



# Horbury Primary Academy

## Upper Key Stage 2 Art



### Progression of Learning Objectives

*Creativity is contagious pass it on. Albert Einstein*



## Art : Upper Key Stage Two

### National Curriculum

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.

## Art Coverage: Upper Key Stage Two

Art Coverage: Upper Key Stage Two		
	Year 5	Year 6
<b>Observations/Sketching and generation of ideas</b>	Across all artwork	Across all artwork
<b>Drawing</b>	Edward Munch(Scream), L.S. Lowry, Henry Moore	WW1 Portraits, Coastal Art, Street Art
<b>Painting</b>	Henri Rousseau, Edward Munch	Kandinski, Beatrix Potter, Coastal Art, Street Art
<b>Sculpture</b>	Henry Moore	Mayan Clay Masks
<b>Pattern</b>		Mayan Clay Masks
<b>Knowledge of Artists/Historic and Culture</b>	Edward Munch, L.S. Lowry, Henry Moore, Henru Rousseau, Take one picture artist -	Kandinski, Beatrix Potter Mayan Clay Masks, Banksy, Keith Haring
<b>Evaluation</b>	Across all artwork	Across all artwork

	Upper KS 2		Vocabulary
Drawing	Year 5	Year 6	
<b>Tools</b>	<p>Across all areas</p> <ul style="list-style-type: none"> <li>Discuss what tools will be best for the job and why.</li> <li>To independently select tools to create art.</li> </ul>	<p>WW1 Portraits</p> <ul style="list-style-type: none"> <li>To explore shading techniques to show light, shade and texture, including different pencil gradients.</li> </ul> <p>Street Art</p> <ul style="list-style-type: none"> <li>To use felt pens – cross hatching for effect</li> <li>To shade with pencils – show different pencil grips for shading</li> <li>To use poster paints – tints and shades</li> <li>To use pastels – blending and rubbing</li> </ul> <p>Across all areas</p> <ul style="list-style-type: none"> <li>Explain why I have used different tools to create art.</li> </ul>	<p>Tools Technique</p>
<b>Tone/Line/Shape/ Texture</b>	<p><b>Edvard Munch – The Scream</b></p> <ul style="list-style-type: none"> <li>I can use shading.</li> <li>I can organise tone and shape.</li> <li>I can use forms tone and shape.</li> <li>I can use shading and colour</li> <li>I can organise line and tone.</li> <li>I can express emotions though colour and tone.</li> <li>To be able to use marks and lines in the style of an artist in order to add detail to my work.</li> <li>I can organise line, tone, shape and colour to represent figures and forms in movement.</li> <li>I can identify and draw objects and use marks and lines to produce texture.</li> <li>Use shading and colour to explore a style(Emotions)</li> <li>I can use techniques of Scumbling/stipling(dots)/ back and forth stroke/ hatching /cross hatching</li> </ul> <p><b>LS Lowry</b></p> <ul style="list-style-type: none"> <li>I can use shading and colour</li> <li>I can explore emotions.</li> <li>I can mix colours for mood and feeling.</li> <li>I can replicate a style.</li> <li>I can organise line and tone.</li> <li>I can express emotions though colour and tone.</li> <li>To be able to make detailed observations taking into consideration the techniques, colours and mood of his images.</li> </ul> <p><b>Henry Moore</b></p> <ul style="list-style-type: none"> <li>To use life models to draw quick sketches</li> </ul>	<p>WW1 Portraits</p> <ul style="list-style-type: none"> <li>To discuss mood, feelings and emotions and how they are portrayed through portraits</li> <li>To explore shading techniques to show light, shade and texture, including different pencil gradients.</li> <li>To explore different pencil grips linked to the different shading skills.</li> <li>To use sketching techniques to create portraits with the correct proportion</li> </ul> <p>Coastal Art</p> <ul style="list-style-type: none"> <li>Children will develop the ability to sketch landscapes ready for painting showing an awareness of the difference between the foreground and the background.</li> </ul> <p>Street Art – Keith Haring</p> <ul style="list-style-type: none"> <li>To create your own haring style street art. Children to draw A4</li> <li>Graffiti combines bold black lines with vibrant colours.</li> <li>To know how pencil grip can impact on the boldness of lines</li> <li>To use a range of techniques to add colour to my tag.</li> <li>To know that complementary colours are often opposite each other on a colour wheel.</li> <li>To know that blackout edging is usual used to make graffiti work stand out.</li> <li>Felt pens – cross hatching for effect</li> <li>Shading with pencils – show different pencil grips for shading</li> <li>Poster Paints – tints and shades</li> <li>Pastels – blending and rubbing</li> </ul>	<p><u>Year 5</u></p> <p>Tone Line Shape Hatching Cross Hatching Scumbling Stipling Back and forth stroke</p> <p><u>Year 6</u></p> <p>Basic Tripod Grip. Extended Tripod Grip Overhand Grip Underhand Pencil Grip Light Shade Texture Portrait Foreground Background Stencil cartoon tag outline font block</p>

			bubble drip lines Medium Texture Blending Smudging Cross hatching Rubbing
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	Upper KS2		Vocabulary
Painting	Year 5	Year 6	
<b>Colour</b>	<ul style="list-style-type: none"> <li>I can mix colours for mood and feeling</li> <li>I can create mood and feeling through colour.</li> </ul> <p>Henri Rousseau</p> <ul style="list-style-type: none"> <li>To be able to gather ideas and practice applying the different techniques in the style of an artist.</li> <li>To be able to use marks and lines in the style of an artist in order to add detail to my work.</li> </ul> <p>LS Lowry</p> <ul style="list-style-type: none"> <li>I can use shading and colour</li> <li>I can mix colours for mood and feeling.</li> <li>I can express emotions through colour and tone.</li> <li>To be able to make detailed observations taking into consideration the techniques, colours and mood of his images.</li> </ul>	<p>Kandinski</p> <ul style="list-style-type: none"> <li>Children will create their own colour wheel and learn how it works.</li> <li>Children will colour mix and create tints and shades of secondary colours.</li> <li>Children will understand what high and low contrasting colours are and experiment with using them.</li> <li>Children will understand what complementary colours are and will experiment in using them.</li> <li>Children will experiment with various materials, such as: wax pastel, paint, pens, crayons and watercolours on various surfaces.</li> </ul> <p>Beatrix Potter</p> <ul style="list-style-type: none"> <li>To explore using a range of watercolour techniques</li> </ul> <p>Coastal Art</p> <ul style="list-style-type: none"> <li>Children will develop their own colour palettes demonstrating their awareness of the mood.</li> </ul> <p>Street Art</p> <p>To use poster paints – tints and shades</p>	<p>Year 5</p> <p>Marks, lines, shade, colour</p> <p>Year 6</p> <p>Watercolour, pigment, mark, value, tone, visual texture, landscapes, foreground, background, space, perspective. Wash, layering, wet on wet, dry on dry, blotting, softening, colour drop</p> <p>Tints and shades (paint)</p>

<p><b>Tone/Line/Shape</b> <b>Light/dark</b></p>	<p><b>Henri Rousseau</b></p> <ul style="list-style-type: none"> <li>To be able to gather ideas and practice applying the different techniques in the style of an artist.</li> <li>To be able to use marks and lines in the style of an artist in order to add detail to my work.</li> </ul>	<p><u>Kandinski</u></p> <ul style="list-style-type: none"> <li>Children will explore with shape line and colour.</li> </ul> <p>Beatrix Potter</p> <ul style="list-style-type: none"> <li>To understand the effect of light on objects and people from different directions</li> </ul> <p>Coastal Art</p> <ul style="list-style-type: none"> <li>Children will learn a range of brush/paint techniques that they will practice, selecting which to use in order to create the best outcome in their final piece.</li> <li>Children will be able to illustrate areas of light and shade using tints and shades.</li> </ul> <p>Street Art</p> <ul style="list-style-type: none"> <li>To use poster paints – tints and shades</li> </ul>	<p>Year 5 Tone, Line, shape, hatching, cross hatching, back and forth stroke</p> <p>Year 6 Tints and shades(paint)</p>
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	Upper KS2		Vocabulary
Sculpture	Year 5	Year 6	
	<p><b>Henry Moore</b></p> <ul style="list-style-type: none"> <li>To investigate the work of Henry Moore</li> <li>To comment on the work of others and give their own opinions.</li> <li>To use life models to draw quick sketches</li> <li>To work using a mixed medium (wax resist)</li> <li>To be able to present a piece of work in a different medium</li> <li>To create a piece of sculpture in the style of Henry Moore</li> </ul>	<p><u>Mayan Clay Masks</u></p> <ul style="list-style-type: none"> <li>To explore different techniques linked to clay</li> <li>To plan and develop ideas (shape, form, model and join)</li> <li>To create lines and patterns for purpose to replicate Mayan Glyphs</li> <li>To use embellishments to decorate Mayan Art</li> <li>To design a Mayan mask replicating Mayan style</li> <li>To use colour for purpose and mood to decorate Mayan mask</li> <li>To peer and self-assess our work and make suggested improvements</li> </ul> <p><u>Street Art</u></p> <p>To create your own Haring sculpture using clay.</p>	<p>Year 5 Wax resist Henry Moore</p> <p>Year 6 Texture, sculpture, stelae, mosaics, ceramics, slips, printing, glyphs, jade, wedging, slab, etching, coiling, pinching, joining, glazing. Monoprinting, block printing, linocut printing, string printing, silk screening.</p>

	Upper Key Stage 2		Vocabulary
Pattern	Year 5	Year 6	
		<u>Mayan Clay Masks</u> To explore different techniques linked to clay To plan and develop ideas (shape, form, model and join) To create lines and patterns for purpose to replicate Mayan Glyphs	Year 6 Patterns Mayan Glyphs

	Upper Key Stage 2		Vocabulary
Work of other artists	Year 5	Year 6	
<b>Discussion/opinion/ Observations/inspiration</b>	<u>Edvard Munch – The Scream</u> <ul style="list-style-type: none"> <li>I can consider the work of an artist.</li> <li>I can use shading.</li> <li>I can organise tone and shape.</li> <li>I can experiment in a style.</li> <li>I can use forms tone and shape.</li> <li>I can create mood and feeling through colour.</li> </ul> <u>Henri Rousseau</u> <ul style="list-style-type: none"> <li>To be able to gather ideas and practice applying the different techniques in the style of an artist.</li> <li>To be able to use marks and lines in the style of an artist in order to add detail to my work.</li> <li>To be able to replicate the style and features used by a famous artist to create my own setting.</li> </ul>	<u>Street Art</u> <p>I can understand what street art and graffiti is and how it is perceived by different people.</p> <p>To evaluate and replicate the work of a famous street artist from Britain whose work is recognised around the world (Banksy).</p> <p>To know Banksy is a famous British street artist</p> <p>To know Banksy's work first started in Bristol in the early 1990s</p> <p>To know no one actually knows who Banksy is</p> <p>To know Banksy uses stencils and spray paint to create his work.</p> <p>To know Banksy uses his art work to send messages</p> <p>To know Keith Harding creates art work all over the world</p> <p>To know Keith Harding used a cartoon style theme</p> <p>To know Keith Harding often created large murals.</p> <p>To understand what a Tag is and experiment using a host of fonts.</p> <p>To design and create a final piece of street art replicating the skills I have studied.</p>	Year 5 Tone Shade Mixed medium Edvard Munch Henri Rousseau, LS Lowry Henry Moore.  Year 6 Abstract Expressionism Impressionist, Kandinskii Beatrix Potter Street art Graffiti Tag

	<ul style="list-style-type: none"> <li>To be able to capture moods, feeling and emotions in my painting</li> </ul> <p><b>LS Lowry</b></p> <ul style="list-style-type: none"> <li>I can use shading and colour</li> <li>I can explore emotions.</li> <li>I can mix colours for mood and feeling.</li> <li>I can replicate a style.</li> <li>I can organise line and tone.</li> <li>I can express emotions though colour and tone.</li> <li>I can review and revisit work.</li> <li>I can alter the style of my work.</li> <li>I can replicate a style.</li> <li>To be able to make detailed observations taking into consideration the techniques, colours and mood of his images.</li> </ul> <p><b>Henry Moore</b></p> <ul style="list-style-type: none"> <li>To investigate the work of Henry Moore</li> <li>To comment on the work of others and give their own opinions.</li> <li>To use life models to draw quick sketches</li> <li>To work using a mixed medium</li> <li>(wax resist)</li> <li>To be able to present a piece of work in a different medium</li> <li>To create a piece of sculpture in the style of Henry Moore</li> </ul> <p><b>Take one picture artist</b> Radosveta Zhelyazkova</p>	<p><b>KANDINSKI</b></p> <ul style="list-style-type: none"> <li>Children will learn about who Wassiliy Kandsinky was, who he was influenced by and why he chose to pain in this way.</li> <li>Children will learn about abstract art and expressionism.</li> <li>Children will create their own colour wheel and learn how it works.</li> <li>Children will colour mix and create tints and shades of secondary colours.</li> <li>Children will explore with shape line and colour.</li> <li>Children will understand what high and low contrasting colours are and experiment with using them.</li> <li>Children will understand what complementary colours are and will experiment in using them.</li> <li>Children will experiment with various materials, such as: wax, pastel, paint , pens, crayons and watercolours on various surfaces.</li> </ul> <p><b>Beatrix Potter</b></p> <ul style="list-style-type: none"> <li>To investigate the work of Beatrix Potter</li> <li>To explore sketching techniques</li> <li>To explore using a range of watercolour techniques</li> <li>To understand the effect of light on objects and people from different directions</li> <li>To replicate a piece of Beatrix Potter art</li> </ul> <p><b>Coastal Art</b></p> <ul style="list-style-type: none"> <li>Children will evaluate the work of famous impressionist artists stating what they like and dislike(Who)</li> </ul> <p><b>Take one Picture Artist</b> Wassily Kandinsky</p>	<p>Mural stencils Vandalism Font Banksy Keith Harding</p>
<p><b>Historic/Culture</b></p>		<p><b>Street Art</b></p> <ul style="list-style-type: none"> <li>Street art and graffiti became prominent in the 1960s</li> <li>It can be traced all the way back to the aboriginals and Mayans.</li> <li>Not everyone agrees that street art/graffiti is art work.</li> <li>It is however now recognised as art (modern).</li> <li>To evaluate and replicate the work of a famous street artist from Britain whose work is recognised around the world (Banksy).</li> <li>To know Banksy is a famous British street artist</li> <li>To know Banksy's work first started in Bristol in the early 1990s</li> <li>To know no one actually knows who Banksy is</li> <li>To know Banksy uses stencils and spray paint to create his work.</li> <li>To know Banksy uses his art work to send messages</li> </ul>	<p>Year 6 Mayan Glyphs, Banksy, Keith Haring, tag</p>

		<ul style="list-style-type: none"><li>• To understand what a Tag is and experiment using a host of fonts.</li><li>• A tag is when someone graffiti's their name</li><li>• It is disrespectful to graffiti over someone else's tag.</li><li>• Local councils have designated areas for graffiti.</li></ul> <p><b><u>Mayan Clay Masks</u></b></p> <ul style="list-style-type: none"><li>• To explore different techniques linked to clay</li><li>• To plan and develop ideas (shape, form, model and join)</li><li>• To create lines and patterns for purpose to replicate Mayan Glyphs</li><li>• To use embellishments to decorate Mayan Art</li><li>• To design a Mayan mask replicating Mayan style</li><li>• To use colour for purpose and mood to decorate Mayan mask</li><li>• To peer and self-assess our work and make suggested improvements</li></ul>	
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