

Truro Learning Academy ~ Art & Design Progression Map ~ 2022/23

Creativity takes courage ~ Henri Matisse

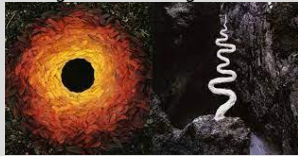
Intent	Implementation	Impact
<p>Art is a means of expression of our experiences, imagination and emotions. Through art children are able to safely experiment and create bodies of work and creatively express themselves.</p> <p>Our curriculum empowers them to explore the world around them, from the natural to industrial and find beauty in all.</p> <p>It will also equip them with the knowledge and skills in the use of colour, texture, form and pattern. As children progress through the school they will be given the opportunity to experience a range of artists, media and materials and processes. Children will develop an understanding of the role art and creativity has in the world and their local community. Through these experiences they can see the impact of artists and designers on the environment, modern life, history and culture.</p> <p>We aim to ensure children are supported, inspired and challenged on their creative journey. Children will be able to critically evaluate the work of others and their own.</p>	<p>Art and Design at Truro Learning Academy is mapped out into half term units that link closely, where possible, to their learning in other areas of the curriculum such as History, Geography and Science. These linked topics enable children to really apply their understanding of the knowledge and skills and their relevance in context of history, culture and industry.</p> <p>During each unit children will be given the opportunity to develop skills in small steps that progressively build over their time in school. Teaching is done in whole class groups followed by group and individual work. New techniques and skills are modelled and examples of work are shown to the children. The children will also explore a range of artists and creators from a range of cultures and ethnicities. Wherever possible first hand experiences and real-life objects are used to stimulate art and design activities.</p> <p>Children are given sketch books which they take through the school with them. This allows them to explore ideas and respond to artists bodies of work in a “risk-free” way and remember that art is always a “work in progress”. These sketch books are not formally marked but adults provide feedback in the moment which enables children to edit and improve their work at the point of learning. This allows them to celebrating success and identifying areas for improvement.</p>	<p>Each pupil will;</p> <ul style="list-style-type: none"> • Experience the arts through other areas of the curriculum. • Be given a wide range of opportunities to express themselves creatively and develop their own creative language. • Begin to develop awareness of the emotional impact the arts have on themselves and on an audience and to feel proud of the work they create. • Be able to experiment, modify and develop their initial ideas in order to achieve high-quality outcomes.

Year 1

- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Autumn 2
Enchanted Woodland

(Texture, paint and sculpture – natural art)
Artist: Andy Goldsworthy and Green Man



Spring 1
Bright Lights Big City

(Drawing)
Artist: Stephen Wiltshire



Spring 2
Paws, Claws and Whiskers

(Mixed media: drawing, painting, collage)
Artist: Kathy Fitzgerald



- Skills**
- Make transient art and pattern work using a range of natural materials.
 - Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing.
 - Use a variety of tools and techniques including the use of different brush sizes and types.
 - Human form – represent face using drawing, painting or sculpture, from observation, imagination or memory with some attention to facial features.

- Skills**
- Draw or paint a place from memory, imagination or observation.
 - Use soft and hard pencils to create different types of line.
 - Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, chalk and other dry media.
 - Begin to explore the use of line, shape and colour.

- Skills**
- Use textural materials, including paper and fabric, to create a simple collage.
 - Make simple prints and patterns using a range of liquids including ink and paint.
 - Identify and mix secondary colours. Mix and match colours to artefacts and objects.
 - Use a variety of tools and techniques including the use of different brush sizes and types.

- Knowledge**
- Ideas can be created through observation.
 - Aspects of artwork that can be discussed include: use of colour and shape, the techniques used and the feelings the artwork creates.
 - Transient art is non-permanent and usually made of a variety of objects and materials. Natural materials, such as grass, pebbles, sand, leaves, pine cones, seeds and flowers can be used to make transient art.
 - Similarities and differences between two pieces of art include the materials used, the subject matter and the use of colour, shape and line.
 - Words relating to colour, shape, materials and subject matter can be used to explore works by significant artists.
 - Malleable materials include rigid and soft materials, such as clay, plasticine and salt dough

- Knowledge**
- Discussion and initial sketches can be used to communicate ideas and are part of the artistic process.
 - Drawings or paintings of locations can be inspired by observation (looking closely), imagination (creating pictures in the mind) and memory (remembering places from the past).
 - Words relating to colour, shape, materials and subject matter can be used to explore works by significant artists.
 - Soft pencils (marked with a B for black) create darker lines and hard pencils (marked with an H for hard) create lighter lines. Different types of line include zigzag, wavy, curved, thick and thin.

- Knowledge**
- Collage is an art technique where different materials are layered and stuck down to create artwork.
 - A print is a shape or image that has been made by transferring paint, fabric paint, ink or other media from one surface to another.
 - The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together.

- Design: Developing, planning and exploring ideas and concepts**
- Design and make art to express ideas.
 - Communicate ideas simply before creating artwork.
 - Describe and explore the work of a significant artist.

- Evaluate: Evaluating processes and pieces and bodies of work**
- Say what they like about their own or others' work using simple artistic vocabulary.
 - Identify similarities and differences between two or more pieces of art.

Year 2

- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Autumn 2
Magnificent Monarchs
(Portrait painting)
Artist: Heinrich von Angeli



Summer 1
Scented Garden
(Paint, colour mixing, printing)
Artist: Georgia O'Keeffe



Spring 2
Movers and Shakers
(Sculpture)
Artist: Anthony Gormley



- Skills**
- Draw, paint, sculpt natural from observation, imagination and memory.
 - Make simple sketches to explore and develop ideas.
 - Human form – represent the human form, including face and features, from observation, imagination or memory.
 - Describe similarities and differences between artwork on a common theme.

- Skills**
- Draw, paint, sculpt natural from observation, imagination and memory.
 - Make simple sketches to explore and develop ideas.
 - Landscape – Draw or paint features of landscape from memory, imagination or observation with some attention to detail.
 - Describe similarities and differences between artwork on a common theme.
 - Create a range of textures using the different using the properties of different types of paper.
 - Press objects into a malleable material to make textures, patterns and imprints.
 - Design patterns of increasing complexity and repetition.
 - Use a variety of techniques including carbon printing, relief, press and fabric printing.
 - Print using a variety of materials, objects and techniques.

- Skills**
- Draw, paint, sculpt natural from observation, imagination and memory.
 - Make simple sketches to explore and develop ideas.
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- Knowledge**
- Materials and techniques that are well suited to different tasks include: hard and black pencils and cartridge paper for drawing lines and shading.
 - A drawing, painting or sculpture of a human face is called a portrait.
 - Common themes in art include portraiture and historical events.
 - Art papers have different weights and textures. For example, watercolour paper is heavy and has a rough surface, drawing paper is of a medium weight and has a fairly smooth surface and handmade paper usually has a rough, uneven surface with visible fibres.

- Knowledge**
- Materials and techniques that are well suited to different tasks include ink: smooth paper and polystyrene blocks for printing: poster paints, large brushes and thicker paper for large, vibrant paintings.
 - Natural forms are objects found in nature, and include flowers, pine cones, feathers, stones, insects, birds and crystals.
 - Interesting materials that can make textures, patterns and imprints include tree bark, leaves, nuts and bolts and bubble wrap.
 - the rubbing technique, frottage can be used to create a range of effects on different papers.
 - A landscape is a piece of artwork that shows a scenic view.
 - Common themes in art include landscapes, animals, streets and buildings, gardens, the sea, myths, legends, stories
 - Different media, such as pastels, or watercolour paint, can be added to papers to reveal texture.

- Knowledge**
- Materials and techniques that are well suited to different tasks include: clay tools and slip for sculpting.
 - Malleable materials, such as clay, plasticine or salt dough, are easy to shape.
 - Common themes in art include landscapes, animals, streets and buildings, gardens, the sea, myths, legends, stories
 - Different media, such as pastels, or watercolour paint, can be added to papers to reveal texture.

- Design: Developing, planning and exploring ideas and concepts**
- A sketch is a quickly produced or unfinished drawing, which helps artists develop their ideas.
 - Aspects of artwork to include subject matter, colour, shape form and texture.
 - Works of art are important for many reasons: they influenced the artwork of others; they clearly show the features of a style or movement of art; the subject matter is interesting or important; they show the thoughts and ideas of the artist created a large body of work over a long period of time.
 - Select the best materials and techniques to develop an idea.

- Evaluate: Evaluating processes and pieces and bodies of work**
- Select the best materials and techniques to develop an idea.
 - Analyse and evaluate their own and others' work using artistic vocabulary.
 - Explain why a painting, piece of artwork, body of work or artist is important.
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Year 3

- 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.
- To create 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 and clay).
- To learn about great artists, architects and designers in history.

**Autumn 1
Predators**
(Mixed media – printing, drawing, paint)
Artist/area: Pablo Picasso/Cubism



**Autumn 2
Gods and Mortals**
(Sculpture - clay)
Artist/area: Greek pottery



**Spring 2
Ammonite companion project to Rocks, Relics and Rumbles**
(Sketching, print making)
Artist/area: Fibonacci patterns



- Skills**
- Use and combine a range of visual elements in artwork.
 - Use nature and natural forms as a starting point for artwork.
 - Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time
 - Work in the style of a significant artist, architect or designer.

- Skills**
- Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time
 - Create a 3-D form using malleable or rigid materials, or a combination of materials.

- Skills**
- Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.
 - Add tone to a drawing by using linear and cross hatching, scumbling and stippling.

- Knowledge**
- Visual elements include colour, line, shape, form, pattern and tone.
 - Nature and natural forms can be used as a starting point for creating artwork.
 - The work of significant artists, architects and designers has distinctive features. Including the subject matter that inspires them, the movement to which they belong and the techniques and materials they have used.
 - Rigid materials, such as cardboard, wood or plastic, are more difficult to change into a new shape and may need to be cut and joined together using a variety of techniques.

- Knowledge**
- Malleable materials, such as clay, papier-mache and Modroc, are easy to change into a new shape.

- Knowledge**
- Visual elements include colour, line, shape, form, pattern and tone.
 - Nature and natural forms can be used as a starting point for creating artwork.
 - Hatching, cross-hatching and shading are techniques artists use to add texture and form.

- Design: Developing, planning and exploring ideas and concepts**
- Preliminary sketches are quick drawings that can be used to inspire a final piece of artwork. They are often line drawings that are done in pencil.
 - Explorations of the similarities and differences between pieces of art, structures and products from the same genre could focus on the subject matter, the techniques and materials used or the ideas and concepts that have been explored or developed.

- Evaluate: Evaluating processes and pieces and bodies of work**
- Suggestions for improving or adapting artwork could include aspects of the subject matter, structure and composition; the execution of specific techniques or the uses of colour, line, texture, tone, shadow and shading.
 - Make suggestions for ways to adapt and improve a piece of artwork.

Year 4

National Curriculum Aims and Objectives Key Stage 2

- 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.
- To create 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 and clay).
- To learn about great artists, architects and designers in history.

Year 5

National Curriculum Aims and Objectives Key Stage 2

- 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.
- To create 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 and clay).
- To learn about great artists, architects and designers in history.

Autumn 2

Off with her Head!

(paint – watercolour portraits)

Artist/area: Hans Holbein



Spring 2

Pharaohs

(sculpture – clay/papier mache)

Artist/area: Egyptian artefacts/ hieroglyphics



Summer 1

Cornish Mining

Come to Cornwall poster (tin mine)

(mixed media – iPad, drawing, painting)

Artist/area: Julia Seaton/GWR posters/David Hockney



<p>Skills</p> <ul style="list-style-type: none"> • Produce creative work on a theme, developing ideas through a range of preliminary sketches or models. • Explore and create expressions in portraiture. • Investigate and develop artwork using the characteristics of an artistic movement. • Mix and use tints and shades of colours using a range of different materials, including paint. 	<p>Skills</p> <ul style="list-style-type: none"> • Produce creative work on a theme, developing ideas through a range of preliminary sketches or models. • Describe and discuss how different artists and cultures have used a range of visual elements in their work. 	<p>Skills</p> <ul style="list-style-type: none"> • Produce creative work on a theme, developing ideas through a range of preliminary sketches or models. • Describe and discuss how different artists and cultures have used a range of visual elements in their work. • Investigate and develop artwork using the characteristics of an artistic movement. • Mix and use tints and shades of colours using a range of different materials, including paint.
<p>Knowledge</p> <ul style="list-style-type: none"> • A portrait is a picture of a person that can be created through drawing, painting or photography. Artistic movements or artists that communicate feelings through portraiture include the Expressionists. • Artistic movements include Expressionism, Realism, Pop Art, Renaissance and Abstract. • A tint is a colour mixed with white, which increases lightness, and a shade is a colour mixed with black which increases darkness. 	<p>Knowledge</p> <ul style="list-style-type: none"> • Visual elements include line, light, shape, colour, pattern, tone, space and form. 	<p>Knowledge</p> <ul style="list-style-type: none"> • Visual elements include line, light, shape, colour, pattern, tone, space and form. • Artistic movements include Expressionism, Realism, Pop Art, Renaissance and Abstract. • A tint is a colour mixed with white, which increases lightness, and a shade is a colour mixed with black which increases darkness.
<p>Design: Developing, planning and exploring ideas and concepts</p> <ul style="list-style-type: none"> • Preliminary sketches and models are usually simple line drawings or trial pieces of sculpture that are created to explore ideas and techniques and plan what a final piece of art will look like. • Ideas are the new thoughts and messages that artists have out into their work. Methods and approaches are the techniques used to create art. 	<p>Evaluate: Evaluating processes and pieces and bodies of work</p> <ul style="list-style-type: none"> • Ways to review and revisit ideas include annotating sketches and sketchbook pages, practicing and refining techniques and making models or prototypes of the finished piece. • Review and revisit ideas and sketches to improve and develop ideas. • Compare and comment on the ideas, methods and approaches in their own and others' work. 	

Year 6

National Curriculum Aims and Objectives Key Stage 2

- 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.
- To create 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 and clay).
- To learn about great artists, architects and designers in history.

Autumn 2
Revolution

(mixed media: drawing, painting, printing)
Artist/area: Arts and Crafts/William Morris



Spring 1/2

Frozen Kingdoms (Inuit)

(watercolour – The Northern Lights)
Artist/area: Inspired by Van Gogh – Starry Night



Summer 2
Gallery Rebels

(mixed media: drawing, painting)
Artist/area: Surrealism/Salvador Dali
Cornish Artist – Alfred Wallis, Barbara Hepworth



Skills

- Create innovative art that has personal, historic or conceptual meaning.
- Explain the significance of different artworks from a range of times and cultures and use elements of these to create their own artworks.
- Use colour palettes and characteristics of an artistic movement or artist in artwork.
- Use the work of a significant printmaker to influence artwork.

Skills

- Create innovative art that has personal, historic or conceptual meaning.
- Create art inspired by or giving an environmental message.
- Draw or paint detailed landscapes that include perspective.
- Explain the significance of different artworks from a range of times and cultures and use elements of these to create their own artworks.
- Use colour palettes and characteristics of an artistic movement or artist in artwork.

Skills

- Create innovative art that has personal, historic or conceptual meaning.
- Use distortion, abstraction and exaggeration to create interesting effects in portraiture or figure drawing.
- Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art.
- Use line and tone to draw perspective.

Knowledge

- A mood board is an arrangement of images, text and pictures that can show ideas or concepts. A Montage is a set of separate images that are related to each other and placed together to create a single image.
- Environmental art addresses social and political issues relating to natural and urban environments.
- Line is the most basic element of drawing and can be used to create outlines, contour lines to make images three-dimensional and for shading in the form of cross-hatching. Tone is the relative lightness and darkness of a colour.
- Printmakers create artwork by transferring paint, ink or other art materials from one surface to another.

Knowledge

- In conceptual art, the idea or concept behind a piece of art is more important than the look of the final piece.
- Environmental art addresses social and political issues relating to natural and urban environments.
- Works of art can be significant for many reasons, for example they are created by key artists of an artistic movement; have influenced other artists; have a new or unique concept or technique or have a famous or important subject.
- Different artistic movements often use colour in a distinctive way. Expressionist artists use intense, non-naturalistic colours. Impressionist artists use complementary colours. Fauvist artists use flat areas or patches of colour. Naturalist artists use realistic colours.

- Knowledge
- In conceptual art, the idea or concept behind a piece of art is more important than the look of the final piece.
- Environmental art addresses social and political issues relating to natural and urban environments.
- In art, distortion is an alteration to an original shape. Abstraction refers to art that doesn't depict the world realistically and exaggeration is the depiction of something that is larger than in real life.
- Perspective is the art of representing 3D objects on a 2D surface.
- Perspective is the art of representing 3D objects on a 2D surface. Abstraction refers to art that doesn't depict the world realistically. Figurative art is modern art that shows a strong connection to the real world, especially people. Conceptual art is art

		<p>where the idea or concept behind the piece is more important than the look of the finished piece.</p> <ul style="list-style-type: none"> • Different types of perspective (one vanishing point on the horizon line), two-point perspective (two vanishing points on the horizon line) and three-point perspective (two vanishing points on the horizon line and one below the ground, which is usually used for images of tall buildings seen from above).
<p>Design: Developing, planning and exploring ideas and concepts</p> <ul style="list-style-type: none"> • Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art. • A mood board is an arrangement of images, text and pictures that can show ideas or concepts. A Montage is a set of separate images that are related to each other and placed together to create a single image. 	<p>Evaluate: Evaluating processes and pieces and bodies of work</p> <ul style="list-style-type: none"> • Strategies used to provide constructive feedback and reflection of art include using positive statements relating to how the learning intentions have been achieved and asking questions about intent, concepts and techniques used and providing points for improvement relating to the learning intention. • Adapt or refine artwork in light of constructive feedback and reflection. 	