

St Mary's Catholic Primary School – Art Curriculum Progression







Art Intent

St. Mary's Catholic 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. Art, craft and design embody some of the highest forms of human creativity. 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.






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

























-  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.
































3-4 YEARS

-  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 colourmixing. Show different emotions in their drawings – happiness, sadness, fear etc.

RECEPTION

- **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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	National Curriculum Pupils should be taught to: <ul style="list-style-type: none"> - 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. 		National Curriculum. Pupils should be taught to: <ul style="list-style-type: none"> - 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	<ul style="list-style-type: none">  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 		<ul style="list-style-type: none">  Experiment with a wider range of materials Develop artistic/visual vocabulary to discuss work Begin to suggest improvements to own work  Present work in a variety of ways Develop sketch books  Use a variety of ways to record ideas including digital cameras and iPads. 		<ul style="list-style-type: none">  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. 	
Drawing	<ul style="list-style-type: none">  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 		<ul style="list-style-type: none">  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. 		<ul style="list-style-type: none">  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. 	

	<p>found in objects.</p> <ul style="list-style-type: none">  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. 	<ul style="list-style-type: none">  Use tools, such as viewing frames, effectively.  Use drawing as part of the investigation process and presenting work well in a sketchbook. 	
Painting	<ul style="list-style-type: none">  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. 	<ul style="list-style-type: none">  Work in stages using different materials for particular effects.  Make some independent decisions about colour.  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. 	<ul style="list-style-type: none">  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.
Sculpture	<ul style="list-style-type: none">  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. 	<ul style="list-style-type: none">  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. 	<ul style="list-style-type: none">  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.

Materials and textiles	<ul style="list-style-type: none"> Sort, match and name different materials. Explore materials to see how they are made. Use joining processes such as tying and gluing. Weave on simple frames for different effects. Use paints, dyes, crayons and other media to make individual and group designs on textiles. Join, position and manipulate materials with some independence. 	<ul style="list-style-type: none"> Develop more control over the making process. Collect materials and ideas for work and experiment with materials before using them. Use more advanced printing and dyeing techniques, combining different processes. 	<ul style="list-style-type: none"> Display greater precision in work. Combine a range of sewing printing, dyeing and joining techniques to good effect. Follow a clear design brief to achieve an effect in techniques such as sewing (cross stitch & backstitch) appliqué, embroidery, plaiting and finger knitting.
	Printing	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
Collage	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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.
Digital Art	<ul style="list-style-type: none"> Use a simple painting program to create a picture. Use tools like fill and brushes in a painting package. I can go back and change my picture. Photograph independently using the iPad. Change my photographic images on a computer. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Layering images
Knowledge About Artists	<p>National Curriculum 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</p> <p>Years 1 and 2 will explore the work of:</p>	<p>National Curriculum. Pupils should be taught to: Learn about great artists, architects and designers in history</p> <p>Years 3, 4, 5 and 6 will explore the work of:</p>	
	<p>Haring – Clay figures artwork Modigliani – Self-portraits Monet – Victorian nature artwork Wong – Robot junk model art Battarby – Local landscape artist Cezanne – Still life art using fruit Mill – Collage beach scene art</p>	<p>Oldenburg – Clay modelling and textured art Renoir – Still life with vegetables Constable – Abstract art based on water Hokusai – Abstract art based on water Hooke – Sculpting using a range of materials Basquait – Skull art drawings/paintings Escher – Skull artwork Rembrandt – Paintings of food Goldsworthy – Nature art Harmon -3D sculpture art Berrien - 3D sculpture art Leung - 3D sculpture art</p>	<p>Rousseau – Use of camouflage in art work Talbot – Local artist still life art Pollock – Abstract artwork Miro – Abstract artwork Kandinsky – Abstract paintings inspired by music Rothko – Abstract artwork Daniels – Rainforest inspired painting/drawing Gormley – Figure 3D sculptures Picasso – Contemporary portraits Van Dyck - Contemporary portraits Wallis – Seaside landscape art work Lowry – Seaside landscape art work</p>

Key Vocabulary	Colour, primary, secondary, mix, shade, lighter / darker, tone, attach, design, pattern, strengthen, brush-stroke, observe, print, back wash, dab, model, craft, blend	As for KS1 plus: Primary, secondary, tertiary, style, design, observe, perspective, construct, model, blend, structure, create, compose, layer, palette, illustrate, focus, Pop Art, Impressionist,	As for Years 3 and 4 plus: 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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