

Art Subject Progression

Purpose of Study	<p>A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</p>		
School Intent	<p>At St Catherine's Catholic Primary School, we believe that an understanding of key creative concepts is vital for our children's development and our art curriculum intent is rooted in our curriculum drivers of being Amazing Adventurers, Confident Communicators, Ready Readers and Writers being Spiritual and Secure and Happy and Healthy'.</p> <ul style="list-style-type: none"> • It is our goal that all children should develop: produce creative work, exploring their ideas and recording their experiences • become proficient in drawing, painting, sculpture and other art, craft and design techniques • evaluate and analyse creative works using the language of art, craft and design • know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. 		
Teaching Sequence in Art and Design	<ol style="list-style-type: none"> 1. Investigate the features of the chosen artwork. 2. Develop understanding of historical or cultural significance (written work to be recorded in History book) 3. Sketch some key features or elements of the chosen artwork (Imitate) 4. Create own design (Innovate) 5. Make your own. 6. Develop further & evaluate 	School's Pedagogical Approach	<ol style="list-style-type: none"> 1. Daily review 2. Present new material using small steps 3. Ask questions 4. Provide models 5. Guide pupil practice 6. Check for pupils understanding 7. Obtain a high success rate 8. Provide scaffolds for difficult tasks 9. Independent practice 10. Weekly and monthly review

	Reception Y1	Y2	Y3 Y4	Y4/ Y5	Y5/6
Trip					
	Heroes and Heroines		Journeys Civilisation, Invasion and Empire.		
Autumn	Artistic Innovators Abstract Art Jackson Pollack	Artistic Innovators Abstract Art-Piet Mondrian	Egyptian Art	Sculpture and settlements Ilse Bolle 3D portraits of rooms	Greek Art and architecture Sculpture and buildings. Cathedrals
Spring	Portraits	Tribal art Kenya	Weather - Sunworshippers, storm chasers Hockney The Wave Kahlo	Natural Art Goldsworthy William Morris Gustav Klimt	Natural forms Van Gogh Monet
Summer	Artistic Innovators Abstract Art Picasso	Portraits Royal portraits	Romano Celtic art	Art- States of matter Surrealism	Portraits, Pop Art and Graffiti Banksy Warhol Leichstein
Additional					
MILESTONES Exploring and evaluating ideas	<p>-Record and explore ideas from first hand observation experience and imagination.</p> <p>-Ask and answer questions about the starting points for their work, and develop their ideas.</p>	<p>-Record and explore ideas from first hand observation experience and imagination.</p> <p>-Ask and answer questions about the starting points for their work, and develop their ideas.</p>	<p>-Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>-Question and make thoughtful observations about starting points and select ideas to use in their work.</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</p>

	<p>-Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p> <p>-Review what they and others have done and say what they think and feel about it.</p>	<p>-Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p> <p>-Review what they and others have done and say what they think and feel about it.</p>	<p>-Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>-Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>-Adapt their work according to their views and describe how they might develop it further.</p> <p>-Annotate work in sketchbook.</p>	<p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p>	<p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p>
MILESTONES Drawing	<p>Use a variety of media to draw visual elements. line, shape, tone and space.</p> <p>Observational work: portraits. Homes and houses.</p> <p>Draw from memory and imagination.</p> <p>Vocabulary of marks. Length, thickness, straight, curved, etc.</p> <p>Exposure to textures and different techniques for recording patterns, objects and pictures.</p> <p>Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</p>	<p>Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</p> <p>Understand the basic use of a sketchbook and work out ideas for drawings.</p> <p>Draw for a sustained period of time from the figure and real objects, including single and grouped objects.</p> <p>Experiment with the visual elements; line, shape, pattern and colour.</p>	<p>-Experiment with different grades of pencil and other implements.</p> <p>-Plan, refine and alter their drawings as necessary.</p> <p>-Use their sketchbook to collect and record visual information from different sources.</p> <p>-Draw for a sustained period of time at their own level.</p> <p>-Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p> <p>- Explore relationships between line and tone, pattern and shape, line and texture.</p>	<p>Use a variety of source material for their work.</p> <p>Make informed choices in drawing inc. paper and media</p> <p>Work in a sustained and independent way from observation, experience and imagination.</p> <p>Use a sketchbook to develop ideas.</p> <p>Alter and refine drawings and describe changes using art vocabulary.</p> <p>Explore the potential properties of the visual elements, line, tone,</p>	<p>Demonstrate a wide variety of ways to make different marks with dry and wet media.</p> <p>Work in a sustained and independent way from observation, experience and imagination.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Develop ideas using different or mixed media, using a sketchbook.</p> <p>Manipulate and experiment with the elements of art: line, tone, pattern , texture, form, space, colour and shape.</p>

	<p>Begin to explore the use of line, shape and colour. Use a variety of tools and techniques including the use of different brush sizes and types.</p> <p>Artists: Jackson Pollock. Picasso.</p>	<p>Artists: Mondrian, Jackson Pollock. Tudor/Royal portraits. Picasso.</p>	<p>Make informed choices in drawing inc. paper and media.</p> <p>Alter and refine drawings and describe changes using art vocabulary.</p> <p>Use research to inspire drawings from memory and imagination.</p> <p>ARTISTS: Roman/Celtic art. Book of Kells, Ancient Egyptian art. Katsuhisa Hokusai "The wave". Frida Kahlo.</p>	<p>pattern, texture, colour and shape.</p> <p>ARTISTS: Ilse Bolle, Georgia O'Keefe, Andy Goldsworthy, Salvador Dali. Anna Blatmann</p>	<p>ARTISTS: Andy Warhol/Pop and Graffiti art. Greek art and architecture.</p>
MILESTONES Painting	<p>Mix and match colours to artefacts and objects.</p> <p>Work on different scales.</p> <p>Mix secondary colours and shades using different types of paint.</p> <p>Create different textures e.g. use of sawdust</p> <p>ARTISTS: Mondrian, Kathleen Waterloo, Jackson Pollock. Tudor/Royal portraits. Picasso. Eric Carle, Andy Goldsworthy</p>	<p>-Mix a range of secondary colours, shades and tones.</p> <p>-Experiment with tools and techniques, inc. layering, mixing media, scraping through etc.</p> <p>-Name different types of paint and their properties.</p> <p>-Work on a range of scales e.g. large brush on large paper etc.</p> <p>-Mix and match colours using artefacts and objects.</p> <p>ARTISTS- Georgia O'Keefe, Quentin Blake, Eric Carle Mondrian, Kathleen Waterloo, Jackson Pollock. Tudor/Royal portraits. Picasso. Eric Carle, Andy Goldsworthy</p>	<p>-Mix a variety of colours and know which primary colours make secondary colours.</p> <p>-Use a developed colour vocabulary.</p> <p>-Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.</p> <p>-Work confidently on a range of scales e.g. thin brush on small picture etc.</p> <p>ARTISTS: Roman/Celtic art. Ancient Egyptian art. Ilse Bolle</p>	<p>Make and match colours with increasing accuracy.</p> <p>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</p> <p>Use more specific colour language e.g. tint, tone, shade, hue.</p> <p>Choose paints and implements appropriately.</p> <p>Plan and create different effects and textures with paint according to what they need for the task.</p> <p>Show increasing independence and creativity with the painting process.</p>	<p>Create shades and tints using black and white.</p> <p>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</p> <p>Use more specific colour language e.g. tint, tone, shade, hue.</p> <p>Choose appropriate paint, paper and implements to adapt and extend their work.</p> <p>Carry out preliminary studies, test media and materials and mix appropriate colours.</p> <p>Work from a variety of sources, inc. those researched independently.</p> <p>Show an awareness of how paintings are created (composition).</p>

					ARTISTS: Andy Warhol/Pop and Graffiti art. War art and artists. Henry Moore. Greek art and architecture.
MILESTONES Printing	<p>-Using a variety of objects to print.</p> <p>-Pattern and sequence: Using body parts to print. Using fruit and vegetables. Mono printing. String blocks and polystyrene.</p> <p>-Using 1 and 2 colours.</p> <p>-Make marks in print with a variety of objects, including natural and made objects.</p> <p>-Carry out different printing techniques e.g. monoprint, block, relief and resist printing.</p> <p>-Make rubbings.</p> <p>-Build a repeating pattern and recognise pattern in the environment.</p> <p>ARTISTS: Georgia O'Keefe, Quentin Blake, Eric Carle Mondrian, Kathleen Waterloo, Jackson Pollock. Tudor/Royal portraits. Picasso. Eric Carle, Andy Goldsworthy</p>	<p>Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings.</p> <p>Design patterns of increasing complexity and repetition.</p> <p>Print using a variety of materials, objects and techniques.</p> <p>ARTISTS- Georgia O'Keefe, Quentin Blake, Eric Carle Mondrian, Kathleen Waterloo, Jackson Pollock. Tudor/Royal portraits. Picasso. Eric Carle, Andy Goldsworthy</p>	<p>Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings.</p> <p>Design patterns of increasing complexity and repetition.</p> <p>Print using a variety of materials, objects and techniques.</p> <p>Print using a variety of materials, objects and techniques including layering.</p> <p>Talk about the processes used to produce a simple print.</p> <p>Resist printing including marbling, silkscreen and coldwater paste.</p> <p>ARTISTS: Roman/Celtic art. Book of Kells, Ancient Egyptian art.</p>	<p>Talk about the processes used to produce a simple print.</p> <p>Explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing.</p> <p>To explore pattern and shape, creating designs for printing .</p> <p>Research, create and refine a print using a variety of techniques.</p> <p>Select broadly the kinds of material to print with in order to get the effect they want</p> <p>Resist printing including marbling/batik with wax or PVA glue Build up layers and colours/textures.</p> <p>Organise their work in terms of pattern, repetition, symmetry or random printing styles.</p> <p>Choose inks and overlay colours.</p> <p>ARTISTS: Anna Blatmann (Batik)</p>	<p>Choose the printing method appropriate to task.</p> <p>Organise their work in terms of pattern, repetition, symmetry or random printing styles.</p> <p>Be familiar with layering prints.</p> <p>Be confident with printing on paper and fabric.</p> <p>Alter and modify work.</p> <p>Work relatively independently.</p> <p>ARTISTS: Andy Warhol/Pop and Graffiti art. War art and artists. Henry Moore. Greek art and architecture.</p>

MILESTONES Textiles and Collage	<p><u>Collage</u></p> <ul style="list-style-type: none"> -Using a variety of materials to make free collage. -Natural/ man made textiles. -Tearing and cutting paper. -Develop visual discrimination. -Pieces of work for a purpose, eg, animal faces human faces. -using junk fabric, paper, foil, etc to make free patterns or pictures. -Using glues, threads to stitch, knitting, etc -Using collage techniques with other media. <p>Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.</p> <p><u>Textiles.</u></p> <p>Sorting, discussing and feeling different fabrics and threads.</p> <p>Tie-dye.</p> <p>Using pens to add colour.</p> <p>Weaving paper.</p> <p>Draw string hessian.</p> <p>Lacing and threading activities.</p> <p>Discuss clothing for a purpose, eg, waterproofing</p> <p>Making textiles and using readymade textiles to make something else.</p> <p>ARTISTS: Georgia O'Keefe, Quentin Blake, Eric Carle Mondrian, Kathleen Waterloo, Jackson Pollock.</p>	<p>Use a variety of techniques, inc. weaving paper and fabric.</p> <p>Create textured collages from a variety of media.</p> <p>Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca.</p> <p>Stitch, knot and use other manipulative skills.</p> <p>How to thread a needle, cut, glue and trim material.</p> <p>Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.</p>	<p>Use a variety of techniques, inc. printing, dying, weaving, embroidery, paper and plastic trappings and appliqué.</p> <p>Name the tools and materials they have used.</p> <p>Make a simple mosaic.</p> <p>Experiment with a range of media e.g. overlapping, layering etc</p>	<p>Join fabrics in different ways, including stitching.</p> <p>Use different grades and uses of threads and needles.</p> <p>Extend their work within a specified technique.</p> <p>Use a range of media to create collage.</p> <p>Experiment with using batik safely.</p> <p>ARTISTS: Anna Blatmann</p>	<p>Awareness of the potential uses of material.</p> <p>Use different grades and uses of threads and needles.</p> <p>Use different techniques, colours and textures etc when designing and making pieces of work.</p> <p>To be expressive and analytical to adapt, extend and justify their work.</p> <p>Experiment with using batik safely.</p> <p>ARTISTS: Andy Warhol/Pop and Graffiti art. War art and artists. Henry Moore Greek art and architecture.</p>
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	Tudor/Royal portraits. Picasso. Eric Carle, Andy Goldsworthy				
MILESTONES 3D form	<p>-Experimenting with plasticine, clay and dough. -3D junk materials. -Clay- rolling cutting coiling. Using clay to make pots, pinch, coil or slab built pots. -Making impressions on materials. -Straw constructions -Using additive methods- mod roc, plaster of Paris, fillers, and subtractive methods- carving. -Experiment with, construct and join recycled, natural and man-made materials.</p> <p>Explore shape and form</p> <p>ARTISTS: Georgia O'Keefe, Quentin Blake, Eric Carle Mondrian, Kathleen Waterloo, Jackson Pollock. Tudor/Royal portraits. Picasso. Eric Carle, Andy Goldsworthy</p>	<p>Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models.</p> <p>Build a textured relief tile.</p> <p>Understand the safety and basic care of materials and tools.</p> <p>Experiment with, construct and join recycled, natural and man-made materials more confidently</p>	<p>Join clay adequately and work reasonably independently. Construct a simple clay base for extending and modelling other shapes.</p> <p>Cut and join wood safely and effectively.</p> <p>Make a simple papier mache object.</p> <p>Plan, design and make models.</p> <p>Talk about their work understanding that it has been sculpted, modelled or constructed.</p> <p>Use a variety of materials.</p>	<p>Make informed choices about the 3D technique chosen. Describe the different qualities involved in modelling, sculpture and construction.</p> <p>Show an understanding of shape, space and form.</p> <p>Plan, design, make and adapt models.</p> <p>Talk about their work understanding that it has been sculpted, modelled or constructed.</p> <p>Use recycled, natural and manmade materials to create sculpture.</p> <p>Plan a sculpture through drawing and other preparatory work.</p>	<p>Develop skills in using clay inc. slabs, coils, slips, etc.</p> <p>Make a mould and use plaster safely.</p> <p>Create sculpture and constructions with increasing independence</p> <p>Plan a sculpture through drawing and other preparatory work.</p> <p>ARTISTS: Andy Warhol/Pop and Graffiti art. War art and artists. Henry Moore</p>