

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 2023 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"> - 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 		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 			
Generating ideas	 Explore their own ideas using a range of media.		 Generate ideas from a range of stimuli and carry out simple research		 Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.	
Sketch books	 Experiment in sketchbooks, using drawing to record ideas.		 Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.		 Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.	
	National Curriculum Pupils should be taught to: <ul style="list-style-type: none"> - To use a range of materials creatively to design and make products. - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 		National Curriculum. Pupils should be taught to: <ul style="list-style-type: none"> - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - 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. 			
Drawing	 Draw lines of varying thickness;  Use dots and lines to demonstrate pattern and texture;  Use different materials to draw, for example pastels, chalk, felt tips;		 Experiment with showing line, tone and texture with different hardness of pencils  Use shading to show shadow effects  Use different materials to draw, e.g. pastels, chalk, felt tips;		 Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching  Depict shadows and reflections using light and shade.  Use a variety of tools and select the most appropriate	
Painting	 Mix paints from a limited range. Show control in the use		 Begin to understand and identify complementary colours		 Speak about the emotional impact of colour. Use a good	

	<ul style="list-style-type: none"> of colour Add white and black to alter tints and shades Experiment with different brushes (including brushstrokes) and other painting tools. 	<ul style="list-style-type: none"> and warm and cool colours. Adopt a systematic approach when mixing and applying colour. Use varied brush techniques to create shapes, textures, patterns and lines 	<ul style="list-style-type: none"> vocabulary of art terms related to colour concepts such as opacity and transparency. Mix appropriate colours to create a suitable colour palette Include texture gained through paint mix or brush technique
Sculpture and 3D	<ul style="list-style-type: none"> Use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay Use a variety of techniques, e.g. rolling, cutting, pinching; Use a variety of shapes, including lines and texture 	<ul style="list-style-type: none"> Cut, make and combine shapes to create recognisable forms Using malleable materials, practise joining techniques add materials to the sculpture to create detail 	<ul style="list-style-type: none"> Produce sculptures that are well proportioned. develop cutting and joining skills, e.g. using wire, coils, slabs and slips Use tools and materials to carve, add shape, add texture and pattern
Craft and Design	<ul style="list-style-type: none"> Use a combination of materials that have been cut, torn and glued; Sort and arrange materials; Add texture by mixing materials; 	<ul style="list-style-type: none"> Select appropriate materials, giving reasons Use growing knowledge of different materials, combining media for effect. Refine work as they go to ensure precision 	<ul style="list-style-type: none"> Experiment with medium in order to create texture, effect and colour Combine materials and techniques appropriately to fit with ideas. Refine work to create desired effect
	<p>National Curriculum Pupils should be taught to:</p> <ul style="list-style-type: none"> 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>National Curriculum. Pupils should be taught to:</p> <ul style="list-style-type: none"> About great artists, architects and designers in history. 	
Knowledge of artists	<ul style="list-style-type: none"> Describe the work of famous, notable artists and designers; Express an opinion on the work of famous, notable artists; Use inspiration from famous, notable artists to create their own work and compare 	<ul style="list-style-type: none"> Express an opinion on the work of famous, notable artists and refer to techniques and effect; Understand how artists use art to convey messages through the choices they make. 	<ul style="list-style-type: none"> Give detailed observations about notable artists', artisans' and designers' work 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.
Children will explore the work of:	Rachel Whiteread, George Frederic Watts, Matisse, Kahlo, Rembrandt, Van Gogh, Eric Carle, Joseph Redoute, Jan Van Kessel	Cassandra Batterby, Terence Koh, Sue Kershaw, Hans Holbein, Georgia O'Keefe, Maud Purdy, Corrine Young, Lucy Culliton , Paul Cézanne, Paul Nash	
	<p>National Curriculum Pupils should be taught to:</p> <ul style="list-style-type: none"> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p>National Curriculum. Pupils should be taught to:</p> <ul style="list-style-type: none"> 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. About great artists, architects and designers in history. 	
Evaluating and Analysing	<ul style="list-style-type: none"> Explore their own ideas using a range of media. Use key vocabulary to demonstrate knowledge and understanding of their artwork. To know that art is a means of communicating. Self-access their work throughout the unit of work. 	<ul style="list-style-type: none"> Adapt and refine ideas; Use more complex vocabulary when discussing their own and others' art. Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate. Evaluate their work more regularly and independently during the planning and making process. 	<ul style="list-style-type: none"> Think critically about their art and design work; Give reasoned evaluations of their own and others' work which takes account of context and intention. Discuss how art is sometimes used to communicate social, political, or environmental views. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
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	As for Years 3 and 4 plus: Perspective, structure, construct, project, shadow, effective, composition, statement, prototype, mood, board, display, political, illustration, focal point.