



LEAS PARK JUNIOR SCHOOL - Curriculum Progression Map

Year Group: 3

Subject: Art

Topic/ Unit 	Autumn (1):	Spring (2):	Summer (3):
Curriculum Strand 	Claude Monet - Impressionism Water lilies/bridge painting Still life drawing	Andy Goldsworthy - Natural artwork/ Cave paintings Sketches of Celtic jewellery/art	Paul Klee - Watercolour Sketches of Roman Architecture
Techniques with and control over different materials	Children can... <ul style="list-style-type: none"> (2, 3) Begin to use different types of brushes/utensils and paints (including poster/acrylic and watercolours) for different purposes (1, 2, 3) Use pencils and charcoal to create still life sketches/drawings (including of objects and self-portraits) and a range of pencil techniques with some accuracy (1, 2, 3) Appraise own/other's work using given vocabulary including tone, texture and blending (1, 2, 3) Recreate artwork in the style of other artists, beginning to identify appropriate materials (with some guidance) and emulate shapes, colours and composition with some precision Children know... <ul style="list-style-type: none"> (1) Start to understand that paint can be layered and mixed to achieve different effects and colours (1,2,3) That pencils can be manipulated to create varying textures, shade, lines and shapes (1,2,3) That a variety of materials can create different 'types' of artwork (including sculpture, sketching, painting) 		
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) Begin to appraise artists' work and start to use vocabulary such as shape/form, line, shade(s) and colour when doing so (1, 2, 3) With guidance, research given artists and begin to gather relevant information about said artist's life and works (2) With guidance, compare and contrast artists' work against other artists/art from other eras (including cave art) (1, 2, 3) Re-create artwork in the style of said artists/art movement with some degree of accuracy Children know... <ul style="list-style-type: none"> (1,2,3) The names of artists studied and some features of their works of art (Claude Monet (early 1840s to mid 1920s), Paul Klee (late 1870s to early 1940s) and Andy Goldsworthy (mid 1950s to present time)) (1,2,3) (starting to) That artists can have different styles/ can belong to certain 'movements' (impressionism, land art, expressionism/cubism) 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 with some degree of accuracy and intent (1, 2, 3) Begin to, with adult guidance, use the 'Art at Leas Park' sheet to identify materials and skills used within lessons (1, 2, 3) Record original ideas along with interpretations of existing pieces of art Children know... <ul style="list-style-type: none"> (1,2,3) Relevant artists, movements, techniques and materials and begin to apply these to own work completed within sketchbooks 		