

GL Big Ideas Progression – ART UKS2 (to be read in conjunction with long term plan)

Strand	Objectives	Year 5 skills	Year 6 skills
<p>Generating ideas</p> <ul style="list-style-type: none"> • Expressing their ideas and thoughts through Art • Learn how artists create their work • Developing personal and imaginative responses to a theme • Using sketchbooks to record techniques and ideas and observations • Using thoughts and feelings to review ideas about their culture and others • Expressing self through graphics, text and images • Representing ideas from multiple viewpoints and perspectives <p>Knowledge of Artists</p> <ul style="list-style-type: none"> • Learn how Artists tell stories through their work • Learn how famous artists incorporate political meaning in their work • Learn how different artists use different materials and techniques • Apply the creative processes of artists to their own work 	<p>To generate and record ideas through</p> <ul style="list-style-type: none"> ▪ Discussion- express how they think and feel and to communicate ideas. ▪ First hand experience - use the internet, galleries, museums and reproduced copies of artists' work to gain experience. ▪ Begin to develop their own starting points for their artwork through enquiry topics and other means. ▪ Use a sketchbook (art Log) independently to record observations and show some autonomy in deciding what to include in their arts logs. ▪ Experiment and explore a range of materials, tools and techniques - To be able to evaluate the suitability of materials, tools and techniques with reference to their own intended work. 	<p>Use the work of an artist as stimulus for own work. Draw upon knowledge of previous artists studied. (Y1-4)</p>	<p>Use the work of an artist as stimulus for own work. Draw upon previous artists studied. (1-5)</p>

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<p>National curriculum Show mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p>Making Skills</p> <ul style="list-style-type: none"> • Improving their control of 2D and 3D materials to suit a purpose • Improving mastery of drawing and painting including scale and perspective • Using sketch book effectively to record ideas • Refine use of printing skills • Develop skills in chosen medium <p>Formal Elements</p> <ul style="list-style-type: none"> • Develop understanding of colour, line and form • Build confidence of use in shape, colour and pattern • Develop understanding of 3D form 	<p>Painting</p>	<p>Use full range of paints available in school. Show control, using a range of brushes. Use colour for purpose – mood, expression, movement. Use palette knives with acrylic paint on a hard surface (wood, card or similar) Paint with precision Add texture to paint – consider combining with other media Know colour relationships – complimentary, harmonious Use line, shape, pattern and texture</p>	<p>Use full range of school paints, brushes and materials and allow children to develop their own style. Paint with precision and accuracy Create 3D form, depth and distance. Choose own media and surface to paint on. Produce paintings based on study of work of a studied artist. Mix colour with sensitivity and understand colour relationships. Consider effect of surface painting 3D objects. Use line, shape, pattern and texture confidently. Introduce other media.</p>
	<p>Drawing</p>	<p>Have confident awareness of 2 and 3d shapes that comprise objects and form Blend tones from light to dark smoothly Use force and pressure Have awareness of different types of mark making for effect Find own drawing style and be influenced by others Draw using perspective – link to exploring architecture. Understand proportion of face Understand different styles of drawing including digital</p>	<p>Draw in own style with confidence. Draw in a range of styles fit for purpose Experiment with shade using light sources. Know and apply one point perspective Select materials used for drawing. Draw expressively. Sketch confidently without using a rubber. Use line to show movement. Life drawings of human form, using shading for shadow, line to show texture and form. Understand different styles of drawing</p>

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		<p>Comment on the work of an artist, explain likes and dislikes and explore his techniques.</p> <p>Architecture - relate architecture to design and explore some of the architecture in the locality. Explore the way in which the built environment is designed with both aesthetics (beauty) and functionality in mind.</p>	<p>Comment on work of an artist. Explain how his work has been influential and what meaning it conveys</p>
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	<p>To use their sketchbook (Arts log) to keep notes on the following:</p> <p>To study the work of artists and their techniques and evaluate these. To identify meaning in work and explore reasons for its production.</p> <p>To recognise, compare and discuss a range of different approaches to their own and others' work. Identify similarities and differences and ways to improve.</p> <p>To show confidence in making decisions about which methods to use and also experiment with methods of their own..</p> <p>To explore and try to understand the viewpoints of others and give their own viewpoints on art.</p> <p>To explore art from other cultures and use this as an inspiration for their own work.</p>		<p>influenced by a range of cultures as well as historic events and political/social situations.</p> <p>Explore how art reflects/influences/is influenced by political and social issues in the present day.</p> <p>Briefly look at the history of art in Britain and how art has shaped our history. Discuss how art and the arts have shaped our country's culture and wealth, how successful our country is as a creative force in the world and how creativity is used in so many aspects of wider life.</p>
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