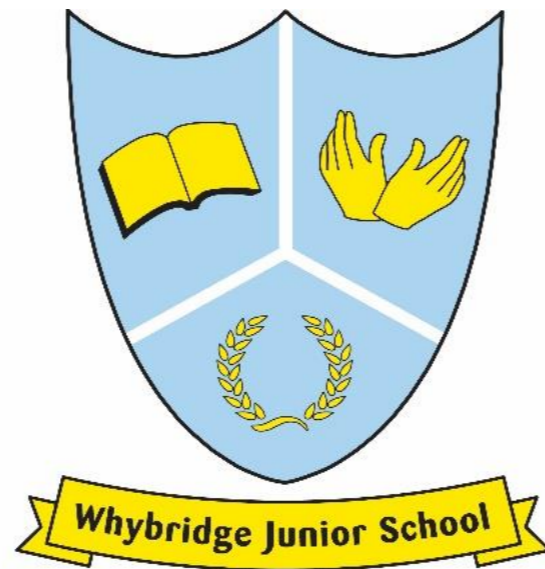


Whybridge Junior School



Art Curriculum Progression and Overview

ART LONG TERM MAP

	Autumn	Spring	Summer
Year 3	Famous Buildings: Drawing and 3D art	Seurat and Pointillism: Colour Theory and Painting	Journeys: Drawing and Painting/ Paul Klee
Year 4	At the Pantomime: Drawing/ Textiles and collage	Warhol and Pop Art: Photography and Painting	Can we change places? Sculpture and Environmental art
Year 5	Leonardo De Vinci: Drawing - Perspective and Composition	People in Action: 3D Art and Printing	Cityscapes: Photography, Patterns and Reflections
Year 6	Art Illusions: Drawing - Optical and Perspective	Monet and the Impressionists: Painting - Landscapes	Famous Fashions: Photography, Drawing and 3D work

ART OVERVIEW

	Autumn	Spring	Summer
Year 3	<p style="text-align: center;">Famous Buildings: Drawing and 3D art</p> <ul style="list-style-type: none"> • use sketch books to record their observations and use them to review and revisit ideas • improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials • learn about great architects in history. 	<p style="text-align: center;">Seurat and Pointillism: Colour Theory and Painting</p> <ul style="list-style-type: none"> • use sketch books to record their observations and use them to review and revisit ideas • improve their mastery of art and design techniques, including painting with a range of materials • learn about great artists in history 	<p style="text-align: center;">Journeys: Drawing and Painting/ Paul Klee</p> <ul style="list-style-type: none"> • use sketch books to record their observations and use them to review and revisit ideas • improve their mastery of art and design techniques, including drawing with a range of materials • improve their mastery of art and design techniques, including painting with a range of materials
Year 4	<p style="text-align: center;">At the Pantomime: Drawing/ Textiles and collage</p> <ul style="list-style-type: none"> • use sketch books to record their observations and use them to review and revisit ideas • improve their mastery of art and design techniques, including drawing with a range of materials • improve their mastery of art and design techniques, including painting with a range of materials 	<p style="text-align: center;">Warhol and Pop Art: Photography and Painting</p> <ul style="list-style-type: none"> • improve their mastery of art and design techniques, including drawing with a range of materials • improve their mastery of art and design techniques, including painting and sculpture with a range of materials • learn about great artists in history 	<p style="text-align: center;">Can we change places? Sculpture and Environmental art</p> <ul style="list-style-type: none"> • use sketch books to record their observations and use them to review and revisit ideas • improve their mastery of art and design techniques, including drawing and sculpture with a range of materials
Year 5	<p style="text-align: center;">Leonardo De Vinci: Drawing - Perspective and Composition</p> <ul style="list-style-type: none"> • use sketch books to record their observations and use them to review and revisit ideas • improve their mastery of art and design techniques, including drawing and painting with a range of materials • learn about great artists in history 	<p style="text-align: center;">People in Action: 3D Art and Printing</p> <ul style="list-style-type: none"> • use sketch books to record their observations and use them to review and revisit ideas • improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials • learn about great artists in history. 	<p style="text-align: center;">Cityscapes: Photography, Patterns and Reflections</p> <ul style="list-style-type: none"> • improve their mastery of art and design techniques, including drawing and painting with a range of materials • learn about great artists in history
Year 6	<p style="text-align: center;">Art Illusions: Drawing - Optical and Perspective</p> <ul style="list-style-type: none"> • use sketch books to record their observations and use them to review and revisit ideas • improve their mastery of art and design techniques, including drawing with a range of materials • learn about great artists in history 	<p style="text-align: center;">Monet and the Impressionists: Painting – Landscapes</p> <ul style="list-style-type: none"> • use sketch books to record their observations and use them to review and revisit ideas • improve their mastery of art and design techniques, including painting with a range of materials • learn about great artists in history 	<p style="text-align: center;">Famous Fashions: Photography, Drawing and 3D work</p> <ul style="list-style-type: none"> • use sketch books to record their observations and use them to review and revisit ideas • improve their mastery of art and design techniques, including drawing and painting with a range of materials • learn about great designers in history.

ART PROGRESSION				
	Year 3	Year 4	Year 5	Year 6
AUTUMN	Famous Buildings: Drawing and 3D art SIR CHRISTOPHER WREN: ARCHITECTURE AND DESIGN I can explain who Sir Christopher Wren is and why he is important I can explain the work of an architect I can identify patterns, shape, colour and perspective in different building designs I can describe the design of the Egyptian pyramids using shape, colour and size I can produce increasingly accurate design drawings of buildings I can investigate different techniques for creating structures I can design and make my own building structure I can select, layer, cut and incise the material I use I can embellish and adapt my design	At the Pantomime: Drawing/ Textiles and collage I can describe design features of a theatrical performance e.g. costumes, set, props (Pantomime/ Gladiatorial event) I can sketch design features for a Pantomime/ Gladiatorial event I can use simple shapes to design a set for a particular scene I can use simple shapes to build a 3D model using a variety of techniques I can evaluate my work I can design and make a costume or prop using different textiles and materials I can use tools and techniques to join parts of a 3D costume or prop together	Leonardo De Vinci: Drawing - Perspective and Composition I can explain who Leonardo De Vinci is and why he is important I can explain facts about the Renaissance period and the influences of Leonardo De Vinci I can explore the work of Leonardo De Vinci I can understand how colour expresses feelings and mood? (The Last Supper painting and the Mona Lisa) I can explore the use of texture in colour I can draw shapes and composition when exploring the work of Leonardo De Vinci I can understand and explain the symbolism included in De Vinci's artwork I can demonstrate shading, hatching and curved hatching	Art Illusions: Drawing - Optical and Perspective I can explain the meaning of the word perspective in drawing I can explain how depth and distance can be achieved through the technique of foreshortening I can explain how geometric shapes and patterns can create an illusion of movement I can create my own geometric patterns to create an optical illusion I can draw an image with a vanishing point to create the impression of distance
SECONDARY ORDER SKILLS	INQUISITIVE COLLABORATIVE	IMAGINATIVE PERSISTENT COLLABORATIVE	INQUISITIVE DISCIPLINED PERSISTENT	DISCIPLINED INQUISITIVE
SPRING	Seurat and Pointillism: Colour Theory and Painting GEORGE SEURAT: POINTILLISM I can explain who George Seurat is and why he is important I can explain what Impressionism is and how it developed I can mix shades and tints using a range of dots in the style of pointillism I can apply paint to make a background using tips of brushes and other tools to create effects and context I can make as many tones of one colour as possible (using white) I can darken colours without using black I can mix and apply colours to represent real life inspired by George Seurat I can mix and apply colour to suggest a place, time or season inspired by George Seurat	Warhol and Pop Art: Photography and Painting I can explain who Andy Warhol is and why he is important I can understand the history of the pop art movement in the 50s and 60s I can explain how Andy Warhol uses shape, line and colour in his art work I can colour mix and match, considering tint, tone and shade I can use colours to reflect a mood or feeling I can create my own pop art to communicate an idea or emotion	People in Action: 3D Art and Printing FIGURATIVE 3D ART I can evaluate the work of Emil Nolde and Boccioni as artists who can create the impression of movement in art I can describe what a montage is and how colour and shape can create different effects I can draw from observation, a mannequin in different poses I can use the technique of press printing to create duplicate images which can be arranged to create the impression of movement I can evaluate my work and suggest improvements to be made throughout the process	Monet and the Impressionists: Painting – Landscapes I can explain who Claude Monet is and why he is important I can explain what Impressionism is and how it developed I can mix shades and tints using a range of different marks to apply it I can paint 'en plein air' using the quick brush strokes of the impressionist artists I can create my own series of paintings inspired by the works of Monet
SECONDARY ORDER SKILLS	INQUISITIVE PERSISTENT COLLABORATIVE	IMAGINATIVE INQUISITIVE	IMAGINATIVE INQUISITIVE COLLABORATIVE	IMAGINATIVE DISCIPLINED

<p style="text-align: center;">SUMMER</p>	<p>Journeys: Drawing and Painting/ Paul Klee</p> <p>ABORIGINAL PAINTINGS: USING SYMBOLS I can name all the colours I can experiment with mixing colours I can select and use different brushes to explore and make marks of different thicknesses I can apply colour with a range of tools I can use wet and dry paint techniques I can use colour and painting skills and apply surface techniques to suggest a particular place</p> <p>PAUL KLEE – TAKE A LINE FOR A WALK TECHNIQUE I can explain who Paul Klee is and why he is important I can explain the meaning of abstract art I can explain overlap and overlay I can control surface decoration of materials with clear intentions I can use the work of Paul Klee to understand lines and symbols in different contexts I can create my own piece of art inspired by Paul Klee</p>	<p>Can we change places? Sculpture and Environmental art</p> <p>SCULPTING: I can discuss different sculptures from around the world I can explain how sculpture can change a local environment I can design my own sculpture, considering line, colour, pattern and shape I can use my knowledge of Anglo-Saxons to create my own sculpture I can use simple shapes to create sculptures out of modelling clay I can manipulate the material to make basic three-dimensional shapes I can use tools to join parts of the sculpture together I can use nature to make art I can use natural objects to create a sculpture</p>	<p>Cityscapes: Photography, Patterns and Reflections</p> <p>I can explain the tools and techniques used for 3D pop art I can describe how the artist makes the images look 3D through the use of solid lines, shapes and colour I can use a palette knife to create texture and creative energy in a painting I can use photography as a stimulus for art and to create my own art I can use the techniques of colour lifting and edge softening to create effects I can use water colours to create a city scape silhouette scene E.g. Rio De Janeiro</p>	<p>Famous Fashions: Photography, Drawing and 3D work</p> <p>I can explain the work of Jany Temime, William Morris, Christian Louboutin, Stella McCartney, Alexander McQueen, as well as other designers of clothes and household products I can experiment with the scale of images I can create my own design of a fashion clothing item I can select appropriate media and techniques to achieve a specific outcome I can develop quick studies from observation, returning to each study to improve accuracy and detail I can plan and complete an extended set of drawings in a sketch book to prepare for a piece of art I can express ideas and observations responding to advice from others to improve design ideas I can explain how I was influenced by a designer and how I adapted the designer’s ideas to be my own</p>
<p style="text-align: center;">SECONDARY ORDER SKILLS</p>	<p style="text-align: center;">INQUISITIVE DISCIPLINED COLLABORATIVE</p>	<p style="text-align: center;">IMAGINATIVE DISCIPLINED PERSISTENT</p>	<p style="text-align: center;">IMAGINATIVE PERSISTENT INQUISITIVE</p>	<p style="text-align: center;">IMAGINATIVE INQUISITIVE DISCIPLINED COLLABORATIVE</p>