



Herne Junior School's Art Curriculum Progression



Our high-quality art and design curriculum is planned as a 4-year journey across the school and engages, inspires and challenges our pupils, equipping them with the knowledge and skills to explore, invent and create their own works of art, craft and design. By the time they leave the school, they are able to think critically and develop a more rigorous understanding of art and design. They also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

By the end of Key Stage 2, our pupils will have been taught to develop their techniques and their control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.


Pupils are taught:

- To keep a Sketchbooks to record their observations and use them to review and revisit ideas.
- 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].
- About great artists, architects and designers in history and their impact.
- To create and evaluate their own work and to understand how to use that knowledge to improve work on future pieces.

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	Year 3	Year 4	Year 5	Year 6
Drawing	<p>Draw different forms and shapes using mark making to add texture and shadowing to show an awareness of objects having a third dimension. Develop intricate patterns/marks with a variety of media. Demonstrate experience in different grades of pencil and other implements when drawing. Use a Sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works. Create textures and patterns with a wide range of drawing implements.</p>	<p>Draw different forms and shapes, with an awareness of proportion, texture and shadowing. Develop drawing techniques. For example, create intricate patterns using different grades of pencil and other implements/media to create lines, patterns, marks and develop tone. Understanding why they best suit. Draw for a sustained period of time at an appropriate level. Use Sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works.</p>	<p>When drawing show an awareness of composition, scale and proportion in artwork. Work in a sustained and independent way to create a detailed drawing and develop close observation skills. Develop a key element of their work: line, tone, pattern, texture. Develop their own style of drawing through line, tone, pattern, texture. Use different techniques for different purposes i.e. shading, hatching within their own work. Use Sketchbooks to collect, record and explore ideas for future works. Start to develop own style using tonal contrast and mixed media. Use drawing techniques to work from a variety of sources including observation and photographs.</p>	<p>Develop composition, scale and proportion when drawing with simple perspective using a single focal point and horizon. Draw for a sustained period of time over a number of sessions working on one piece. Use different techniques for different purposes i.e. shading and hatching within their own work, understanding which works well in their work and why. Develop their own style using tonal contrast and mixed media. Use Sketchbooks to collect, record and plan for future works. Adapt their work according to their views and describe how they might develop it further.</p>
Colour and Paint	<p>Understand how to mix paint to create new colours as a form of expression. Demonstrate with increasing control, the types of marks made and experiment with different effects and textures including blocking in colour, washes and thickened paint to create textural effects. Use light and dark within painting and begin to explore complimentary colours. Mix colour with increasing confidence. Use a Sketchbook to record media explorations and experimentations as well as explore ideas, plan colours and collect source material for future works. Confidently create different effects and textures with paint according to what they need for the task.</p>	<p>Mix colours, shades and tones with confidence. Confidently control the types of marks made and experiment with different effects and textures. Use Sketchbooks to collect and record visual information from different sources as well as exploring techniques, plan colours and collect source material for future works. Recognise the art of key artists and begin to place them in key movements or historical events.</p>	<p>Mix and match colours and combine a range of painting techniques. Experiment with different effects, techniques and textures. Mix and match colour, shades and tones with confidence, building on previous knowledge. Use Sketchbooks to collect and explore ideas, plan colours and textures. Recognise the art of key artists and begin to place them in key movements or historical events.</p>	<p>Apply knowledge of colour theory to develop colours, shades and tones when painting. Purposely control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. Mix colour, shades and tones with confidence building on previous knowledge. Understanding which works well in their work and why. Use Sketchbooks to collect, record and explore. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.</p>

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Mixed Media			<p>Work in a sustained and independent to develop colour, tone and shade. Purposely control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. Mix colour, shades and tones with confidence building on previous knowledge. Understanding which works well in their work and why. Use Sketchbooks to collect, record and explore. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.</p>	
Sculpture	<p>Use equipment and media with growing confidence. Join two parts successfully using a slip. Construct a simple base for extending and modelling other shapes, including pinch and coil techniques. Use a Sketchbook to plan, collect and develop ideas. Develop surface patterns/ textures and use them when appropriate. Use language appropriate to skill and technique.</p>	<p>Work in a safe, organised way, caring for equipment. Use recycled, natural and man-made materials to create sculptures. Use Sketchbooks to collect and record visual information from different sources as well as planning and exploring ideas, Adapt work as and when necessary and explain why. Use language appropriate to skill and technique. Recognise sculptural forms in the environment such as furniture and buildings.</p>	<p>Work in a safe way, caring for equipment. Use sketchbooks. Plan a sculpture through drawing and other preparatory work. Adapt work as and when necessary and explain why. Use language appropriate to skill and technique.</p>	<p>Work in a safe, organised way, caring for equipment. Model and develop the slab technique. Demonstrate experience in the understanding of different ways of finishing work: glaze, paint. Use Sketchbooks to collect, record and explore ideas. Use the Sketchbook to plan. For example, whether or not to work around an armature, how to join parts of the sculpture and whether to add on relief. Annotate work in Sketchbook. Solve problems as they occur. Use language appropriate to skill and technique.</p>
Great Artists in History	<p>David Hockney (British Modern Artist) Wassily Kandinsky (Russian Painter and Art Theorist)</p>	<p>Paul Klee (Swiss-born German Abstract Artist) Alberto Giacometti (Swiss Sculptor, Painter, Draftsman and Printmaker) Pablo Picasso (Spanish Painter, Sculptor, Printmaker, Ceramicist and Theatre Designer) Frida Kahlo (Mexican Painter) Barbara Hepworth (English Artist and Sculptor) Sonia Boyce (British Artist)</p>	<p>Vincent Van Gogh (Dutch Post-Impressionist Painter) Karl Blossfeldt (German Photographer and Sculptor) James Gulliver Handcock (American Illustrator)</p>	<p>William Morris (British Victorian Textile Designer) L.S. Lowry (English Artist) Claude Monet (French Impressionist Painter)</p>
Evaluating	<p>At the end of a unit of work, write a reflective comment about your finished piece of art. Compare ideas, methods and approaches in own and others' work and say what they think and feel about them. Adapt their work according to views and describe how they might develop it further. Reflect on methods and approaches used by the focus artist and express their thoughts and feelings about them. Annotate work in sketchbook.</p> <div style="text-align: right; margin-top: 10px;">  </div>			