



LEAS PARK JUNIOR SCHOOL - Curriculum Progression Map

Year Group: 4

Subject: Art

Topic/ Unit  Curriculum Strand 	Autumn (1): Emma Bridgewater - Pottery, sketching and mood board.	Spring (2): Henry Moore Local artwork	Summer (3): Banksy Egyptian Artwork
Techniques with, knowledge of and control over different materials	Children can... <ul style="list-style-type: none"> • (1, 2, 3) Use pencil to create sketches/drawings and develop their range of pencil techniques with accuracy • (1) Start to manipulate and mould sculpture materials to create own design (pottery - clay) • (1, 2, 3) Appraise own/other's work using given vocabulary including tone, texture, shape, colour and pattern • (1, 2, 3) Recreate artwork in the style of other artists, identifying appropriate materials and emulating shapes, colours, textures and composition with some precision Children know... <ul style="list-style-type: none"> • (1,2,3) That different materials can be manipulated to create varying textures, shade, lines and shapes (relevant to drawing, painting and sculpture) • (1,2,3) That a variety of materials can create different 'types' of artwork and how these 'types' of artwork have changed over time (including sculpture, drawing, painting and printing) 		
Study Artist, architects and designers through history (including artistic movements and the time period in which they lived)	Children can... <ul style="list-style-type: none"> • (1, 2, 3) Appraise artists' work and build upon their subject vocabulary including pattern (prints), textures, stencil, balance, symbolism and colour (primary, warm and cool) when doing so • (1, 2, 3) Research given artists and gather relevant information about said artist's life and works with the purpose of inspire/informing own work • (1, 2, 3) Confidently compare and contrast artists' work against other artists/art from other eras (including Anglo-Saxons and the Ancient Egyptians), whilst identifying elements they wish to emulate in own pieces (through use of a mood-board/design) • (1, 2, 3) Re-create artwork in the style of said artists/art movement with increasing accuracy and improving technique Children know... <ul style="list-style-type: none"> • (1,2,3) The names of artists studied and can describe the features of their works of art in good detail (Emma Bridgewater, Henry Moore and Banksy) • (starting to) (1,2,3) That artists can have different styles/ can belong to certain 'movements' (modernism (late 1890s - late 1980s), street art (early 1990s to present time), ancient works (3100 BC - 30 BC approx.)) and therefore have different motivation/inspiration 		
Developing own ideas within a sketchbook	Children can... <ul style="list-style-type: none"> • (1, 2, 3) Record own ideas and designs with some degree of accuracy and intent • (1, 2, 3) With some confidence, use the 'Art at Leas Park' sheet to identify materials, some skills and key vocabulary used within lessons • (1, 2, 3) Organise and record original ideas along with interpretations of existing pieces of art, with some skill and accuracy Children know... <ul style="list-style-type: none"> • (1,2,3) Relevant artists, movements, techniques and materials and apply these to own work completed within sketchbooks 		

