

Key Areas of Learning for Art and Design

Generating Ideas	<ul style="list-style-type: none"> The use of imagination and creativity to create an original piece of art.
Using Sketchbooks	<ul style="list-style-type: none"> Create sketchbooks to record their observations and use them to review and revisit ideas.
Making skills and formal elements: Drawing, painting, sculpture/3D, craft & design.	<ul style="list-style-type: none"> Developing the skill of making marks on paper with pencil, pen, crayon, pastel or another medium, including creating shade, tone and texture. Using a variety of paint types, skills and brushes to create a range of effects. Creating 3-dimensional representative or abstract forms using a wide range of materials, from natural materials to clay, cardboard, wire and others. Create prints, patterns or designs for a purpose using fabric, card or paper.
Knowledge of Artists	<ul style="list-style-type: none"> Individuals and groups of people whose work has contributed to the development of global art and design movements, in fine art, craft and design disciplines such as architecture. To explore other artists' work through Art Starters.
Evaluating and Analysing	<ul style="list-style-type: none"> Assessing the value of, comparing and interpreting their own work and that of their peers and of a range of artists and designers.

Art and Design Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Drawing: Growing artists (oil pastel flowers, tie dye)		Art and design skills: teddy bear drawing-observational drawing		Prehistoric art-painting and mixed media	Craft and design: Egyptian Scrolls
Year 4		Art and design skills: Willow plate patterns	Formal art: Charcoal mark making, printing, geometric			Sculpture and 3D material: South America(Kapow – use clay)
Year 5	Formal elements: Drawing (I need space)	3D Sculpture: Dragon eyes (clay)	Painting & mixed media: portraits			
Year 6		Art and design skills: Watercolour impressionism - Monet Reverse Poly Printing - Zen tangle, William Morris	Still life: composition, pencil, ink and water, Brusho, charcoal, fish and vegetables Meet Stejipko (Croatian Artist)		Making my voice heard: "Leave your mark" Graffiti lettering, history, laws, Banksy Nottingham Kathe Kollwitz	

The following tables show our knowledge, skills and vocabulary progression across the key areas of Art and Design as children progress through our school.

Bold text: This refers to sticky knowledge within each section in the progression document as well as key vocabulary (Know).

Italics = Skills (Know how to...)

Art and Design Skills Progression

	Year 2	Year 3	Year 4	Year 5	Year 6
Generating Ideas	<i>Begin to know how to generate ideas from a wider range of stimuli, exploring different media and techniques.</i>	<i>Know how to generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</i>	<i>Know how to generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</i>	<i>Know how to develop ideas more independently from their own research. Know how to explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.</i>	<i>Know how to draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</i>
Sketchbooks	<i>Know how to experiment in sketchbooks, using drawing to record ideas. Know how to use sketchbooks to help make decisions about what to try out next.</i>	<i>Know how to use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</i>	<i>Know how to use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.</i>	<i>Know how to confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</i>	<i>Know how to use a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</i>
Drawing	<i>Know how to develop mark-making within a greater range of media, demonstrating increased control. Know how to begin to develop observational skills to look closely and reflect surface texture through mark-making. Know how to experiment with drawing on different surfaces, and begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes.</i>	<i>Know how to confidently use of a range of materials, selecting and using these appropriately with more independence. Know how to draw with expression and begin to experiment with gestural and quick sketching. Know how to develop drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</i>	<i>Know how to apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. Know how to use different drawing materials, combining media for effect. Know how to demonstrate greater control over drawing tools to show awareness of proportion and perspective, continuing to develop use of tone and more intricate mark making.</i>	<i>Know how to use a broader range of stimulus to draw from, such as architecture, culture and photography. Know how to begin to develop drawn ideas as part of an exploratory journey. Know how to apply known techniques with a range of media, selecting these independently in response to a stimulus. Know how to draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form.</i>	<i>Know how to draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently. Know how to apply new drawing techniques to improve their mastery of materials and techniques. Know how to push the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques.</i>
Drawing artists	Quentin Blake	Max Ernst Carl Linnaeus Georgia O’Keeffe Maud Purdy	Fernando Botero Alberto Giacometti Henri Matisse Henry Moore Ed Ruscha Georges Seurat	Teis Albers Karen Rose	Dan Fenelon Diego Rivera Leonardo Da Vinci
Drawing Vocab	Charcoal, Mark-making, Lines, Thick, Thin, Texture, Stippling, Hatching, Cross hatching, Scribbling, Blending, Sketch, Illustrator,	Geometric, Organic, Shape, Line, Object, Arrangement, Light, Dark, Shading, Tone, Grip, Smooth, Blend, Even, Frottage, Rubbing, Surface, Texture, Pressure, Tool,	Contrast, Observational drawing, Shading, Shadow, Tone, Gradient, Three dimensional (3D), Proportion, Symmetry, Pattern, Composition, Precision, Mixed media, Wax-resist,	Retro-futurism, Futuristic, Imagery, Culture, Propaganda, Space race, Purpose Stimulus, Decision, Process, Technique, Collagraphy, Collagraph,	Imagery, Mark making, Expressive, Character traits, Symbol, Symbolic, Interpretation, Aesthetic, Representative, Tone, Chiaroscuro, Technique, Graffiti, Guerilla, Mural,

Art and Design Curriculum Progression Priory Junior School

	Illustrations, Expression, Emoji, Emotion, Storyboard, Frame, Re-tell, Concertina	Tear, Cut, Botanist, Botanical, Scientific, Magnified, Form, Scale, Composition, Abstract, Frame, Gestural, Expressive, Viewfinder	Highlight, Collage, Combine, Parallel, Hatching, Cross-hatching, Viewfinder, Collaborate, Collaboratively, Printmaking, Abstract, Figurative, Monoprint, Block print	Repetition, Printing plate, Composition, Printmaking, Evaluate, Revisit, Develop	Street art, Commissioned, Tone, Tonal, Composition, Impact, Audience
Painting & mixed media	<p><i>Begin to know how to develop some control when painting, applying knowledge of colour and how different media behave eg adding water to thin paint.</i></p> <p><i>Know how to mix different hues of primary and secondary colours by using different amounts of each starting colour or by adding water.</i></p> <p><i>Know how to make choices about which materials to use for collage based on colour, texture, shape and pattern. Know how to experiment with overlapping and overlaying materials to create interesting effects.</i></p>	<p><i>Know how to select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task eg choosing a fine paintbrush for making detailed marks.</i></p> <p><i>Know how to mix colours with greater accuracy and begin to consider how colours can be used expressively.</i></p> <p><i>Know how to modify chosen collage materials in a range of ways eg by cutting, tearing, re-sizing or overlapping. In sketchbooks, use collage as a means of collecting ideas.</i></p>	<p><i>Know how to explore the way paint can be used in different ways to create a variety of effects, eg creating a range of marks and textures in paint.</i></p> <p><i>Know how to develop greater skill and control when using paint to depict forms, eg beginning to use tone by mixing tints and shades of colours to create 3D effects.</i></p> <p><i>Know how to work selectively, choosing and adapting collage materials to create contrast and considering overall composition.</i></p>	<p><i>Know how to apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks eg making choices about painting surfaces or mixing paint with other materials.</i></p> <p><i>Know how to develop a painting from a drawing or other initial stimulus.</i></p> <p><i>Know how to explore how collage can extend original ideas.</i></p> <p><i>Know how to combine a wider range of media, eg photography and digital art effects.</i></p>	<p><i>Know how to manipulate paint and painting techniques to suit a purpose, making choices based on their experiences. Work in a sustained way over several sessions to complete a piece.</i></p> <p><i>Know how to analyse and describe the elements of other artists' work, e.g. the effect of colour or composition..</i></p> <p><i>Know how to consider materials, scale and techniques when creating collage and other mixed media pieces.</i></p> <p><i>Know how to create collage in response to a stimulus. Work collaboratively on a larger scale.</i></p>
Painting artists	Romare Bearden		Audrey Flack Clara Peeters	Chila Kumari Singh Burman Njideka Akunyili Crosby Vincent van Gogh Frida Kahlo Maggie Scott Banksy John Singer Sargent E Magdalene Odundo	Claude Monet Stjepko Mamic Frank Bowling Richard Brackenburg David Hockney Lubaina Himid Fiona Rae Paula Rego John Singer Sargen
Painting, mixed media vocab		Charcoal, Composition, Negative image, Pigment, Positive image, Prehistoric, Proportion, Smudging, Scaled up, Sketch, Texture, Tone	Portrait, Landscape, Shadow, Tint, Shade, Texture, Contrasting, Vivid, Muted, Formal, Patterned, Abstract, Detailed, Figurative, Three dimensional (3D), Grid, Technique, Mark-making, Composition, Dabbing paint, Stippling paint, Paint wash, Pointillism	Background, Continuous line drawing, Portrait, Self-portrait, Paint wash, Collage, Texture, Composition, Carbon paper, Transfer, Printmaking, Monoprint, Mixed media, Multi media, Justify, Research, Evaluate, Represent, Atmosphere, Art medium	Artist, Compositions, Evaluation, Medium, Mixed media, Technique, Translate, Analyse, Meaning, Narrative, Interpret, Justify, Inference, Respond, Tableau, Abstract, Convey, Compose, Thought-provoking

Art and Design Curriculum Progression Priory Junior School

Sculpture / 3D	<p><i>Know how to develop understanding of 3D forms to construct and model simple forms using a range of materials.</i></p> <p><i>Know how to use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop basic skills for shaping and joining clay, including exploring surface texture.</i></p>	<p><i>Know how to plan and think through the making process to create 3D forms using a range of materials.</i></p> <p><i>Know how to shape materials for a purpose, positioning and joining materials in new ways (tie, bind, stick, fold). Experiment with combining found objects and recyclable material to create sculpture.</i></p>	<p><i>Know how to explore how different materials can be shaped and joined, using more complex techniques such as carving and modelling wire.</i></p> <p><i>Know how to apply an appropriate finish and present work to a good standard.</i></p> <p><i>Know how to respond to a stimulus and begin to make choices about materials and techniques used to work in 3D.</i></p>	<p><i>Know how to investigate how scale, display location and interactive elements impact 3D art.</i></p> <p><i>Know how to plan a 3D artwork to communicate a concept, developing an idea in 2D into three-dimensions.</i></p> <p><i>Know how to persevere when constructions are challenging and work to problem solve more independently.</i></p>	<p><i>Know how to use personal plans and ideas to design and construct more complex sculptures and 3D forms.</i></p> <p><i>Know how to combine materials and techniques appropriately to fit with ideas.</i></p> <p><i>Know how to confidently problem-solve, edit and refine to create desired effects and end results.</i></p>
Sculpture artists	Banti Bam Rachel Whiteread	Ruth Asawa Anthony Caro	El Anatsui Sokari Douglas-Camp Barbara Hepworth Magdelene Odundo Jaume Plensa	Cai Guo-Qiang	Kathe Kollwitz Mark Wallinger
Sculpture 3D Vocab	Roll, Smooth, Flatten, Shape, Cut, Pinch pot, Thumb pot, Ceramic, Glaze, Score, Slip, Surface, Join, Sculpture, Sculptor, Plaster, Casting, Negative space, Three dimensional, In relief, Detail, Impressing	Coming 2023 Jan	Visualisation, Ceramics, Two-dimensional (2D), Three-dimensional (3D), Organic shape, Sculpture, Tone, Form, Carving, Model, Hollow, Figurative, Abstract, Quarry, Texture, Surface, Join, Pliers, Template, Secure, Mesh, Found objects, Typography, Welding, Weaving	Display, Installation art, Mixed media, Features, Evaluate, Analyse, Location, Scale, Scaled down, Special effects, Three dimensional, Art medium, Performance art, Stencil, Atmosphere, Props, Influence, Experience, Culture, Revolution, Concept, Elements, Interact, Interactive	Coming 2023 Jan 2 nd
Craft & design	<p><i>Know how to respond to a simple design brief with a range of ideas. Know how to apply skills in cutting, arranging and joining a range of materials to include card, felt and cellophane.</i></p> <p><i>Know how to experiment with techniques when trying out design ideas.</i></p> <p><i>Know how to follow a plan for a making process, modifying and correcting things and knowing when to seek advice.</i></p>	<p><i>Know how to use a different making technique (e.g paper making) and apply it as part of their own project.</i></p> <p><i>Know how to investigate the history of a craft technique and share that knowledge in a personal way.</i></p> <p><i>Know how to design and make creative work for different purposes, evaluating the success of the techniques used.</i></p>	<p><i>Know how to explore making techniques, comparing these and making decisions about which method to use to achieve a particular outcome.</i></p> <p><i>Know how to design and make art for different purposes and begin to consider how this works in creative industries.</i></p>	<p><i>Know how to design and make art for different purposes and begin to consider how this works in creative industries e.g. in architecture, magazines, logos, digital media and interior design.</i></p> <p><i>Know how to extend ideas for designs through sketchbook use and research, justifying choices made during the design process.</i></p>	<p><i>Know how to develop personal, imaginative responses to a design brief, using sketchbooks and independent research.</i></p> <p><i>Know how to justify choices made during a design process, explaining how the work of creative practitioners have influenced their final outcome.</i></p>

Art and Design Curriculum Progression Priory Junior School

<p>Craft artists</p>	<p>Josef Albers Matthew Cusick Eduardo Paolozzi Maggie Scott Kim Soon-Im Susan Stockwell</p>			<p>Zaha Hadid</p>	<p>William Morris Derek O Boateng Albrecht Durer Hannah Hoch Graham Holland Edvard Munch</p>
<p>Craft & Design Vocab</p>	<p>Imaginary, Inspired, Landmarks, Shape, Texture, Pattern, Felt, Fibre, Viewfinder, Abstract, Composition, Mosaic, Stained glass, Overlap, Gallery, Curator, Design, Design brief, Evaluate</p>	<p>Egyptian, Ancient, Civilisation, Papyrus, Sculpture, Painting, Pattern, Shape, Colour, Scroll, Convey, Composition, Scale, Imagery, Design, Technique, Process, Material, Layout, Zine, Fold, Audience, Inform</p>	<p>Rainforest, Inspiration, Imagery, Colour palette, Mood board, Theme, Design, Designer, Texture, Develop, Pattern, Batik, Repeat, Repeating, Organic, Symmetrical, Craft, Craftsperson, Industry</p>	<p>Architecture, Composition, Design, Evaluate, Proportion, Perspective, Birds eye view, Monoprint, Architectural, Organic, Monument, Architect, Legacy, Elevation, Built environment, Observational drawing, Interpret, Form, Abstract, Pressure, Crop, Viewfinder, Design brief, Futuristic, External, Style, Annotate, Individuality, Design intention, Symbolism, Literal</p>	<p>Photomontage, Image, Dada, Composition, Arrangement, Layout, Cityscape, Macro, Photography, Monochrome, Monochromatic, Album, Digital, Saturation, Emulate, Editing, Software, replacement, Focus, Frame, Recreate, Pose, Prop, Portrait, Photorealism, Photorealistic, Grid, Proportion</p>
<p>Skills based on studying Artists <small>(Can be used for Art Starters)</small></p>	<p>Know how to talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.</p>	<p>Know how to use subject vocabulary to describe and compare creative works. Know how to use their own experiences to explain how art works may have been made.</p>	<p>Know how to use subject vocabulary confidently to describe and compare creative works. Know how to use their own experiences of techniques and making processes to explain how art works may have been made.</p>	<p>Know how to research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p>	<p>Know how to describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p>
<p>Evaluating and analysing Skills <small>(Can be used for Art Starters)</small></p>	<p>Begin to talk about how they could improve their own work. Know how to explain their ideas and opinions about their own and other's artwork, giving reasons.</p>	<p>Know how to use sketchbooks as part of the problem-solving process and make changes to improve their work. Know how to confidently explain their ideas and opinions about their own and other's art work, giving reasons.</p>	<p>Know how to evaluate their work more regularly and independently during the planning and making process. Know how to build a more complex vocabulary when discussing their own and others' art.</p>	<p>Know how to use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. Know how to discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</p>	<p>Know how to independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. Know how to give reasoned evaluations of their own and others work which takes account of context and intention</p>
<p>Art starter sentence stems</p>	<p>NB: You are trying to encourage children to use your year group art vocabulary through the starters – applying their sticky knowledge to analyse other artist's work.</p>	<p>Review (understand/describe): I like the... because... The layout is..... because.... I think it was made of/by... It makes me feel... because... The colours the artist has used make me feel... because I think the artist has used.... colours/shapes because... Can you recreate part of this picture?</p>	<p>Analyse (draw connections/compare): In this piece I think I can see... The shapes are...(symmetrical etc) The imagery reminds me of... I think this was made by/of... I think the steps to make this piece were... The theme I can see is... The pattern/tone/line reminds me of... What similarities can you see in this piece and another artist's work? Can you duplicate part of this image?</p>	<p>Evaluate (justify reasons): I particularly like the way... The symbolism reminds me of... The arrangement is... The artist might have been inspired by... I think the colour arrangement shows... I techniques used remind me of... I think the artist developed this by... The pattern/tone/line etc shows... This piece will inspire my art because..</p>	<p>Critique: In this piece, I think the composition is... I wonder if... The Symbolic.../aesthetic, reminds me of... because... There is an abstract element because... The expressive ___ reminds me of... I think it was created using...media... I want to know... because... The techniques used are... I think the reason it was created was... This artist has inspired my art by... The tone/line/colour shows... The colours/tone look inspired by... A cultural/historical influence could be... This was made in the So therefore...</p>

Art and Design Knowledge Progression

	Year 2	Year 3	Year 4	Year 5	Year 6
Pattern	<p>Know that surface rubbings can be used to add make patterns.</p> <p>Know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. Know that patterns can be used to add detail to an artwork.</p>	<p>Know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).</p> <p>Know that the starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.</p>	<p>Know that symmetry can be used to create repeating patterns.</p> <p>Know that patterns can be irregular, and change in ways you wouldn't expect.</p>	<p>Know that artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.</p>	<p>Know that pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.</p>
Texture	<p>Know that collage materials can be chosen to represent real-life textures.</p> <p>Know that collage materials can be overlapped and overlaid to add texture.</p> <p>Know that drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.</p>	<p>Know that texture in artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object.</p>	<p>Know that texture can be used more purposely to achieve a specific effect or to replicate a natural surface.</p>	<p>Know that texture can be different with different materials.</p>	<p>Know that applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.</p>
Tone	<p>Know that shading helps make drawn objects look more three dimensional.</p> <p>Know that different pencil grades make different tones.</p>	<p>Know some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps.</p> <p>Know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.</p>	<p>Know that using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>Know that tone can be used to create contrast in an artwork.</p>	<p>Know that tone can help show the foreground and background in an artwork.</p>	<p>Know that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.</p>
Colour	<p>Know that different amounts of paint and water can be used to mix hues of secondary colours.</p> <p>Know that colours can be mixed to 'match' real life objects or to create things from your imagination.</p> <p>Know that colour can be used to show how it feels to be in a particular place, eg the seaside</p>	<p>Know that complementary colours appear opposite each other on the colour wheel, and when placed next to each other, a strong contrast or 'clash' is created.</p> <p>Know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.</p>	<p>Know that adding black to a colour creates a shade.</p> <p>Know that adding white to a colour creates a tint.</p>	<p>Know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.</p>	<p>Know that a 'monochromatic' artwork uses tints and shades of just one colour.</p> <p>Know that colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</p>

Art and Design Curriculum Progression Priory Junior School

Form	<p>Know that 'composition' means how things are arranged on the page. Know that pieces of clay can be joined using the 'scratch and slip' technique. Know that a clay surface can be decorated by pressing into it or by joining pieces on.</p>	<p>Know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).</p> <p>Know that organic forms can be abstract</p>	<p>Know that using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>Know that simple structures can be made stronger by adding layers, folding and rolling.</p>	<p>Know that an art installation is often a room or environment in which the viewer 'experiences' the art all around them.</p> <p>Know that the size and scale of three-dimensional artwork changes the effect of the piece.</p>	<p>Know that the surface textures created by different materials can help suggest form in two-dimensional artwork.</p>
Shape	<p>Know that collage materials can be shaped to represent shapes in an image. Know that shapes can be organic (natural) and irregular. Know that shapes can be geometric if they have mostly straight lines and angles. Know that patterns can be made using shapes.</p>	<p>Know that negative shapes show the space around and between objects.</p>	<p>Know that basic shapes can form more complex shapes and patterns.</p>	<p>Know that a silhouette is a shape filled with a solid flat colour that represents an object.</p>	<p>Know that shape and space can support creating effective composition.</p>
Line	<p>Know that lines can be used to fill shapes, to make outlines and to add detail or pattern.</p>	<p>Know that different drawing tools can create different types of lines.</p>	<p>Know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.</p>	<p>Know that lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing.</p>	<p>Know that line is used beyond drawing and can be applied to other art forms.</p>
Knowledge of Artists	<p>Know of work by artists with teacher guidance. Know the similarities in artists' work.</p>	<p>Know of work by artists from other periods of time. Know of artwork from artists of culture. Know the work of different artists.</p>	<p>Know some the features of work by artists from other periods of time. Know that artists experimented with styles and know their styles.</p>	<p>Know how to research the work of an artist and use their work to replicate a style.</p>	<p>Know that Claude Monet started impressionism. Know the work of an artist, use this to replicate their style, and explain how their work has been inspired by the artist. Know the work of designers (ie. architects) and include technical aspects in their work inspired by research.</p>
Art Starter artwork and Artists	<p>N/A</p>	<p>Cezanne- The Bay of Marseilles Lowry- The Mill Vincent Van Gogh-Starry Night Pieter Brugel-The Hunters in the Snow Andy Goldsworthy study-insatallation-video link</p>	<p>Van Gogh- Irises Picasso-Portriat of Dora Maae Cassius Marcellus Coolidge-Dogs Playing Poker</p>	<p>Banksy-Hula Hoop Girl Picasso-Woman in Beret, Portrait Of Madame Matisse Turner-Modern Rome Hermann Rosch M.C. Escher Andy Warhol-Flowers Keith Haring-Graffiti Art</p>	<p>Monet water Lily pond Sweet Revenge by Shannon Caprjninos Children's games by Pieter Brugel Conectado con el pasado by Federico Uribe Nottingham by Jean Perrett Marilyn Diptych by Andy Warhol Bachata by Stejpkko Mamic</p>



Art and Design Curriculum Progression Priory Junior School

