



LEAS PARK JUNIOR SCHOOL - Curriculum Progression Map

Year Group: 6

Subject: Art

Topic/ Unit Curriculum Strand	Autumn (1): Stephen Wiltshire - City Scape	Spring (2): Andy Warhol Pop Art	Summer (3): Greek Pottery
Techniques with, knowledge of and control over different materials	<p>Children can...</p> <ul style="list-style-type: none"> (1, 2, 3) Show intent and confidence when using a variety of materials (including pens, pencils, ink, paints, chalk, wax and charcoal) and techniques (sketching, printing, scrafitto, tracing and drawing), identifying if chosen materials/techniques/design choices are fit for purpose/ impactful (3) Skilfully manipulate and mould sculpture materials to create own design, including 'coiling' technique (pottery - clay) (1, 2, 3) Appraise own/other's work using given vocabulary including tone, texture, form, line, shape, colour (primary and secondary, warm and cool), graduated and considering composition, technique, scale, impact and materials used (1, 2, 3) Recreate artwork in the style of other artists, identifying appropriate techniques and materials. Precisely emulating shapes/form, colours/tone, technique, texture, pattern, symmetry and composition <p>Children know...</p> <ul style="list-style-type: none"> (1,2,3) How to use own knowledge of a variety of skills and knowledge to choose those relevant and appropriate for given project/task 		
Study Artist, architects and designers through history (including artistic movements and the time period in which they lived)	<p>Children can...</p> <ul style="list-style-type: none"> (1, 2, 3) Confidently and with precision, appraise artists' work (with others) and use all vocabulary from the Art at Leas Park assessment sheet (including any new vocabulary) (1, 2, 3) Research given artists and gather relevant information about said artist's life and works to inspire/inform own work, identifying stimulus/inspiration, techniques and materials used and how this could translate in to own work (1, 2, 3) Accurately and informatively (with peers) compare, contrast and evaluate artists' work against that of other artists, whilst identifying elements they wish to emulate in own pieces (through experimentation with various materials/technique/colour/composition) (1, 2, 3) Re-create own interpretation of artwork in the style of said artists/art movement with accuracy and intent <p>Children know...</p> <ul style="list-style-type: none"> (1,2) The names of artists studied and features of their works of art, including techniques, materials and styles (Stephen Wiltshire (early 1970s to present), Andy Warhol (late 1920s to late 1980s) and previously studied artists) (1,2,3) That artists can have different styles/ can belong to certain 'movements' and can identify individual artist styles/movements (Pop Art) and how their work fits in to said style/movement (including Ancient Greek artwork (approx.. 776BC to 323BC) 		
Developing own ideas within a sketchbook	<p>Children can...</p> <ul style="list-style-type: none"> (1, 2, 3) Record own ideas with accuracy and intent, showcasing various material techniques (with improvement and skills) and confidently demonstrating good artist knowledge/styles/artist movements (1, 2, 3) With confidence, use the 'Art at Leas Park' sheet to accurately identify skills and materials used within lessons (1, 2, 3) Showcase own artwork to peers, discussing choices around chosen technique, materials, form and inspiration 		

	<p>Children know...</p>
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- (1,2,3) Relevant artists (demonstrating good artist knowledge) artist movements, techniques (showing improvement and skill) and materials (applying/ manipulating a variety of) and can apply these to own work completed within sketchbooks