



Progression Map: Art and Design LKS2



KS2 National Curriculum	Year 3	Year 4
Pupils should be taught: To create sketch books to record their observations and use them to review and revisit ideas	<p>All year groups use sketchbooks Yr1-Yr3 and new sketchbooks issued starting in Yr4 – Yr6</p> <p>Sketchbooks at Burleigh Primary are used to: record thoughts and / or observations about famous artists' work; record Art & Design knowledge that can be revisited; explore their own creative ideas; practice techniques learnt and keep a record of the final artwork piece for each unit.</p>	
To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	<p>DRAWING - Spring Unit: Bleak to Chic Material: 2H sketching pencils Elements of Art: line, space, tone, shape Technique: Technique 1: Adding shadow and highlight = tone to create form (3D effect to our drawings). Technique 2: to draw the shape of a sculpture and design their own abstract sculpture, using tone to create form and line to record detail.</p>	<p>DRAWING – Spring Unit: Viking Shields Material: 2H and 3B sketching pencils Elements of Art: pattern, line, shape, colour. Technique: Technique 1: using observational skills to record Viking symbols, focussing on clear lines of the shape. Technique 2: using one or two lines of symmetry, position and draw the repeated symbol in a symmetrical pattern to create the Viking shield design.</p>
	<p>DRAWING – Summer Unit: Rome At Sunset Material: 2H sketching pencils Elements of Art: line, space, shape Technique: Technique 3: to draw in detail the outline shape of famous Roman buildings to create silhouettes on the landscape.</p>	<p>DRAWING – Summer Unit: Plant Life Material: 2H and 3B sketching pencils (printing paints and tiles) Elements of Art: pattern, line, shape. Technique: Technique 3: using smooth, flowing lines to create Victorian style floral shapes and patterns. Technique 4: drawing repeated shapes (motifs) to create an intricate pattern. Technique 5: using pencil, transfer the pattern design making identical line and spacing choices for the printing tile.</p>
	<p>SCULPTURE – Spring Unit: Bleak to Chic Material: Modroc, aluminium foil, paper and masking tape. Elements of Art: shape, texture, form. Technique: Technique 1: to roll and condense foil and join pieces with masking tape to form the internal structure of the sculpture. Technique 2: apply smoothing finger strokes around the sculpture, producing an even finish. Technique 3: to build up layers of foil to strengthen the sculpture's joins, creating an abstract form sculpture.</p>	<p>SCULPTURE - Spring Unit: Viking Shields Material: Air-drying clay, clay tools Elements of Art: shape, texture, form. Technique: Technique 1: to use additional clay to <u>form the symbols</u> for the shield, using smooth moulding motions to create whole separate pieces. Technique 2: additive technique, to use small amounts of water and joining strokes to connect the separate moulded pieces (symbols) to the circular shield base. The position of the symbols would be symmetrical. Technique 3: subtractive technique, to use the clay tools to remove small amounts of clay to form part of the shield design, such as marking lines to represent the wooden joins or enhancing details on the symbols themselves.</p>

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<p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>	<p>Yr3 PAINTING - Autumn Unit: Relationships with oneself Material: water colour paints in palettes for self-portraits Paint brushes size 6-10. Card and sketching pencils 2H. <i>Embed tertiary colour knowledge understanding: amber = yellow-orange; vermilion = red-orange; magenta = red-purple; violet = blue-purple; teal = blue-green; chartreuse = yellow-green.</i> Elements of Art: space, colour. Technique: Technique 1: to use controlled <u>mixing</u> motion to create the desired tertiary colours. Technique 3: to use wet on wet watercolour painting technique to <u>blend</u> one tertiary colour into another tertiary or secondary sunset colour.</p>	<p>Yr4 PAINTING – Spring Unit: Viking Shields Material: ready mixed paints (matching traditional Viking colours). Paint brushes approx. 6-8 for background and size 2 for symbol detail on shields. Build on <u>tertiary colour</u> knowledge: how can we use amber, vermillion, magenta, violet, teal, chartreuse to match the traditional Viking colours? Elements of Art: colour, shape, texture, form, pattern Technique: Technique 1: to make relevant tertiary colours and mix white to make a range of tints and mix black to make a range of tones until 1:1 matches with the Viking traditional colours are made. Technique 2: to record and use the proportions needed to match Viking colours in future lessons, to recreate bespoke paint colours. Technique 3: to use layers of paint to intensify bespoke colours; cover a three dimensional form with a (no gap) quality finish and highlight detail with contrasting colours using a size 2 or smaller brush.</p>
	<p>Yr3 PAINTING - Summer Unit: Rome at Sunset Material: water colour paints in palettes for landscape and ready mixed paints for tint making intro. Paint brushes size 6-10. Range of paper and card and sketching pencils 2H. <i>Embed tertiary colour knowledge understanding: amber = yellow-orange; vermilion = red-orange; magenta = red-purple; violet = blue-purple; teal = blue-green; chartreuse = yellow-green.</i> <i>Introduce <u>tint</u> colour knowledge for sunset relevant tertiary colours: amber, vermilion, magenta and violet.</i> Elements of Art: space, colour. Technique: Technique 1: to use controlled <u>mixing</u> motion to create the desired sunset tertiary colours. Technique 2: to use additive brush technique to white base paint to <u>make tints</u> from primary or secondary sunset colours. Technique 3: to use wet on wet watercolour painting technique to <u>blend</u> one tertiary colour into another tertiary or secondary sunset colour.</p>	<p>Yr4 PAINTING / PRINTING - Summer Unit: Plant Life Material: ready mixed paints, ink rollers, flat paint trays, sugar paper or display paper, polystyrene tiles. Elements of Art: pattern, line, shape, colour. Technique: Technique 4: Loading paint roller with paint and evenly apply to tile. Technique 5: Use painted tile and press against paper in desired position, repeating print in pattern design. Technique 6: Cut out motifs from original tile and paint with tints and / tones of tile paint choice, print motifs on top of original matching shape to over lay the different colour.</p>
	<p>Yr3 OTHER: DIGITAL MEDIA – Spring Unit: Bleak to Chic Material: ipad camera <i>To improve quality of focus for final photograph use a sturdy, level platform, such as a table top, to rest the ipad or elbows of photographer.</i> Elements of Art: space, shape Technique: Technique 1: Use focus and zoom features on ipad camera to take a photograph of their sculpture in school setting. Technique 2: Retrieve photographs from camera roll, enlarge photos using two-finger reverse pinch to evaluate quality of focus. Select best quality photograph for final sketch.</p>	<p>Yr4 OTHER: TEXTILE ART- Autumn Unit: Weaving Stories Material: card loom and warp, card weft, shuttle, range of coloured wool, circular loom. Elements of Art: space, texture, form. Technique: Technique 1: secure the warp (wool) onto the circular loom, threading it into the cut slats, over the rim of the loom and around to the consecutive slats. Secure wool with knots. Technique 2: use wool as the weft to weave the selected colours onto the mandala, following the design. Use an over-under technique for wool weaving. Technique 3: secure each separate wool colour behind the main layers of wool, to increase the quality of the finished product.</p>

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<p>About great artists, designers, craft makers and architects in history.</p>	<p>Yr3 Autumn Unit: Relationships with oneself</p> <p>Artist (female artist): Mary Cassatt ‘Breakfast in bed’ 1897, ‘Mother and Child’ 1905</p> <p>Photographer (BAME artist): James Van Der Zee ‘Mother and children’ 1930, ‘Charles and company’ 1936.</p> <p>Artist: David Hockney ‘Mr and Mrs Clark and Percy’ 1970-71, ‘Paul & Margaret Hockney’ 2009 Consider the relationships shown between the human figures in the artists’ work. Focus on the physical space between the human figures. Are they inside each other’s personal space? Artists’ work also used to look at physical human form.</p>	<p>Yr4 Autumn Unit: Weaving Stories</p> <p>Textile Artist & Designer: Faith Ringgold ‘Tar Beach #2’ (1990)</p> <p>Textile Artist & Designer: Gunta Stolzl ‘Design for Tapestry Red/Green’ No 12/24 (1927). ‘Design for Wall Hanging’ No.6 /24 (1926/7). Introduce as examples of textile art and its link throughout history as a form of story-telling. Also use as a stimulus for discussions: what do you think the artists are trying to communicate?</p> <p>Current Youtuber Artist: Vijayta Sharman ‘Sketchbook Tour 2020’ (2020) Introduction to the beauty of mandala designs and key symbols used in their creation.</p>
	<p>Yr3 Spring Unit: Bleak to Chic</p> <p>Artist & Sculptor (female artist): Diane Maclean Sky Circles at Burley House (2019) Eyeing You at Newby Hall (2019)</p> <p>Artist and Sculptor: Henry Moore Double Oval (1966) Large Figure in a Shelter (1985-86) Introduce British artists and sculptors focussing on the abstract nature of their work. ABSTRACT ART is art that does not attempt to represent an accurate depiction of a visual reality but instead use shapes, colours, forms and gestural marks to achieve its effect</p> <p>Artist and Sculptor (female BAME artist): Augusta Savage Lift Every Voice and Sing, (AKA. ‘The Harp’) (1939) Introduce Augusta Savage and her work in the Harlem Renaissance improving the environment of Harlem for the local residents and business owners.</p>	<p>Yr4 Spring Unit: Viking Shields</p> <p>Artist: Original shield and weapon artefacts (from Year 900+) Museum of Denmark – shield artefact information Focus on how the shields were used in battle from the referenced video clips and the meaning of individual symbols that will be used in their symmetrical shield design.</p>
	<p>Yr3 Summer Unit: Rome at Sunset</p> <p>Architect: Marcus Vitruvius Pollio His architectural influence can be seen in Rome’s ancient landscape: ‘The Pantheon’ (126 AD approx.) ‘The Colosseum’ (70 AD approx.) Introduce the famous Roman architect to Julius Caesar 58-51BC and the basics of his ground-breaking, influential architectural theories (see overview). Introduce the role of an Architect as a future aspirational job for Burleigh pupils. Consider the outline shapes of these famous buildings.</p> <p>Artist: Claude Monet ‘Houses of Parliament’ (1904)</p> <p>Artist: Kara Walker (female BAME artist) Grub for Sharks: A Concession to the Negro Populace (2004) Compare the artists’ use of silhouettes and colour (or lack of) in the works above.</p>	<p>Yr4 Summer Unit: Plant Life</p> <p>Artist & Designer: William Morris Famous patterns: Acanthus (1874), The Artichoke (1877), Windrush (1881-83), African Marigold (1876).</p> <p>Artist & Designer (female artist) : Laura Ashley Various patterns including ‘Isodore’ and ‘Belvadere’. Focus on artists’ use of pattern and style of flowing floral lines. Explore the historical context of Morris’ work and link between his designs and the Victorian Industrial Revolution</p> <p>Interior Designer (female BAME artist): Malene Bennett Interior Designer & Founder of NY’s Black Artist & Designers Guild (2018)</p> <p>Interior Designer: Lawrence Llewelyn-Bowen Introduce the role of an Interior Designer as a future aspirational job for Burleigh pupils.</p>

ART & DESIGN

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to improve their mastery of art and design techniques (in using colour, pattern, texture, line, shape, form and space), including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.