the images don't look like objects in real life. The artists use colour, lines and shapes to represent the subject instead.</li> <li>- Alma Thomas was born on 22nd September 1891 in Georgia, USA. She was the oldest of four sisters. During her childhood, she enjoyed looking at the trees and flowers in her garden from her bedroom window. Nature became a huge influence on her art when she was older.</li> </ul>
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**Fiona Howard**

- Can learn about Fiona Howard and what her designs are used for;
- Fiona Howard is a British designer
- For the past 30 years she has built her reputation in home furnishing textile design, working closely with her clients worldwide.
- In a fast-paced industry Fiona keeps a close eye on the relevant trends, creating designs that are inspired by each season's themes
- She creates unique designs using traditional skills such as **lino cut**, **monoprint** and watercolour. Everything about her work is carefully considered, the papers meticulously coloured to **exquisite palettes**, and each design hand drawn in repeat from preparatory sketches before being carefully painted or cut into lino and printed by hand.
- Can see that she has designs that look very different printed in different colours, however they are the same illustration in a different colour pallet
- She has refined her skill of repeating pattern, particularly in lino printing, over 30 years of dedication to the love of her work.
- Can understand Fiona's design process;
- 'My designs begin as a pencil sketch, first as a rough idea in a sketchbook and then translated to a larger piece of paper. At this point I begin to work the elements into a repeating pattern. A textile design needs to flow gracefully and seamlessly across the fabric or wallpaper so that the eye travels effortlessly over the pattern unaware of the join. It should grow and intertwine taking the eye with it.'

- During her childhood, many Black people in Georgia were banned from entering public spaces, such as libraries. However, Thomas's parents knew it was important for their children to receive a good education. As her aunts were teachers, they often invited professors and lecturers to visit Thomas's home.
- In 1960, Thomas retired from teaching and became a full-time artist. Her most famous artworks were created in her retirement.
- In 1972, Thomas became the first Black woman to have a solo exhibition of work at the Whitney Museum in New York. She was 80 years old.
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<p style="background-color: yellow; padding: 5px;">Skills</p>	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>- Can experiment with different naturalistic design ideas in response to the work of William Morris or Fiona Howard</li> <li>- Can create 3-4 different initial designs, working around a capital letter and incorporating or responding to different elements of a designer's pattern, illustration and colours;</li> <li>- Can consider background designs and revisit key pattern making skills from year 3 and 5 (<b>repeat, reflect &amp; rotate</b>) </li> <li>- Can spot pattern making techniques and build on year 3 and 5 pattern making skills by working figuratively (drawing leaves, flowers, birds etc. as part of their patterns)</li> <li>- Can see examples of striped pattern, trellis <b>intertwining</b> (William Morris)</li> <li>- Can use colour to learn how to reproduce certain elements of William Morris's or Fiona Howard's designs with a focus on leaves.</li> <li>- Maths link: review lines of symmetry when looking at a designers' work and teaching pattern making skills </li> <li>- Can evaluate initial ideas and choose their favourite, can explain why they chose this design to develop further as their final design.</li> <li>- Can draw their final design on paper or in their sketchbooks (On paper may be easier if they are painting)</li> <li>- <u>Colour</u>- Can choose a medium to work in and develop a final design using colour. Using either watercolour or Specialist coloured pencils</li> </ul>	<p><b>Perspective drawing</b></p> <ul style="list-style-type: none"> <li>- Can learn to use line to draw in one and two point perspective, following a step by step procedure;</li> <li>- <b>One point perspective</b> is a drawing technique whereby the objects are drawn according to a set of rules that make the pictures look like they have depth in them and the solid forms appear to be three dimensional;</li> <li>- To know that <b>two-point perspective</b> - This shows an object from the side with two vanishing points. It gives the most realistic view of a product as it shows the item edge on, as we would see it. It is often used to produce realistic drawings of an object.</li> <li>- Can develop mark making skills, shading and tonal range by adding tone to 1 and 2 point perspective drawing</li> </ul> <p>Teach- How does tone change the further away buildings and trees and the landscape becomes? Apply this to buildings, trees and roads that make up their perspective drawing.</p> <ul style="list-style-type: none"> <li>- Tonal colour ranges year 5 should aim to use 4-6 tones. Year 6 should aim to use a broader tonal range than they have previously.</li> <li>- Can layer colour for different effects and tonal range whilst working with coloured pencil.</li> </ul> <p>The children will be building on their knowledge of tonal range from year 4 and 5 and applying this skill to progress it by shading in gradient tones from light to dark with blending.</p> <ul style="list-style-type: none"> <li>- Can develop use of colour and composition skills by working with shapes and creating one point perspective images, in coloured pencil.</li> </ul>	<p><b>Exploring, experimenting and then Designing in sketchbooks before creating in 2D on watercolour paper for painting or in Clay for 3D</b></p> <ul style="list-style-type: none"> <li>- Can understand that <b>Complementary colours</b> - are pairs of colours which, when combined or mixed, cancel each other out by producing a colour close to black. When placed next to each other, they create the strongest contrast for those two colours. Complementary colours may also be called "opposite colours";</li> <li>- These colours can be useful for artists to create interesting optical effects.</li> <li>- Can understand how complementary colours are created by looking at a colour wheel and experimenting with colour <b>juxtaposition</b> and mark making in their sketchbooks.</li> <li>- Can further develop skills of mark making and colour <b>juxtaposition</b> by experimenting and exploring with mark making and colours; either painted side by side and or by working with specialist coloured pencils to respond to the work of an <b>Op Art</b> artist's work</li> <li>- Refer to the work they did in Y3 when mark making in charcoal. They should already have been taught about mark making and tonal range.</li> </ul> <p><b>Final piece</b></p> <ul style="list-style-type: none"> <li>- Can discuss initial ideas, in respond to artists' work, and design their own <b>Op Art</b>. They should split page into 2/4 and draw some initial ideas - these could be 2D or 3D, <b>abstract or semi-abstract</b>. Labelling these with medium utilise and colours.</li> </ul>



		<ul style="list-style-type: none"> <li>- See prior work in sketchbooks, as children will have worked in coloured pencil, paint and/ or watercolour before. Children should build on this skill by working to add more detail, refine their colour mixing and careful application of colour.</li> <li>- Can reflect on and evaluate designs (Children should be introduced to key vocabulary to use, see below. Also see resource in Art co-ordinator folder for assessment support and review examples)</li> </ul>	<ul style="list-style-type: none"> <li>- Can design and draw a city landscape with buildings, using tone.</li> <li>- Can make some decisions to help develop composition skills and use their understanding of 1 or 2 point perspective;</li> <li>- Can develop mark-making and shading techniques for buildings, trees and roads that make up their perspective drawing. Look at artists and designers work- Should reference architectural drawings and illustrations.</li> </ul>	<ul style="list-style-type: none"> <li>- and create a final piece based on one of Turner's River paintings in chalk. Children should include the skills they have been developing in their sketchbooks. Drawing, mark making and blending with chalks. Class teacher to recap layering for tones and colour mixing for effect (4-6 tones)</li> <li>- Can develop composition skills by adding a layer of white chalk to certain shapes, to soften and set back areas of colour from the foreground, or bring forward, for depth.</li> </ul>
<b>Key</b>	<b>Vocabulary</b>	<p align="center"><b>Review Year 3/4/5</b></p> <p>Line- drawing shapes accurately and carefully from observation (<b>observational drawing</b>)</p> <p>Pattern making skills from year 3 and 5 (<b>repeat, reflect &amp; rotate</b>)</p> <p>Colour- Colour; primary and secondary colours, colour mixing, layering</p>	<p align="center"><b>Review Year 2/3/4/5</b></p> <p>Year 2/3; symmetry, line, shade, colour, texture, materials. Observing closely.</p> <p>Year 3; mark making skills, shading and tonal range</p> <p>Year 4; observing shapes carefully, tonal range,</p> <p>Tonal colour ranges year 5 should aim to use 4-6 tones. <b>Year 6 should aim to use a broader tonal range than they have previously.</b></p>	<p align="center"><b>Review Year 2/3/4/5</b></p> <p>Y5 revision- Turner prize is a prize awarded to a British artist. 'British' can mean an artist working primarily in Britain or an artist born in Britain working globally.</p> <p>The Turner Prize, named after the English painter J. M. W. Turner, is an annual prize presented to a British visual artist. The prize is awarded at Tate Britain every other year, with various venues outside of London being used in alternate years</p> <p align="center">Colour, mark making Sculpture, 3D form foreground, background, washes, mark-making, layering Y4- abstract and semi-abstract</p>
		<b>Year 6</b>	<b>Year 6</b>	<b>Year 6</b>
<b>Additional key words</b>		<p><b>Tapestries</b>- a piece of thick textile fabric with pictures or designs formed by weaving coloured threads or by embroidering on canvas, used as a wall hanging or soft furnishing.</p> <p><b>Naturalistic</b>- derived from or closely imitating real life or nature</p> <p><b>Lino cut</b>- Linocut, also known as lino print, lino printing or linoleum art, is a printmaking technique,</p>	<ul style="list-style-type: none"> <li>- <b>Horizon Line</b>- the viewer's eye level in the picture.</li> <li>- <b>Converging lines</b>- are those that project the sides of an object back into space. They always come together (converge) at the vanishing point.</li> <li>- <b>Vanishing point</b> is always on the horizon line. It is where all things appear</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Abstract art</b>- A type of modern art where the images do not look like objects in real life. The artists use colour, lines and shapes to represent the subject instead.</li> <li>- <b>Complementary colours</b> - are pairs of colours which, when combined or mixed, cancel each other out by producing a grayscale colour close to black. When placed next to each other, they create the strongest contrast for those two colours. Complementary colours may also be called "opposite colours".</li> </ul>

		<p>a variant of woodcut in which a sheet of linoleum is used for a relief surface</p> <p><b>Monoprint-</b> Monoprinting is a type of printmaking where the intent is to make unique prints called monoprints. Other methods of printmaking create editioned multiples, the monoprint is editioned as 1 of 1.</p> <p><b>Intertwining-</b> connect or link (two or more things) closely</p> <p><b>Victorian Era-</b> the period of Queen Victoria's reign, from 20 June 1837 until her death on 22 January 1901. The era followed the <i>Georgian</i> period and preceded the Edwardian period</p>	<p>to disappear. It represents an infinite distance away.</p> <ul style="list-style-type: none"> <li>- <b>One point perspective</b> is a drawing technique whereby the objects are drawn according to a set of rules that make the pictures look like they have depth in them and the solid forms appear to be three dimensional</li> <li>- <b>Two-point perspective</b> -This shows an object from the side with two vanishing points.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Colour juxtaposition</b> - When an artist uses specific colours next to each other for effect</li> <li>- <b>Optical illusions</b> - special visual effects created to add interest and draw attention to artwork created</li> <li>- <b>Op art</b> - Op art, short for optical art, is a style of visual art that uses optical illusions. Op art works are abstract, with many better known pieces created in black and white. Typically, they give the viewer the impression of movement, hidden images, flashing and vibrating patterns, or of swelling or warping.</li> </ul>
<b>Formal Elements Showing progression</b>	<p><b>Line</b></p> <p><b>Tone</b></p> <p><b>Colour</b></p> <p><b>Form</b></p>	<ul style="list-style-type: none"> <li>- <b>Line</b> - observe and draw shapes accurately, observational drawing, could create pattern</li> <li>- <b>Tone</b> - use tonal colour and tonal range</li> <li>- <b>Colour</b> - consider colour pallet based on <i>artists studied</i></li> <li>- <b>Form</b>- use tone for layered shading (in pencil) or tonal range (in paint) to develop 3D form</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Line</b> - Can learn to use line to draw in one and two point perspective, following a step by step procedure;</li> <li>- observe and draw shapes accurately, following rules for 1 or 2 point perspective drawing</li> <li>- <b>Tone</b> - can use tonal range by adding tone to 1 and 2 point perspective drawing</li> <li>- <b>Colour</b> - can layer colour for different effects and tonal range whilst working with coloured pencil.</li> <li>- <b>Form</b>- develop 3D form through use of tonal range to show depth. Developing mark-making and shading techniques for buildings, trees and roads that make up their perspective drawing.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Line</b>- designing Op Art in either 2D or 3D, abstract or semi-abstract</li> <li>- <b>Tone</b>- developing tonal skills with tonal range either working in 2D or 3D; gradient tones from light to dark in grayscale or colour.</li> <li>- <b>Colour</b>- colour mixing and blending skills in poster paint.</li> <li>- <b>Form</b>- if working in 3D developing clay skills through creating abstract or semi-abstract forms</li> </ul>



	<b>Compositi on</b>	- <b>Composition</b> - consider design, pattern, size and position natural forms	- <b>Composition</b> - Can design and draw a city landscape with buildings, using tone. Can make some decisions to help develop composition skills and use their understanding of 1 or 2 point perspective;	- <b>Composition</b> - learning to design Op Art and consider foreground and background as well as three-dimensional effects and/or form
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