

Progression in Art and Design Skills Lower Key Stage 2



Exploring and Developing Ideas	Evaluating and Developing Work
<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in journal.</p>

**Drawing**

<p>Experiment with ways in which surface detail can be added to drawings. Use journals to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level.</p>	<p style="text-align: center;"><u>Lines and Marks</u></p> <p>Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks.</p>	<p style="text-align: center;"><u>Form and Shape</u></p> <p>Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension.</p>	<p style="text-align: center;"><u>Tone</u></p> <p>Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way.</p>	<p style="text-align: center;"><u>Texture</u></p> <p>Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.</p>
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Digital Media	Painting	Printing	Textiles	3-D	Collage
<p>Record and collect visual information using digital cameras and video recorders</p> <p>Present recorded visual images using software</p> <p>Use a graphics package to create images and effects with; <u>Lines</u> by controlling the brush tool with increased precision</p> <p>Change the type of brush to an appropriate style Create <u>shapes</u> by making selections to cut, duplicate and repeat</p> <p>Experiment with <u>colours and textures</u> by using effects and simple filters to manipulate and create images for a purpose</p>	<p>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects</p> <p>Work on a range of scales e.g. thin brush on small picture etc.</p> <p>Create different effects and textures with paint according to what they need for the task.</p> <p><u>Colour</u> Mix colours and know which primary colours make secondary colours</p> <p>Use more specific colour language</p> <p>Mix and use tints and shades</p>	<p>Create printing blocks using a relief or impressed method</p> <p>Create repeating patterns</p> <p>Print with two colour overlays</p>	<p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects</p> <p>Match the tool to the material</p> <p>Develop skills in stitching, cutting and joining</p> <p>Experiment with paste resist.</p>	<p>Plan, design and make models from observation or imagination</p> <p>Join clay adequately and construct a simple base for extending and modelling other shapes</p> <p>Create surface patterns and textures in a malleable material Use papier mache to create a simple 3D object</p>	<p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures</p> <p>Use collage as a means of collecting ideas and information and building a visual vocabulary</p>

Advised  
CURRICULUM COVERAGE  
Maximum 3 media per year