

**Art & Design Curriculum
Progression of Skills and Knowledge**



Art, craft and design embody some of the highest forms of human creativity. At Westfields Junior School, we aim to provide high-quality art and design education which engages, inspires and challenge children, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As children progress through our school, through our thoughtfully designed curriculum that makes links to other areas of the curriculum, children are given opportunities to think critically and develop a more rigorous understanding of art and design. They also learn how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

The National Curriculum for Art & Design

Years 3 - 6

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 create sketch books 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.

SKILLS	Progression of Skills			
	Year 3	Year 4	Year 5	Year 6
Colour	<ul style="list-style-type: none"> • Follow instructions to mix primary, secondary and tertiary colours. • Mix analogous colours e.g. when painting clay fossils. • Add white to colour e.g. when painting Japanese blossom. 	<ul style="list-style-type: none"> • Make choices with primary and secondary colour choices e.g. when painting impressionist landscapes. • Experiment with mixing shades, tones and tints showing a change in colour. 	<ul style="list-style-type: none"> • Apply knowledge primary, secondary and tertiary colours when selecting complementary colours to add impact and vibrancy to art work. • Select complementary colours to add impact and vibrancy to art work. • Create complementary colours using a range of media e.g. when dotting using felt tips to create pointillism, when using ICT for pop-art and when blending oil pastels for fauvism. 	<ul style="list-style-type: none"> • Independently make choices when applying colour to work e.g. when creating local area paintings. • Layer different watercolour pencils to create shades and tones e.g. when creating local area paintings. • Experiment with techniques, colours (warm and cool), tones and effects.
Drawing media	<ul style="list-style-type: none"> • Use given drawing media e.g. when using chalk pastels to create fossils, fine liners/gold pens for Egyptian wall art and 	<ul style="list-style-type: none"> • Experiment with graded sketching pencils. • Use and extend range of drawing media e.g. when using graded pencils for architectural 	<ul style="list-style-type: none"> • Use existing knowledge of drawing media to influence methods of adding colour e.g. when creating a space picture using chalk pastel techniques 	<ul style="list-style-type: none"> • Demonstrate independence when selecting drawing tools for observational sketches. Expand drawing media to including ball point pen e.g. oversized poppy,

	HB pencils e.g. when sketching a butterfly.	sketches, felt-pens for semi-abstract cityscape, wax crayons for African wax resist paintings and watercolour pencils when designing Clarice Cliff pottery. <ul style="list-style-type: none"> Transfer rules of sketching lines to different media e.g. chalk and charcoal. 	such as smudging, stippling, blending and crosshatching. <ul style="list-style-type: none"> Select appropriate graded pencils for first and second-hand observational sketching e.g. when producing portraits. 	white pencil on black paper blitz collage.
Pencil techniques	<ul style="list-style-type: none"> Draw different lines with control Line: straight (horizontal), straight (vertical) straight (diagonal) thick, thin, dotted, curved, wavy, bumpy, zig zag, curly, spiral. Sketch different types of lines Experiment with HB pencils to create strong and soft lines e.g. when drawing animal patterns. Explore variations of patterns, shape and texture when sketching animal patterns. 	<ul style="list-style-type: none"> Hatching, cross-hatching, stippling, scumbling, blending to add areas of shade. Explore how to use pencil pressure to create strong and soft lines e.g. when drawing Ancient Greek columns. Begin to demonstrate an understanding of proportion, light and shade to create 3D form e.g. when carrying out column sketches. Draw/paint into different surfaces for different effects e.g. scratch paper. 	<ul style="list-style-type: none"> Create tonal shade on spheres using blending, smudging, stippling, hatching, cross hatching and scumbling. Sketch spheres using pencil techniques Continue to extend accuracy of line, shape, form, proportions, shades and tones. Develop proficiency of 3D effects through light direction e.g. when sketching trees. Demonstrate an understanding of the rules of portrait proportions e.g. whilst producing self-portrait sketches. Build on previous knowledge of Etching onto scratch paper by looking at how line thickness can create form. Develop pen techniques such as pointillism and pop-art through self-portraits. Use shading techniques hatching, cross-hatching, blending and stippling to create 3D form (cone, cuboid, sphere) and apply techniques to observations drawings. 	<ul style="list-style-type: none"> Apply knowledge of taught drawing techniques independently, including proportion and areas of light and shade to create form e.g. when producing poppy sketches showing 3D form. Sketch with accurate proportions e.g. buildings and small planes on Blitz painting. Explore the rules of perspective drawing, horizon line, vanishing points and 3D drawing when creating 3D lettering and optical illusion hand art. Use drawing grids to accurately copy proportions and detail in architecture e.g. when sketching local area building.
Design	<ul style="list-style-type: none"> Create 3/4 designs on a given theme and select design. Be able to select most successful design demonstrating some awareness of the limitations of 	<ul style="list-style-type: none"> Suggest improvements of designs before selecting a final design using specific art vocabulary e.g. writing star and wish comments around architectural collage practise. 	<ul style="list-style-type: none"> Create, alter and refine design ideas with increasing confidence and be able to justify changes using art vocabulary e.g. when modifying Mayan mask designs. 	<ul style="list-style-type: none"> Manipulate design ideas demonstrating consideration of the limitations of materials at any stage of the design process e.g. when producing local area painting designs.

	materials e.g. when producing clay fossil designs.			
Painting tools	<ul style="list-style-type: none"> Use given brushes appropriate to task e.g. when using fine brushes for Japanese blossom branches and thick paintbrushes to apply paint to clay fossils. 	<ul style="list-style-type: none"> Begin to select appropriate brushes for artwork e.g. when using fine detail on Clarice Cliff pottery painting. Experiment with a variety of painting tools e.g. when using a card strip tool to paint outline detail and create texture and cotton buds to create Aboriginal dot painting. 	<ul style="list-style-type: none"> Select appropriate brushes and tools with greater independence appropriate to the task e.g. when using fine brushes to paint impressionist self-portraits. 	<ul style="list-style-type: none"> Select and change (when necessary) painting tools appropriate to the task e.g. when painting fine detail onto local area landscapes.
Painting techniques	<ul style="list-style-type: none"> paint fine brushstrokes e.g. when painting Japanese branches on the blossom trees. 	<ul style="list-style-type: none"> Begin to explore watercolour pencils for painting e.g. when producing Clarice Cliff watercolour pottery designs. Explore how mixed media can be used with watercolours e.g. when using oil pastels with watercolours when creating an impressionist painting. 	<ul style="list-style-type: none"> Manipulate painting techniques to paint in particular style e.g. when producing impressionist paintings. Demonstrate an awareness of techniques for the intended outcome including large scale projects e.g. when creating Mayan Masks. 	<ul style="list-style-type: none"> Demonstrate how different shades and tones can be used to create a sense of perspective in paintings e.g. when using lighter tones around the vanishing point in landscape paintings to create a sense of perspective. Use techniques, colours, tones and effects in an appropriate way to represent things seen e.g. when using brushstrokes and stippling following the direction of the grass in paintings.
Painting skills	<ul style="list-style-type: none"> Paint neatly with given tools and demonstrate some level of control to stay within hand drawn lines. 	<ul style="list-style-type: none"> Paint neatly with increasing accuracy when painting within own drawn lines e.g. when painting Clarice Cliff plate designs. 	<ul style="list-style-type: none"> Paint detailed areas neatly and with a good level of control. Demonstrate awareness of how painting techniques can be used to create required effects, e.g. brush strokes for movements when painting impressionist portrait. 	<ul style="list-style-type: none"> Refine painting skills and demonstrate a good level of accuracy. Paint fine detail using a fine brush with skill and precision e.g. acrylic paint patterns on Modroc poppy. e.g. when painting building bricks or small plant pots.
Sculpture	<p>Ceramics/clay</p> <ul style="list-style-type: none"> Design a clay tile and begin to show consideration of the limitations of the material e.g. when creating a clay fossil. Construct a simple clay base using guides and rolling pins. 	<p>Ceramics/clay</p> <ul style="list-style-type: none"> Research, design and make clay models e.g. when using Roman pottery as inspiration. Use knowledge of joining clay through crosshatching to construct free standing forms e.g. when creating coil pots. 	<p>Papier Mache</p> <ul style="list-style-type: none"> Use research and other preparatory work to aid design of Mayan masks. Demonstrate a good level of control when using papier Mache, tin foil and newspaper 	<p>Paper Sculpture</p> <ul style="list-style-type: none"> Create a range of quilling shapes e.g. quilling a poppy in the style of quilling artist Yulia Brodskava. Sculpt and shape a 3D flower over a given form e.g. when sculpting Modroc poppies.

	<ul style="list-style-type: none"> • Sculpt a model out of clay demonstrating some awareness of its properties e.g. knowing that parts on the fossil may crack or break off. • Use crosshatching techniques to join clay. • Add colour to sculpted clay form demonstrating ability to cover whole surface. • Use natural materials to sculpt fossil shapes in the school grounds as part of an installation of outdoor art. 	<ul style="list-style-type: none"> • Develop skills in using clay including slabs, coils and slip e.g. when sculpting a lid for the pot. • Use crosshatching and smoothing to attach elements e.g. making handles and decoration. • Add decoration onto clay surfaces using etching and painting. 	when creating 3D form e.g. when making Mayan masks.	
Print media	<ul style="list-style-type: none"> • Use a range of printing materials and techniques, e.g. when creating animal pattern tile prints, butterfly mono-prints and peacock string prints. 		<ul style="list-style-type: none"> • Impress design onto a large polystyrene tile e.g. when creating a space scene print. • Print onto different types of paper to create different effects e.g. tissue paper, card, pen. 	
Print techniques	<ul style="list-style-type: none"> • Design and create simple prints e.g. when producing animal patterns. • Print repeated patterns. • Line up print patterns with some control and accuracy. 		<ul style="list-style-type: none"> • Design and print increasingly complex patterns. e.g. when producing a space print in the style of illustrator Peter Thorpe. • Show awareness of negative and positive space e.g. when printing space pictures onto tracing paper. • Demonstrate a good level of skills and control when printing. 	
Collage media		<ul style="list-style-type: none"> • Explore and experiment with a range of different papers and textures to create a collage e.g. when creating semi-abstract architectural collages. 	<ul style="list-style-type: none"> • Use knowledge of collage papers to select appropriate materials to create 3D form e.g. when using newspaper and tinfoil to form structures and decoration on Mayan masks. 	<ul style="list-style-type: none"> • Use black sugar paper to create silhouettes.
Collage techniques		<ul style="list-style-type: none"> • Demonstrate an ability to cut or tear different types of paper with increasing accuracy e.g. when producing architectural shapes. • Begin to layer gradually decreasing shapes to create a sense of distance when collaging landscapes e.g. when 	<ul style="list-style-type: none"> • Use taught collage skills with confidence when adding final layers to papier mâché masks e.g. when shaping paper to add detail and decoration onto Mayan masks. • Demonstrate an awareness of the need to layer papier mâché 	<ul style="list-style-type: none"> • Demonstrate a good level of control and skill when cutting intricate shapes out of paper e.g. when creating London landscape silhouettes. • Be able to manipulate quilling shapes with good level of

		producing landscape collages in the style of Mike Bernard. <ul style="list-style-type: none"> Experiment with painting onto collaged paper e.g. when adding shades, tones and tints onto landscape collages. 	in different directions e.g. to avoid curling edges when building up Mayan masks.	accuracy e.g. when quilling a poppy.
ICT/ photography	Revelation Art <ul style="list-style-type: none"> Explore tools using 'Revelation Art Advanced' programme e.g. when using the fill tool to create animal art. 	Photography <ul style="list-style-type: none"> Take photographs using an iPad to take interesting architectural shapes from around the school. 	Revelation art <ul style="list-style-type: none"> Use Revelation art tools to independently create a specific style of art movement e.g. when creating pop-art self-portrait. 	Photography <ul style="list-style-type: none"> Explain how forced perspective photography and illusion art is created. Design and create forced perspective photography e.g. when taking forced perspective photos.

KNOWLEDGE	Progression of Knowledge			
	Year 3	Year 4	Year 5	Year 6
Theoretical Traditional: before 1860s Modern: 1860s-1960s, Contemporary: 1945 onwards	Artist <ul style="list-style-type: none"> Know facts about and describe the key features of an artist work and apply them to own artwork: <ul style="list-style-type: none"> ✓ William Morris as a modern print artist ✓ Deborah Stockdale as a contemporary nature artist ✓ Andy Goldsworthy as a contemporary outdoor installation artist 	Artists and architects <ul style="list-style-type: none"> Know facts about and explore art by great artists from different times and places, identify the key features of their art and apply to own artwork: <ul style="list-style-type: none"> ✓ Traditional artists - Monet, Hokusai, aboriginal dot art ✓ Architects - Ancient Greek, London Eye: 2000, Julia Barfield and David Marks. Gherkin: 2003, Norman Foster. London Bridge: 1973 Lord Holford. Big Ben: 1859, Augustus Pugin ✓ Ceramics - Clarice Cliff 1889-1972 	Great artists and art movements <ul style="list-style-type: none"> Know that art takes different forms and includes work produced by designers and illustrators: <ul style="list-style-type: none"> Know facts about and make links between artists and art movements and understand the concept of an art movement includes groups of artists: <ul style="list-style-type: none"> ✓ Pop art (Andy Warhol) Fauvism (Matisse) Impressionism (van-Gogh) Pointillism (Surat) ✓ Frida Khalo ✓ Contemporary designer/illustrator - magazine artists Peter Thorpe 	Great artists, art movements, architecture and craft maker. <ul style="list-style-type: none"> Use knowledge of artists and art movements as inspiration to develop own style and able to use art vocabulary to explain choices: <ul style="list-style-type: none"> ✓ Contemporary artists - Georgia O'Keeffe and Bridget Riley Know about and explain the difference between artist and craft makers and take inspiration for own artworks: <ul style="list-style-type: none"> ✓ Contemporary craft maker - Quilling craft by Yulia Brodsyla ✓ 14th-16th century grid method ✓ Leonardo du Vinci 1452-1519
Colour theory	<ul style="list-style-type: none"> Know and identify primary, secondary and tertiary colours on the colour wheel. Know and explain what analogous colours are. Know the impact and effect of adding white to colour. 	<ul style="list-style-type: none"> Use knowledge of colour mixing primary and secondary colours to make choices e.g. when painting impressionist landscapes. Know the impact and effect of mixing shades, tones and tints to show a change in colour. 	<ul style="list-style-type: none"> Know and understand the term 'complementary colours' and know how to create them using a range of media e.g. when dotting using felt tips to create pointillism, when using ICT for pop-art and when blending oil pastels for fauvism. Demonstrate a secure knowledge of primary, 	<ul style="list-style-type: none"> Know and explain how using warm and cool colours adds vibrancy and impact to artwork e.g. when painting in the style of Georgia O'Keeffe.

			secondary, complementary and contrasting colours and explain how they add impact to artwork e.g. when creating self-portraits.	
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