



**Junior Department
KS2 progression**

**Subject:
ART and DESIGN TECHNOLOGY**

Pupils engage with the curriculum through termly themes, narratives and memorable events. Subjects combine in our 3D curriculum which develops learning using horizontal, vertical and diagonal links. Enrichment is often provided through allocation of main school staff, e.g. specialist food tech lessons.

**Year A
2024/5 2026/27**

Lower KS2 (Years 3 and 4)

Upper KS2 (Years 5 and 6)

	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary
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Theme	World War Two			2000 Years of British History		
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Autumn Term	Jackson Pollock, Pop Art and Anderson Shelter building.	To begin using sketchbooks as a long-lasting record of development.	Brush Contrasting Colours Crosshatch Half-full Line Paint Palette Pressure Primary colours Secondary colours Shading Sketch	To develop sketching technique.	Light lines and pencil control. Building accuracy from previous work. Artefacts and accurate drawings, proportion and patina. Build sketch book further, review. Finesse with water – single colour and building shades Acquire dot technique – patience and planning. Represent animals using dot technique Apply 3D net technique to create Tudor house in layers. Decorate and add realistic touches.	Aboriginal Australia Creative Dilute Dilute Earth tones Intensity Patina Shades Sky tones The Shambles Tudor
	To know how to set up the art room.	To follow organisational rules for art and DT in both the classroom and the art room.		To build dilution skills with watercolour (ships/ocean) and recognise the impact on colour intensity.		
	Learn how to handle a brush and transport paints.	To handle equipment safely – lessons in scissor use.		Aboriginal dot artwork – explore colours and patient technique. FPT then apply.		
	To know how to wash up and be responsible for your area.	To create lines using different pressure. Shading and sketching.		Design and build Tudor houses. Independent net building skills build upon maths. Key housing concepts and applying a range of techniques.		
	To know the colour wheel: primary colours, secondary colours and contrasting colours.	To be able to mix paints.		Acceptance that mistakes are part of the creative process.		

Theme	Rainforests			Water around the World		
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Spring Term	Collage	To independently be able to cut shapes.	Bold Construct Contrast Headdress Leaves Mixing Profile	Water cycle – create effective non-fiction illustration to support English work.	Illustration as a support for explanation text – communicate with audience Drawing multiple objects in sketch books – start exploring relationship between objects. Upcycling plastic milk bottles into puppets - planning and using low impact materials from home Upcycling chairs for use in JD – collaborative budget work and practical task support	Adjacent Behind Budget Curve Detail Dowel Drill Ellipse In front Overlapping Recycle Relationship Shadow Upcycle
	Painting skills	To draw and colour in images of animals. Use a water wash background.		Drawing from still life – develop observational and recording skills.		
	Sketching of animals from images.	Cutting out the middle of a piece of paper to collage a raindrop inside.		Plan / Build puppets – recycle materials from home and follow detailed instructions with space for creativity.		
	Know how to use water colours effectively.	To make the layers of the rainforest using junk modelling resources.		recycle chairs – design and plan a project as a group. Operate a budget and see through to completion with pre-set design parameters.		
	To know how to use scissors safely and carefully.	To create a headdress for the Rio Carnival				

<i>Theme</i>	<i>The Wonders of the UK</i>			<i>In Living Memory</i>		
Summer Term	Making bunting– sewing Chalks and pastels To know that chalks and pastels can be blended. To know how to thread a needle. To understand the concept of sewing.	To plan, design and make a piece of bunting linked to the UK. To complete a simple running stitch. To explore chalks and pastels To create an image from our imaginations.	Applique Blending Chalk Design Needle Pastel Thread	Katie Cardew – line drawings using pen. Project – learning from children’s illustrators – Gallery with parents. Techniques of colouring, colour use and delicate angled watercolour layering. Continue to build sketchbook and recognise value over time.	Katie’s principles – work in pen Errors as your style – accept them Completing is essential Size and transposing. Copy artists – Quentin Blake, Oliver Jeffers and one more. Technique skills with high quality watercolour. Lines to represent rather than be precise (QB)	Energetic Errors Layering Recognisable Represent Style Transpose Unique

Year B
2023/4 2025/26

<i>Theme</i>	<i>Peterborough Through Time</i>			<i>Ancient Technology</i>		
Autumn Term	Sketching skills Round House design and construction To know how to set up the art room. Learn how to handle a brush and transport paints. To know how to wash up and be responsible for your area. To know how mix paints.	To begin careful use of sketchbook as a record of development over time. To follow organisational rules for art and DT in: the classroom the art room. To handle equipment safely – lessons in scissor use. Experimenting with constructing 3D shapes and how to attach them together – tabs, glue, tape, staples Skills of sketching human features as well as buildings. To accept that mistakes are part of the process.	3D shapes Mixing Paint brush Pallet Prototype Sketch Water colours	Kandinsky collaboration and colour. Show independence with paint, colour and tidying your station self-portrait, build observational skill. Accept mistakes as part of the process. Sarcophagus project, links to topic with group work skills and FPT application. Create paint and cave art – Lascaux style. Experimentation and accepting limitations. Model making – small world scenes. To use creative opportunity within set parameters of size/scale	Manipulating clay, following instructions. Plasticine modelling, low risk restart. Experiment with painting colour combinations, bending and mixing Collaboration to produce a better result. FPT skills – wire cutters, Modroc, design and evaluation. Experimenting with cave art – accepting limitations.	Blending Clay Mixing Modroc Poproc Thumbpot Vocabulary of colour

<i>Theme</i>	<i>Natural Disasters</i>			<i>Prehistoric Peterborough</i>		
Spring Term	Painting skills Buildings drawn before and after an earthquake. Showing a difference but similarities Volcano building (papier mache) To know there are different types of paint.	To replicate a picture with changes. To work effectively together to create a model volcano. Be able to successfully mix colours from paint. Be able to paint with increasing intention and control. Mount Fuji/The Great Wave art work look at the artist Hokusai and	Layers Papier Mache Print Replicate Texture	Animal colouration work. Gargoyles in clay (see Natural History Museum) Drawing accurately. Painting and still life – build skills into more complex compositions.	Observing real life animals and applying rules Pencil crayon technique – re-layering in different directions, patience, lightness of touch, blending. Clay technique building on last term – smaller detail and expression work. Drawing accurate prehistoric creatures.	Adaptive camouflage Adjacent Angle Direction Exaggeration Gargoyle Layering Observe Outline Plausible Relationship Shading

		copy his style of work using printing.			Still life – accepting errors. Visualising relationship between component parts Painting technique – planning ahead to avoid colour runs.	
<i>Theme</i>	<i>Invaders and Settlers</i>			<i>Sports and Healthy Living</i>		
Summer Term	<p>Chariot construction</p> <p>Mosaics</p> <p>Sistine Chapel – Michelangelo</p> <p>To know how to safely use handsaws.</p> <p>To know the value of art in history – mosaics.</p> <p>To know of the work of Michelangelo and his influence.</p>	<p>To use woodwork skills to create a chariot with rotating wheels.</p> <p>To use tools effectively and safely.</p> <p>To use wood to construct a model</p> <p>To place mosaic tiles to create a recognisable image.</p> <p>To replicate a small section of the Sistine chapel roof.</p>	<p>Chariot</p> <p>Dowel</p> <p>Michelangelo</p> <p>Mosaic</p> <p>Saw</p> <p>Sistine Chapel</p> <p>Tiles</p>	<p>The human form – consider sculpture and Vitruvian man. Leonardo Da Vinci.</p> <p>Illustration in sport – stylised promotional art posters for the Olympics.</p> <p>Continue to build sketchbook and recognise value over time.</p>	<p>To build sketch book record.</p> <p>To pose and use mannequin. Rules of proportion of the human body.</p> <p>To draw peers in positions – realistic angles for joints</p> <p>To experiment with angles, viewpoints and exaggeration.</p>	<p>Balance</p> <p>Ball/socket</p> <p>Dynamic</p> <p>Dynamic</p> <p>Hinge</p> <p>Intense</p> <p>Joints</p> <p>Pelvis</p> <p>Promotional</p> <p>Proportion</p> <p>Ratio</p> <p>Representation</p> <p>Skull</p> <p>Strength</p> <p>Style</p> <p>Stylised</p> <p>Vertebrae</p> <p>Viewpoint</p>