



Lydgate Junior School Curriculum Progression for Art



At Lydgate Junior School, our children are involved in education **through** art, education **in** art and education **about** art.

Core Themes

 Explore	 Create	 Discuss
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Curriculum Overview

	Year 3	Year 4	Year 5	Year 6
Block 1	PAINTING Colour in the natural world: trees	SCULPTURE Mosaic tiles	SCULPTURE Clay Egyptian funerary masks	PRINT MAKING Painted fabrics – collographs (local study)
Block 2	DRAWING Stone Age animals PRINT MAKING Cave painting mono prints	PRINT MAKING Rainforest press prints	PRINT MAKING Viking longship relief prints	PAINTING Colour in the natural world: Mountain landscapes
Block 3		DRAWING: Anglo Saxon jewellery	DRAWING: Viking heads	DRAWING: Islamic buildings
Block 4	SCULPTURE Ancient Greek blackware	PAINTING Colour in the natural world: Seascapes	PAINTING Colour in the natural world: African water carriers	SCULPTURE Wire figures

- **PAINTING, PRINTMAKING** and **SCULPTURE** are covered in each year group over the three terms. Other forms of creative work (textiles, collage, photography) are covered through other subjects and whole school art themes.
- Each unit of work will include **DRAWING**. Drawing comes from imagination and first-hand experience, using observations where possible, eg. the environment, natural objects, human form
- Each unit of work begins with a collection of ideas, observations and experimentation. This is done on large pieces of paper or in sketchbooks, which serve as a vehicle for recording learning. It also allows children time to explore ideas and be creative and independent
- **VISUAL LITERACY**, ie. the language of art is encompassed throughout the year, wherever appropriate, and is highlighted on medium term plans.
- All classrooms have a 'toolkit' for art which belongs to the classroom, not the teacher! This toolkit consists of all drawing and painting materials needed to deliver our curriculum. It is audited and replenished regularly.
- We use the 'double primary' powder paint colour system for painting throughout the school. Black is not included as children tend to mix darker shades using black alone. Very dark grey tones can be mixed from the double primary system and black detail can be added at a later stage.
- Powder paint and printing equipment is shared between bases and double mobile classrooms.
- We aim to study the work of **at least** one artist from the past and one contemporary artist every year. We also ensure that other artists we celebrate come from a range of cultural and geographic backgrounds, ages and genders.
- Every unit of work ends with a 'gallery session' where the children's work is displayed in the classroom (usually on a washing line). This session is used to stimulate critical thinking, encouraging the children to praise and evaluate their own work and the work of others.



	Year 3	Year 4	Year 5	Year 6
Drawing	Identify and draw 2 and 3 dimensional shapes in nature and the world around them. Create dark and light tones. Develop mark making to describe a wide range of surfaces, textures and forms. Work in a range of drawing media, selecting which is most appropriate for the task, eg. felt pens, charcoal, coloured pencils, biro. Record experiences and draw things they can see. Sketchbooks are used to practise and try out ideas. Make a record of the world around them, their ideas, thoughts, feelings and discoveries.	Develop ability to draw shape and form, becoming aware of scale and proportion. Practise shading to describe form. Control mark making by making deliberate choices, eg. quick, light lines or bold, measured lines. Experiment with mark making using a range of materials, such as wire, wool, cotton buds, feathers. Visualise thoughts, feelings and memories and draw things from their environment, still life or photographs. Experiment with techniques in sketchbooks to see what works and what doesn't. Begin to research artists and make notes. Their sketchbook becomes a very personal space.	Draw in 2 and 3 dimensions with increasing confidence. Show shape and form in drawing, blending from light to dark smoothly. Consciously control the amount of force and pressure used when drawing. Independently select appropriate media for expression, taking risks and experimenting with drawing tools that are harder to control, eg pieces of card, straws, sticks Draw for a range of purposes – thinking, designing, creating, imagining. Continue to experiment, practise and research. Label these investigations for their own learning and record keeping. Use the sketchbook for pleasure, recording ideas and expression.	Draw with increased confidence in 2 and 3 dimensions, developing their own personal style. Learn how to describe form from different light sources. Know how and when to sketch and when to use more confident lines, developing an ability to control the outcomes. Have greater choice over what materials to use for drawing, working to own strengths and personal tastes. Learn styles of drawing and how they are used, eg. graphic, realistic, technical, illustration. Continue to use sketchbooks for experimentation, practice and research. Record observations, emotions and research of artists and themes. Use this to inform own work.

	Year 3	Year 4	Year 5	Year 6
Painting	Colour in the natural world: trees	Colour in the natural world: seascapes	Colour in the natural world: African water carriers	Colour in the natural world: mountain landscapes
Focus artists	Impressionists – Monet, Sisley, Pissarro.	Katsushika Hokusai Winslow Homer	Irma Stern Francoise Viglietti	Paul Cezanne William Heaton Cooper
	Develop painting skills increasing control and precision when painting detail, lines and edges. Learn how to mix secondary colours using the double primary system. Use colours, textures, lines and shapes imaginatively to express their ideas. Learn how depth is created by varying the tones or colours, eg. in skies behind trees. Study how other artists paint, applying elements of this to their work.	Use paint with sensitivity and control, applying appropriate amounts of paint to the surface. Learn how to make colours lighter or darker, creating more vibrant paintings. Experiment with colour and composition to express purpose, mood and feelings when painting. Learn to manipulate light and shade for dramatic effect, eg. stormy seas. Broaden knowledge of artists and how they paint and begin to form opinions about their work.	Develop skills to paint carefully and neatly yet paint in a more creative style when the painting demands. Develop ability to control colour when painting, eg when blending or reducing hue and understand colour relationships such as complimentary colours. Experiment with expressive painting techniques, eg using palette knives. Learn how to represent form with increasing sophistication, using darker and lighter colours, eg. human body – water carriers. Develop knowledge of artists and become more confident about articulating which styles they prefer and why.	Control paint in different ways – precise and accurate or loose and instinctive when needed. Confidently mix secondary and tertiary colours, being able to control these to suit their own purpose. Know different types of paint media and techniques and choose when to use them. Learn how to control paint to make things appear lighter and further away or darker to bring them closer, eg mountains in background or foreground. Know artists that they like, appreciate and admire to influence their own style

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Print making	Cave painting mono prints	Rainforest press prints	Viking longship relief prints	Painted Fabrics - collographs
Focus artists	Images of cave paintings from around the world.	Botanical studies - Margaret Mee Indian block printers	Images of Viking designs, runes, symbols	Painted Fabrics of Sheffield Liberty print designs
	Use a simple monoprint to create and print a single image.	Use clear lines to make a polyblock to create both individual images and repeat patterns.	Develop a printing block from card using mathematical and visual precision.	Explore print by creating a more complex printing block from found objects.

	Year 3	Year 4	Year 5	Year 6
Sculpture	Ancient Greek blackware	Mosaic tiles	Clay Egyptian funerary masks	Wire figures
Focus artists	Images of Greek blackware	Antonio Gaudi Alma Woodsey Thomas Andrew Logan	Examples of funerary masks, tomb paintings, papyrus	Michaelangelo Alberto Giacometti Scott Eaton – Bodies in Motion project
	Explore making forms in 3 dimensions.	Work safely and confidently with modelling materials, persevering when work is challenging.	Design and make more complex forms in 3 dimensions.	Understand how to finish and present 3 dimensional work to a high standard.

	Year 3	Year 4	Year 5	Year 6
Gallery Sessions	Talk about their work and how to improve it. Express opinions about the work of others.	Verbally describe their work and that of others, using visual literacy. Improve work accordingly. Offer confidence, praise and advice to others.	Fairly appraise their own work and understand how to improve it, accepting opinions of other pupils. Make careful and considerate judgements about the work of others.	Appraise their own work and listen to the opinions of others, without comparing or being self-critical. Understand that critical thinking is a vital part of the art process.
Other Cross Curricular Links	Sculpture: Paper bag trees ICT: tree collage Clay: Stone Age pots	Abstract colour work: volcano oil pastels Colour in nature: soft pastel rainforest animals Graphics: Victorian tourism posters	Ink drawings: Islamic architecture Collage: water	Graphics: propaganda posters
Focus artists	Steel sculptures - Sokari Douglas Camp	Andy Warhol Examples of Victorian seaside tourism and railway posters	Photographs and images of Islamic tiles and buildings	Examples of WW2 propaganda posters