



# LEAS PARK JUNIOR SCHOOL - Curriculum Progression Map

Year Group: 5

Subject: Art

Topic/ Unit Curriculum Strand	Autumn (1): Vincent Van Gogh Starry Night	Spring (2): Bridget Riley Op Art	Summer (3): Torres Garcia South American Art
Techniques with, knowledge of and control over different materials	<p>Children can...</p> <ul style="list-style-type: none"> <li>(1, 3) Consciously and confidently use different types of brushes/utensils and paints (including poster/acrylic and watercolours) for different purposes, including the mixing of materials and paint to gain desired/varying texture(s)</li> <li>(1, 2) Use and manipulate a range of materials (including pens, pencils and pastels) and drawing techniques with accuracy and intent</li> <li>(1, 2, 3) Appraise own/other's work using a wider range of vocabulary (tone, texture, shape, colour (primary and secondary, warm and cool), density and pattern (tessellating/repeating)) and consider composition, technique and materials used</li> <li>(1, 2, 3) Recreate artwork in the style of other artists, identifying appropriate techniques and materials. Precisely emulating shapes, colours, textures and composition</li> </ul> <p>Children know...</p> <ul style="list-style-type: none"> <li>(1,2,3) That different materials can be manipulated and combined to create varying textures, shade, lines and shapes (relevant to drawing and painting)</li> <li>(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)</li> </ul>		
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"> <li>(1, 2, 3) With precision, appraise artists' work (with others) and use both LKS2 vocabulary and new vocabulary such as pattern (tessellating/repeating), materials, textures, optical illusion, detail, fade, density and colour (primary and secondary, warm and cool) when doing so</li> <li>(1, 2, 3) Research given artists and gather relevant information about said artist's life and works with the purpose of inspiring/informing own work, identifying stimulus/inspiration, techniques and materials used</li> <li>(1, 2, 3) Accurately and informatively 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 and techniques)</li> <li>(1, 2, 3) Re-create artwork in the style of said artists/art movement with accuracy and intent</li> </ul> <p>Children know...</p> <ul style="list-style-type: none"> <li>(1,2,3) The names of artists studied and features of their works of art, including techniques, materials and styles (Vincent Van Gogh (early 1850s to early 1890s), Bridget Riley (early 1930s to present time) and Torres Garcia (early 1870s to late 1940s))</li> <li>(1,2,3) That artists can have different styles/cultural influences and can belong to certain 'movements' and begin to identify individual artist styles/movements (Op Art, Post-impressionism)</li> </ul>		
Developing own ideas within a sketchbook	<p>Children can...</p> <ul style="list-style-type: none"> <li>(1, 2, 3) Record own ideas with increasing degree of accuracy and intent, showcasing various material techniques and artist knowledge</li> <li>(1, 2, 3) With confidence, use the 'Art at Leas Park' sheet to identify materials, skills and some vocabulary used within lessons</li> <li>(1, 2, 3) Organise and record a variety of original ideas along with some interpretations of existing pieces of art, with skill, intent and accuracy</li> </ul>		

	<p>Children know...</p>
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- (1,2,3) Relevant artists, movements, techniques and materials and apply these to own work completed within sketchbooks