



**Haresfield CE Primary School**  
**Progression of Knowledge and Skills in Art**  
**Year B – UKS2**



Year	Knowledge				Skills											
<p><b>Year 5</b> <b>Year 6</b></p>	<p><u>National Curriculum</u></p> <ul style="list-style-type: none"> <li>✓ to develop techniques including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art</li> <li>✓ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>✓ to evaluate the work of a range of artists, craft makers and designers and making links to their own work</li> </ul> <p><u>Focus:</u> Oil Pastels – Greek Pottery and Mythology      <u>Contributing towards:</u></p>				<p><u>Generating Ideas</u></p> <p>Generate ideas from a range of stimuli and carry out simple research and evaluation to develop their ideas and plan more purposefully for an outcome.</p>											
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<p><b>Term 2</b> <b>Year B</b></p>	<p><u>Focus:</u> Printing – Evolution and Lino Printing      <u>Contributing towards:</u></p>				<p><u>Knowledge of Artists</u></p> <p>Use subject vocabulary to describe and compare different works. Understand how artists use art to convey messages through the choices they make.</p> <p><u>Evaluating and Analysing</u></p> <p>Use more complex vocabulary when discussing their own and others' artwork. Discuss art considering how it can affect the lives of the viewers. Evaluate their own work more regularly and independently during the planning and making process.</p>											
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	<p><u>Objective</u></p> <p>To explore Keith Haring's pop art and understand how to show movement through line and form</p>	<p><u>Sticky Knowledge</u></p> <p>Keith Haring (1958-1990) was an American pop artist and street artist known for bold, energetic figures with thick black outlines. He showed movement through dynamic poses, radiating lines, and repeated figures. Pop art uses imagery from popular culture and is accessible to everyone.</p>	<p><u>Key Vocabulary and Definitions</u></p> <p><b>Radiant lines</b> – lines emanating outward from a figure or object to show energy, movement, or emphasis</p>	<p><u>Activities</u></p> <p>Show examples of Keith Haring's artwork including dancing figures, radiant babies and large mural compositions. Discuss: How has he shown movement and energy? What makes his style instantly recognisable? How do the bold outlines and repeated figures create rhythm? Explain how Haring created accessible public art inspired by graffiti and street culture. Demonstrate drawing simplified figures in active poses using curved lines, bent limbs and radiant marks. Children experiment with quick figure sketches showing running, dancing, jumping and sporting actions linked to themes from <i>Pig Heart Boy</i>. Encourage children to exaggerate movement and simplify shapes in the style of Haring.</p>	<p><u>Using Sketchbooks</u> Use sketchbooks for a wider range of purposes for example, drawing, planning.</p>
	<p>To create Keith Haring-inspired artwork using complementary colours for maximum impact</p>	<p>Complementary colours (opposite on colour wheel) create maximum contrast and visual impact. Using limited colour palette with strong contrasts creates bold, eye-catching artwork like Haring's.</p>	<p><b>Complementary colours</b> – colour pairs opposite each other on the colour wheel that create strong visual contrast when placed together (red/green, blue/orange, yellow/purple)</p>	<p>Review complementary colour pairs and demonstrate how contrasting colours create visual energy. Show how Haring used flat colour, thick outlines and repeated imagery to create bold compositions. Model planning a composition with multiple figures, balanced spacing and strong focal points. Children create large-scale Haring-inspired artworks using black outlines and complementary colour schemes linked to movement, exercise and healthy lifestyles. Encourage bold colour choices, repeated figures and energetic compositions filling the page.</p>	<p><u>Making Skills</u> Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of perspective and being able to create 3D effects. Apply observational skills, showing a greater awareness of composition.</p>
	<p>To develop digital artwork using graphics software with colour manipulation and pattern</p>	<p>Haring's bold style translates well to digital media. Understanding digital layering and colour tools extends artistic possibilities.</p>	<p><b>Digital layering</b> – building up digital artwork in separate layers that can be edited independently</p>	<p>Demonstrate how to photograph or scan artwork and import it into digital software on the tablets. Model using digital tools to duplicate figures, experiment with colour schemes, add repeated pattern and manipulate backgrounds. Children use graphics software to enhance or recreate Haring-inspired designs digitally, experimenting with layering, repetition and colour effects. Encourage children to compare physical and digital processes and evaluate which methods create the strongest visual impact.</p>	<p><u>Knowledge of Artists</u> Use subject vocabulary to describe and compare different works. Understand how artists use art to convey messages through the choices they make.</p>
	<p>Focus: Collage/Textiles – Human Body Mixed Media                      <u>Contributing towards:</u></p>				<p><u>Evaluating and Analysing</u> Use more complex vocabulary when discussing their own and others' artwork.</p>
<p><u>Objective</u></p> <p>To plan and create collaborative human body collage using textiles and mixed media</p>	<p><u>Sticky Knowledge</u></p> <p>Different textile textures can represent different body parts and systems effectively. Collaborative work requires planning, communication, and shared decision-making. Layering and overlapping create depth and show how body systems interconnect.</p>	<p><u>Key Vocabulary and Definitions</u></p> <p><b>Textile texture</b> – the surface quality created through layered fabrics and materials</p>	<p><u>Activities</u></p> <p>Link to Science and <i>Pig Heart Boy</i> by exploring body systems including skeleton, muscles, organs and circulation. Discuss how texture and material can represent different parts of the body. Demonstrate planning a collaborative composition by tracing body outlines and assigning roles within groups. Show how layering and overlapping materials creates depth and realism. Children work collaboratively to plan large-scale body collages using fabric, ribbon, yarn, card and textured materials to represent organs and body systems. Encourage thoughtful material choices linked to texture and function.</p>	<p>Discuss art considering how it can affect the lives of the viewers. Evaluate their own work more regularly and independently during the planning and making process.</p>	
<p>To complete human body collage demonstrating layering, texture variety, and anatomical knowledge</p>	<p>Effective mixed media work combines materials thoughtfully - each material chosen for specific purpose.</p>	<p><b>Mixed media</b> – artwork combining multiple different materials and techniques (here: textiles, collage, drawing, painting)</p>	<p>Demonstrate adding detail using fabric paint, stitching, labels and layered collage elements. Model how to combine textiles, drawing and collage to create cohesive compositions. Children complete body collages by adding labelled body systems, textured materials and decorative details. Encourage careful arrangement, overlapping forms and secure attachment of materials. Groups present and explain how artistic choices represent body systems.</p>		

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Year 5 Year 6 Term 4 Year B	<u>National Curriculum</u> ✓ to develop techniques including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art ✓ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ✓ to evaluate the work of a range of artists, craft makers and designers and making links to their own work  <u>Focus: Drawing/Painting – Stylised Imaginary Artwork</u> <u>Contributing towards:</u>				<u>Generating Ideas</u> Generate ideas from a range of stimuli and carry out simple research and evaluation to develop their ideas and plan more purposefully for an outcome.
	<u>Objective</u> To explore Gabrielle Meyer’s artwork and experiment with stylised line, shape and pattern	<u>Sticky Knowledge</u> <b>Stylised artwork simplifies and exaggerates shapes, patterns and colour to create expressive and decorative compositions.</b>	<u>Key Vocabulary and Definitions</u> <b>Stylised</b> – simplified or exaggerated artistic representation rather than realistic depiction	<u>Activities</u> Show examples of Gabrielle Meyer’s colourful patterned paintings. Discuss: What patterns and textures can you identify? How has she used line and shape to create movement and energy? What makes the compositions feel expressive and decorative? Explore use of repeated motifs, organic forms and layered pattern. Demonstrate creating stylised drawings from natural forms such as flowers, leaves, insects or birds by simplifying shapes and exaggerating line and pattern. Children experiment in sketchbooks using pen, paint and mixed wet media to create imaginative patterned studies inspired by Meyer’s work. Encourage experimentation with scale, repetition and expressive mark-making.	<u>Using Sketchbooks</u> Use sketchbooks for a wider range of purposes for example, drawing, planning.
	To experiment with wet media to create imaginative paintings using contrasting and complementary colours	<b>Complementary and contrasting colours create visual energy and emphasis within artwork.</b>	<b>Complementary colours</b> – colours opposite each other on the colour wheel that create strong visual contrast	Demonstrate colour mixing using primary and secondary colours before revisiting complementary colour pairs. Model using wet media techniques including layering paint, blending, splattering and expressive brushwork to create patterned backgrounds and stylised forms. Children experiment with large-scale and small-scale compositions using contrasting colour schemes, patterned textures and imaginative imagery inspired by a variety of sources including nature, dreams and stories. Encourage children to test how colour combinations affect mood and impact.	<u>Making Skills</u> Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of perspective and being able to create 3D effects. Apply observational skills, showing a greater awareness of composition.
	To create a final stylised painting demonstrating pattern, texture and expressive colour	<b>Pattern and texture create rhythm, movement and visual interest within a composition.</b>	<b>Visual texture</b> – the illusion of texture created through marks, pattern and brushwork	Demonstrate planning a balanced composition using focal points, repeated pattern and varied scale. Model layering decorative pattern over painted areas while leaving calmer spaces for balance. Children create final stylised paintings inspired by Gabrielle Meyer, combining expressive line, layered wet media, imaginative forms and bold colour combinations. Encourage children to work confidently on a chosen scale and develop personal style through colour, texture and pattern choices.	<u>Knowledge of Artists</u> Use subject vocabulary to describe and compare different works. Understand how artists use art to convey messages through the choices they make.
	<u>Focus: Sculpture – Modroc Construction</u> <u>Contributing towards:</u>				<u>Evaluating and Analysing</u>
<u>Objective</u> To plan a sculpture through drawing and create a wire armature	<u>Sticky Knowledge</u> <b>An armature provides internal support and structure for three-dimensional sculpture.</b>	<u>Key Vocabulary and Definitions</u> <b>Armature</b> – the internal framework supporting a sculpture	<u>Activities</u> Explore examples of wire and Modroc sculpture, discussing shape, form and balance. Demonstrate planning sculptures from multiple viewpoints and annotating ideas for structure and surface texture. Model constructing secure wire armatures using twisted wire, masking tape and supportive bases. Children design imaginative or nature-inspired sculptures in sketchbooks before building armatures, considering proportion, stability and overall sculptural form.	Use more complex vocabulary when discussing their own and others’ artwork. Discuss art considering how it can affect the lives of the viewers. Evaluate their own work more regularly and independently during the planning and making process.	
To build sculptural form using Modroc and refine surface texture (2 lessons)	<b>Modroc creates a strong outer surface that can be layered, shaped and textured.</b>	<b>Modroc</b> – plaster-coated bandage used to create sculptural surfaces	Demonstrate padding armatures with newspaper or foil before applying overlapping Modroc strips to build smooth three-dimensional forms. Show how different tools and techniques can create texture and surface detail while the Modroc is still damp. Children build and refine sculptures, experimenting with raised textures, impressed patterns and layered surfaces. Once dry, children paint sculptures using blended colours and tonal shading to enhance form and texture. Complete with evaluation discussing structure, texture, craftsmanship and effectiveness of sculptural form.		



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	<p><u>Objective</u></p> <p>To explore Van Gogh's landscapes and understand expressive brushwork</p>	<p><u>Sticky Knowledge</u></p> <p>Vincent van Gogh (1853-1890) used expressive, visible brushstrokes and intense colours to convey emotion and energy rather than realistic representation. Expressive brushwork means bold, directional strokes that remain visible and add energy to the painting.</p>	<p><u>Key Vocabulary and Definitions</u></p> <p><b>Expressive brushwork</b> – bold, visible, directional brushstrokes that convey emotion and energy rather than creating smooth blended surfaces</p>	<p><u>Activities</u></p> <p>Show Van Gogh's landscapes including <i>The Starry Night</i>, <i>Olive Trees</i> and <i>Wheat Field with Cypresses</i>. Discuss colour, movement and visible brushstrokes. Demonstrate applying thick paint using directional strokes that follow the form of clouds, hills and trees. Children experiment with expressive brush marks, texture samples and layered paint techniques inspired by Van Gogh's energetic style.</p>	<p><u>Using Sketchbooks</u></p> <p>Use sketchbooks for a wider range of purposes for example, drawing, planning.</p>
	<p>To create preliminary landscape study developing composition and colour scheme</p>	<p>Preliminary studies allow experimentation with composition, colour, and technique before creating final artwork. Composition in landscapes considers foreground, middle ground, background, and focal point placement.</p>	<p><b>Preliminary study</b> – experimental artwork created to test ideas, composition, and techniques before final piece</p>	<p>Demonstrate planning a landscape using foreground, middle ground and background alongside focal points and directional movement. Model colour mixing inspired by Van Gogh's landscapes and expressive use of warm and cool colours. Children create small landscape studies exploring composition, brushwork and colour harmony before evaluating and refining ideas for a final piece.</p>	<p><u>Making Skills</u></p> <p>Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of perspective and being able to create 3D effects.</p> <p>Apply observational skills, showing a greater awareness of composition.</p>
	<p>To create final Van Gogh-inspired landscape demonstrating expressive technique and emotional content</p>	<p>Emotional content in landscapes comes from colour choices, brushwork energy, and compositional decisions that reflect the artist's feelings.</p>	<p><b>Expressionism</b> – creating artwork that communicates emotion through colour, mark-making and composition</p>	<p>Children create large-scale expressive landscapes inspired by Van Gogh, using thick paint, visible brushstrokes and energetic colour combinations. Encourage children to reflect personal emotions or memories within their landscapes and link ideas to themes of transition and reflection from <i>The Final Year</i>. Complete with written artist statements and class evaluation discussing expressive technique, atmosphere and emotional meaning.</p>	<p><u>Knowledge of Artists</u></p> <p>Use subject vocabulary to describe and compare different works. Understand how artists use art to convey mess through the choices they make.</p>
	<p><u>Focus:</u> Collage – Eileen Downes Inspired Mixed Media      <u>Contributing towards:</u>      <u>Artist focus:</u> Eileen Downes</p>				<p><u>Evaluating and Analysing</u></p> <p>Use more complex vocabulary when discussing their own and others' artwork.</p>
	<p><u>Objective</u></p> <p>To explore Eileen Downes' paper collage technique and create painted paper backgrounds</p>	<p>Eileen Downes creates "paintings" entirely from torn paper pieces, building up colours and textures like a painter uses brushstrokes. Creating variety of painted papers provides rich palette for collage work.</p>	<p><b>Torn-paper collage</b> – collage technique using torn (not cut) paper pieces; torn edges create softer, more organic effects than cut edges</p>	<p><u>Activities</u></p> <p>Show examples of Eileen Downes' collage landscapes and discuss how torn paper mimics painterly texture and brushwork. Demonstrate painting papers in a variety of colours, tones and textures to create a rich collage palette. Children create painted papers using washes, patterns and textured marks before tearing and organising papers by colour and tone ready for collage work.</p>	<p>Discuss art considering how it can affect the lives of the viewers. Evaluate their own work more regularly and independently during the planning and making process.</p>
	<p>To create multi-sensory collage inspired by poetry and music combining painted background with paper collage</p>	<p>Combining painted background with collage adds depth and richness.</p>	<p><b>Multi-sensory art</b> – artwork created in response to multiple senses and stimuli, such as combining visual art with music, poetry, or other sensory experiences</p>	<p>Introduce poetry and atmospheric music linked to themes of journeys, memory and transition from <i>The Final Year</i>. Demonstrate combining painted backgrounds with layered torn-paper collage inspired by Eileen Downes' techniques. Model overlapping papers to create texture, depth and expressive movement. Children create final mixed-media collages responding emotionally to poetry and music, combining techniques developed across the year. Complete with reflection discussing artistic growth, emotional response and favourite techniques from the year.</p>	