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| St Mary’s Catholic Primary School – Art Curriculum Progression | | | | |
| Art Intent | St Mary’s Primary School understands that art helps to engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art. Our school is committed to encouraging pupils’ curiosity and creativity, allowing them to think critically and develop a thorough understanding of art and its place in the world. We aim to build pupils’ confidence, character and resilience through art and to provide a wealth of experience of art from different eras and cultures. Art enables pupils to express their feelings and passions and we place a strong emphasis on responding through art to big questions about our world and our future, encouraging ethical thinking and inspiring change | | | |
| EYFS –see Development Matters 2021 for detailed examples of how to support learning in EYFS  Expressive Arts and Design  The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. | | | | |
| 0-3 YEARS | | 3-4 YEARS | | RECEPTION |
| Start to make marks intentionally.  Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.  Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.  Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials.  Make simple models which express their ideas. | | Explore different materials freely, in order to develop their ideas about how to use them and what to make.  Develop their own ideas and then decide which materials to use to express them.  Join different materials and explore different textures.  Create closed shapes with continuous lines, and begin to use these shapes to represent objects.  Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear etc. | | ELG: Creating with Materials Children at the expected level of development will:  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;  Share their creations, explaining the process they have used;  Make use of props and materials when role playing characters in narratives and stories. |
| Area of Study | Years 1/2/3 | | Years 4/5/6 | |
|  | National Curriculum  KS1  Pupils should be taught to:  Use a range of materials creatively to design and make products  Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination develop a wide range of art and design techniques in using colour and pattern.  KS2  Create sketch books to record their observations and use them to review and revisit ideas  Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay) | | | |
| Creating Ideas | Work with different materials  Begin to think what materials best suit the task  Use imagination to form simple images from given starting points or a description  Work from observation and known objects  Develop sketch books  Develop artistic/visual vocabulary to discuss work  Begin to suggest improvements to own work | | Experiment with a wider range of materials.  Begin to explore possibilities, using and combining different styles and techniques  Select and develop ideas confidently, using suitable materials confidently  Select own images and starting points for work  Develop artistic/visual vocabulary when talking about own work and that of others.  Improve quality of sketchbooks with mixed media work and annotations.  Use a variety of ways to record ideas including digital cameras and iPads. | |
| Drawing | Using images and symbols to name and describe feelings and ideas.  Represent familiar objects as a ‘schema’ by combining shapes.  Draw confidently from imagination.  Add detail to artwork.  Observe and record the shapes, patterns and textures found in objects.  Work in a combined schematic and observational way with confidence in placing objects.  Use drawing as the starting point for work in other media as well as in its own right. | | Depict shadows and reflections using light and shade.  Combine different pressures and shading techniques.  Develop a personal style.  Choose appropriate techniques to convey meaning or atmosphere.  Represent objects with correct proportions.  Observe how shape, colour and tone can be used to describe form.  Use observational drawings as opening studies for more developed work.  Use line, tone and texture to represent objects in three dimensions.  Use tools, such as viewing frames, effectively.  Use drawing as part of the investigation process and presenting work well in a sketchbook. | |
| Painting | Explore the tactile and visual qualities of a paintbrush.  Combine materials and tools and enjoy finding out how to achieve different effects.  Mix paints from a limited range.  Show control in the use of colour  Understand that paint is used in different ways for different effects.  With guidance, add detail to work.  Work in stages using different materials for particular effects.  Make some independent decisions about colour. | | Include texture gained through paint mix or brush technique.  Show how well-developed control is used to achieve effects.  Mix appropriate colours to create a suitable colour palette that conveys mood and atmosphere.  Speak about the emotional impact of colour.  Use a good vocabulary of art terms related to colour concepts such as opacity and transparency.  Begin to understand and identify complementary colours and warm and cool colours.  Control brushes and materials with confidence.  Adopt a systematic approach when mixing and applying colour. | |
| Sculpture | Explore materials.  Join simple objects together.  Use a range of modelling materials squeezing, pinching and rolling to make objects.  Add colour, pattern and texture to objects  Show sufficient control to join and manipulate materials for the purpose intended.  Take part in extended activities through different stages. | | Work independently with a wider range of materials.  Work with more independence when selecting materials and tools.  Use familiar materials but with an increased sensitivity and control.  Portraiture work has a life like quality gained by choosing and applying the most appropriate techniques.  Make models on a range of scales that communicate observations from the real or natural world.  Produce sculptures that are well proportioned.  Use more advanced materials like wire and plaster. | |
| Printing | Use objects and basic tools and equipment to make patterns and images.  Work with a range of processes, controlling materials and tools.  Use printing to illustrate and explore ideas, commenting on what is done.  Approach work in stages to use simple processes to make more complex designs. | | Develop work from initial studies and investigations.  Understand how printing differs from other art processes and how it is used in different cultures.  Use a number of colours built up in a sequence.  Use precise repeating patterns by creating accurate printing blocks.  Choosing the appropriate materials on which to print to suit the purpose.  Using drawings and designs to bring fine detail into my work.  Combining printing techniques within one piece of work to create impact and effect. | |
| Collage | Use cut and torn papers and other materials to make simple patterns and images.  Recognise that materials look and feel different, choosing the most suitable materials for an effect.  Mix paper and other materials with different textures and appearances.  Use collage to explore wider art themes. | | Return to work using a range of techniques to develop the final image.  Experiment with techniques that use contrasting textures, colours or patterns. (rough/smooth, light/dark, plain/patterned)  Choose the most appropriate materials to fit the purpose.  Convey a definite theme that is apparent to any viewer.  Experiment with ceramic mosaic techniques to produce a piece of art. | |
|  | National Curriculum  KS1  Pupils should be taught to:  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  KS2  Learn about great artists, architects and designers in history | | | |
| Knowledge About Artists | Years 1, 2 and 3 will explore the work and styles of: | | Years 4, 5 and 6 will explore the work and styles of: | |
|  | Willem De Kooning – observational drawings  Antoni Gaudi - collage  Anthony Gormley - sculpture  Paul Klee – use of colour  Ruth Daniels – rainforest drawings  Pablo Picasso painting –self portraits  Kandinsky – concentric circles  Monoprinting  Polyprinting | | Paul Cezanne – still life  Monet – Victorian nature artwork  Elizabeth Berrien – 3D models with wire  Andy Warhol – Pop Art  Esher – tessellations  Fauvism  Renoir – Still life with vegetables  Rousseau – Use of camouflage in art work  Batik | |
| Key Vocabulary | Colour, primary, secondary, mix, shade, lighter / darker, tone, attach, design, pattern, strengthen, brush-stroke, observe, print, back wash, dab, model, craft, blend  Primary, secondary, tertiary, style, design, observe, perspective, construct, model, blend, structure, create, compose, layer, palette, illustrate, focus, impressionist, | | Primary, secondary, tertiary, style, design, observe, perspective, construct, model, blend, structure, create, compose, layer, palette, illustrate, focus, Pop Art,  Impressionist, impressionism, perspective, structure, construct, surrealism, project, shadow, effective, composition, statement, prototype, mood, board, display, political, sepia, illustration, focal point, limited palette. | |

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| Years 1/2/3 | Term | Focus | Sketchbook work | Artist Study | Final piece | Skills / Progression |
| Cycle 1 | Autumn | Drawing | Experimental, mark making, line drawing. Taking line for a walk, creating shapes etc. Using different media to repeat exercise. Creating different textures. | Willem De Kooning | Observational drawing of natural forms | Experimental, mark making, line drawing. Taking line for a walk, creating shapes etc. Using different media to repeat exercise. Creating different textures. |
| Spring | Collage | Building on from drawing unit, start to add colour based on Gaudi. Use photographs of school, home etc. Turn into the style of Gaudi. | Gaudi | Design a Gaudi building line drawing and collage | Re-cap of line and shape. Introduction to colour, tone and possibly texture. |
| Summer | Printing | Using printing ink to trace or draw free hand images over. Start with patterns moving on to line drawings of flowers, leaves etc. Use different tools to print with, pencils, fingers etc |  | Monoprinted flower birthday card. | Intro to printing – mono-printing. Re- cap of line and mark-making but using different medium. |
| Years 1/2/3 | Term | Focus | Sketchbook work | Artist Study | Final piece | Skills / Progression |
| Cycle 2 | Autumn | Sculpture | Use drawing as the starting point for work in other media as well as in its own right. | Anthony Gormley | Create a sculpture out of clay based on Gormley’s sculptures. | Explore materials.  Join simple objects together. Use a range of modelling materials squeezing, pinching and rolling to make objects. |
| Spring | Drawing | Work on concentric circles experimenting with colour. | Kandinsky | Create a drawing using concentric circles in the style of Kandinsky’s tree art. | Work in a combined schematic and observational way with confidence in placing objects. |
| Summer | Painting | Mixing colour  Primary and secondary colours How to make colours. Colour wheels etc | Paul Klee | Piece of Klee inspired art work with some introduction of balance and composition. | Focus on colour theory and use of colour in effective composition – create balance. |
| Years 1/2/3 | Term | Focus | Sketchbook work | Artist Study | Final piece | Skills / Progression |
| Cycle 3 | Autumn | Printing | Poly printing - reduction printing |  | Create a block print polystyrene tile to print with.  Create this effect with 4 coloured card and changes the rotation of tile. | Intro to poly printing – idea of reduction printing.  Work with a range of processes, controlling materials and tools. |
| Spring | Drawing | Experimenting with different techniques and mediums. | Daniels | A Ruth Daniels rainforest inspired drawing. | Draw confidently from imagination.  Add detail to artwork. Use drawing as the starting point for work in other media as well as in its own right. |
| Summer | Painting | Painting block colours and shapes. Using collage to put block colours and different shapes together. | Picasso | Create a self-portrait in the style of Picasso using colour wheel from last year. | Understand that paint is used in different ways for different effects.  With guidance, add detail to work.  Work in stages using different materials for particular effects. |

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| Years 4/5/6 | Term | Focus | Sketchbook work | Artist Study | Final piece | Skills / Progression |
| Cycle 1 | Autumn | Drawing | Still life observational drawing. Recap all visual elements of line, tone texture, colour. Create composite of fruit and photograph Create tonal drawing. | Paul Cezanne | Create tonal composite piece with colour added. | Re-cap of line. Tone, texture and colour. Re-cap of observational drawing from class 1. Introduction to the idea of creating depth. |
| Spring | Painting | Adding depth in landscape. Atmospheric perspective - how colour fades into background  Impressionism movement. | Claude Monet | Using photographs of landscapes in the local area to paint from. | Introduction to atmospheric perspective – builds upon depth from Autumn. Develop painting skills by using / recreating impressionist techniques. |
| Summer | Sculpture | Create interesting insects using different drawing techniques. Show the different surface qualities of the insect. Show how the different components of the insect connect. | Elizabeth Berrien | Children to use wire to create their own 3d insect. Can tightly wrap yarn around wire before bending to add colour. Also thread small beads for details. | Make models on a range of scales that communicate observations from the real or natural world.  Produce sculptures that are well proportioned.  Use more advanced materials like wire and plaster. |
| Years  4/5/6 | Term | Focus | Sketchbook work | Artist Study | Final piece | Skills / Progression |
| Cycle 2 | Autumn | Printing | Experimenting with blotted line technique. | Andy Warhol | A blotted line print picture in the style of Andy Warhol. | Develop work from initial studies and investigations.  Understand how printing differs from other art processes and how it is used in different cultures.  Use a number of colours built up in a sequence. |
| Spring | Drawing | Cityscapes and buildings  Show students many images to inspire creativity. Looking at perspective 1 point perspective | Escher | To create an Escher style drawing using tessellations. | Introduction to perspective.  Recap of tone and colour. |
| Summer | Collage | Fauvism.  Layers of paper for background Tearing paper in to rough shapes for hills etc Bright colours - fauvist style. Building up with any other materials - |  | Using photographs of landscapes in the local area to create fauvist style piece | Builds upon previous multi-media work. Re-cap colour theory as important to Fauvist artists.  Introduction to the idea of art creating an impression of the feel / atmosphere – e.g. by not using realistic colours. |
| Years 4/5/6 | Term | Focus | Sketchbook work | Artist Study | Final piece | Skills / Progression |
| Cycle 3 | Autumn | Drawing | Drawing fruit and vegetables using tone and texture. | Renoir | Draw and use colour to represent a still life drawing in the style of Renoir. | Use line, tone and texture to represent objects in three dimensions. Use tools, such as viewing frames, effectively. Use drawing as part of the investigation process and presenting work well in a sketchbook. |
| Spring | Painting | Use of camouflage in art work. Building layers of work to create effect. | Rousseau | In the style of Rousseau, create a camouflaged themed painting. | Use a good vocabulary of art terms related to colour concepts such as opacity and transparency. Begin to understand and identify complementary colours and warm and cool colours. |
| Summer | Textiles | Batik  Link into foundation subject coverage at the time. |  | All children will design their own batik style patterned piece with watered down ink to add brighter colour | Intro to wax resist and batik. Depending on theme will probably recap line, tone, colour, possibly shape. |