



Learning Journey Art – Upper KS2

We practice all the formal elements: colour, line, tone, shapes, textures and patterns

Understand that the making process is very difficult and so pupils should know that they should not be too self-critical or compare their work to others at their own expense. They should know that most artists struggle with this and that it is a vital part of the art process

Make art from their aspirations for their future and the future of others, their fears, hopes and dreams for themselves and the world they live in.

Record observations and research of artists and themes
Use an art journal for a range of purposes, pleasure, thoughts, ideas & expression so their art journal becomes a very personal space

Digital: Produce more complex digital art using computers, drawing & painting programmes,

Make studies of artist's work to learn the techniques & processes used. Use some of what they have learned from their artist's studies to produce original work

The progression of knowledge and skills are taught using a spiral curriculum. Learning between year groups and phases is assimilated and built upon in varying contexts. By the end of KS2 children master the use of all the formal elements used in art.

Across all year groups sketch books are used by every child to develop the use of formal elements as well as support the process of developing ideas, investigating works of art and evaluating finished pieces. Children are given the freedom to create, make mistakes and refine their art work through the use of different media through exposure to a range of inspiring and current artists and makers as well as historically significant art applied through hands on projects and learning opportunities.

They should develop greater knowledge about the role of art in society, the many vocations that can be gained through art and its importance to the UK economy.

Digital art – Banksy

Increasingly challenging opportunities to design and make art for different purposes, such as buildings, magazines, logos, digital media, textiles, fashion and interior design for example.

To solve design problems, to invent, create or imagine and see clear links to how this works in the creative industries.

To generate ideas, research, make and evaluate in Year 6, we:
Develop a personal style of drawing. Consider a one point perspective drawing technique. Confidently mix secondary and tertiary colours and apply to paintings to control mood and atmosphere.
Use art journals to create a very personal space full of reflection, techniques, a record of research and evaluation.
Develop a greater awareness of art within society and the important role of critiquing their own and others work in a sensitive and supportive manner.

Use materials with increasing spontaneity and confidence, experimenting and taking risks over choices of media

They should try to fairly appraise their own work and others work and understand how to improve it, accepting criticism of

Painting – Mary Spears

Study significant works of art using the following method:
• *Content* – Describe the art. What social, historical factors affect the work?
• *Process* – When & how was the work made? What materials & techniques are used?
• *Formal elements* – line, tone, colour, shape, form, composition, pattern, texture.
• *Mood* – what emotions does the work convey?

Make studies of artist's work to learn the techniques & processes used

Make art from nature, their environment, still life or from photos they have taken

They know how & when to sketch and when to render more confident line, using a developing ability to skilfully control the outcomes.
Learn more styles of drawing and learn how drawing is used in art

Drawing – hyper realism. Kevin Okafor and Alexandra Klimas

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Pupils should try to fairly appraise their own work and understand how to improve it, accepting criticism of other pupils.
-Know that the creative process often leaves us with a lot of doubt, anxiety and uncertainty.

Xavier Art, Craft and Design Knowledge and Skills Progression
Making skills – Drawing, painting & mixed media, craft and design
Generating ideas – sketch journals
Knowledge
Evaluation

- Make careful and considerate judgments about own & others work without comparing their own work to that of others.
-Uses evaluation to understand what they need to do to improve & that all artists do this.

Painting – Brazilian Carnival

-Pupils experiment with techniques in art journals to see what works and what does not.
-They label these experiments for their own learning and record keeping.

They experiment with expressive painting techniques such as brush use, applying & combining media, adding things to paint etc.
Colour: Develops ability to control colour when painting; for blending, reducing hue and improving the translucency of colour. Knows colour relationships such as

Learn about artists, craftspeople,
Applying: Make studies of artist's work to learn the techniques & processes used. Use some of what they have

-Art Journals are used to practice and try out ideas & techniques
Produce original, unique art in response to similar starting points with increasing autonomy over choice and decision making.

3D Sculpture: Design and make more complex Forms in 3 dimensions, using a range of modelling materials, understanding how to finish work to a good standard.

Collage – Tom Eckersley, Shahin Merheli

Pupils gain experience in using collage as an art form

To generate ideas, research, make and evaluate in Year 5, we:
Draw line, shape and form evenly and neatly blending tones smoothly and overall gaining confidence in drawing.
Paint more creatively using expressive techniques.
Use art journals more creatively to become a space of exploration and to build evaluative skills.
Make careful and considerate judgements about art work.

Pupils gain experience in using collage as an art form, they might explore crafts such as embroidery, sewing, knitting, felt, weaving, jewellery, batik, modelling etc.

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Drawing – land and city scapes. Shoreditch sketcher, Paul Gillespie, Kittie Jones Typography – Louise Fili

Can draw with an increasingly confident awareness of the 2D and 3D geometric forms that comprise forms and objects. Can draw lines, shapes, and forms neatly and evenly with more confidence, blending tones from light to dark smoothly. They control the amount of force and pressure when drawing to understand the difference between sketching and rendering more deliberate marks.

Draw for a range of purposes, thinking, designing, creating, realising, imagining. Learn that we all draw differently, and that realism is only one form of drawing. Find and know artists' drawings they like, appreciate and admire to influence their own drawing style.

Egyptians – Ala Awaad, Fathi Hassan