



Cam Woodfield Junior School Art and Design Curriculum Progression Map



Year Group	Develop Ideas	Master Techniques						Take Inspiration From the Greats	Sketch Books
		Painting	Collage	Sculpting and textiles	Drawing	Print	Digital Media		
3	<p>Develop ideas from starting points throughout the curriculum.</p> <p>Collect information, sketches and resources.</p>	<p>Mix colours effectively</p> <p>Use watercolour paint to produce washes for backgrounds then add detail</p>	<p>Cut very accurately</p> <p>Overlap materials</p> <p>Experiment using different colours</p> <p>Use mosaic</p> <p>Use montage</p>	<p>Add onto their artwork to create texture and shape</p> <p>Work with life size materials</p> <p>Create pop-up</p> <p>Add texture to a piece of work</p> <p>Plan, create and evaluate a sculpture</p>	<p>Use shading to show light and shadow</p> <p>Use hatching and cross hatching to show tone and texture</p>	<p>Make a printing block</p> <p>Make a 2 colour print</p>	<p>Create images, video and sound recordings</p> <p>Explain why my recordings were created</p>	<p>Replicate some of the techniques used by notable artists, artisans and designers</p> <p>Create original pieces that are influenced by studies of others</p>	<p>Continue to develop a "sketchbook habit", using a sketchbook as a place to record individual response to the world.</p> <p>Begin to feel a sense of ownership about the sketchbook, which means allowing every child to work at own pace, following own exploration</p> <p>Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes...</p>
4	<p>Develop ideas from starting points throughout the curriculum.</p> <p>Collect information, sketches and resources.</p>	<p>Create all the colours they need</p> <p>Create mood in their paintings</p> <p>Successfully use shading to create mood and feeling</p>	<p>Use ceramic mosaic to produce a piece of art</p> <p>Combine visual and tactile qualities</p>	<p>Experiment with and combine materials and processes to design and make 3D form</p> <p>Begin to sculpt clay and other mouldable materials</p> <p>Use early textile and sewing skills as part of a project</p> <p>Plan, create and evaluate a sculpture</p>	<p>Begin to show facial expressions and body language in their sketches? Can they identify and draw simple objects, and use marks and lines to produce texture</p> <p>Identify and draw simple objects, and use marks and lines to produce texture</p> <p>Organise line, tone, shape and colour to represent figures and forms in movement</p> <p>Show reflections</p> <p>Explain why they have chosen specific materials to draw with</p>	<p>Print using at least four colours</p> <p>Create an accurate print design</p> <p>Print onto different materials</p>	<p>Present a collection of their work on a slide show</p> <p>Create a piece of art work which includes the integration of digital images they have taken</p> <p>Combine graphics and text based on their research</p>	<p>Experiment with different styles which artists have used</p> <p>Explain art from other periods of history</p>	<p>Use their sketch books to express their feelings about various subjects and outline likes and dislikes</p> <p>Produce a montage all about themselves</p> <p>Use their sketch books to adapt and improve their original ideas</p> <p>Keep notes about the purpose of their work in their sketch books</p>

5	<p>Experiment with different styles which artists have used</p> <p>Learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information</p>	<p>Create all the colours they need</p> <p>Create mood in their paintings</p> <p>Express their emotions accurately through their painting and sketches</p>	<p>Use ceramic mosaic to produce a piece of art</p> <p>Combine visual and tactile qualities</p>	<p>Experiment with and combine materials and processes to design and make 3D form</p> <p>Sculpt clay and other mouldable materials</p> <p>Use textile and sewing skills as part of a project, e.g. hanging, textile book, etc.? This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery</p> <p>Plan and create a sculpture. Evaluate their sculpture using artistic language.</p>	<p>Identify and draw simple objects, and use marks and lines to produce texture</p> <p>Successfully use shading to create mood and feeling</p> <p>Organise line, tone, shape and colour to represent figures and forms in movement</p> <p>Show reflections</p> <p>Explain why they have chosen specific materials to draw with</p>	<p>Print using a number of colours</p> <p>Create an accurate print design that meets a given criteria</p> <p>Print onto different materials</p>	<p>Create a piece of art work which includes the integration of digital images they have taken</p> <p>Combine graphics and text based on their research</p> <p>Scan images and take digital photos, and use software to alter them, adapt them and create work with meaning.</p> <p>Create digital images with animation, video and sound to communicate their ideas.</p>	<p>Give details (including own sketches) about the style of some notable artists, artisans and designers.</p> <p>Show how the work of those studied was influenced in both society and to other artists.</p> <p>Create original pieces that show a range of influences and styles.</p>	<p>Keep notes in their sketch books as to how they might develop their work further</p> <p>Use their sketch books to compare and discuss ideas with others</p>
6	<p>Make a record about the styles and qualities in their work</p> <p>Say what their work is influenced by</p> <p>Include technical aspects in their work, e.g. architectural design</p>	<p>Explain what their own style is</p> <p>Use a wide range of techniques in their work</p> <p>Explain why they have chosen specific painting techniques</p>	<p>Justify the materials they have chosen</p> <p>Combine pattern, tone and shape</p>	<p>Create models on a range of scales</p> <p>Create work which is open to interpretation by the audience</p> <p>Include both visual and tactile elements in their work</p> <p>Independently plan, create and evaluate a sculpture. Use a wide variety of tools and refine skills. Evaluate and edit their sculpture using artistic language.</p>	<p>Do sketches communicate emotions and a sense of self with accuracy and imagination?</p> <p>Explain why they have combined different tools to create their drawings</p> <p>Explain why they have chosen specific drawing techniques</p>	<p>Overprint using different colours</p> <p>Look very carefully at the methods they use and make decisions about the effectiveness of their printing methods</p>	<p>Use software packages to create pieces of digital art to design.</p> <p>Create a piece of art which can be used as part of a wider presentation</p>	<p>Give details (including own sketches) about the style of some notable artists, artisans and designers.</p> <p>Show how the work of those studied was influenced in both society and to other artists.</p> <p>Create original pieces that show a range of influences and styles.</p>	<p>Sketch books contain detailed notes, and quotes explaining about items</p> <p>Compare their methods to those of others and keep notes in their sketch book</p> <p>Combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books</p> <p>Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books</p>