

St. Bede's Catholic Primary School Curriculum Progression for Art



		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
MAKING			National Curriculum. Pupils should be taught to: 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. 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: To create sketch books to record their observations and use them to review and revisit ideas 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].			
	Drawing	<ul style="list-style-type: none"> 30-50mths - Literacy Sometimes gives meaning to marks as they draw and paint. 40-60mths - Literacy Give meaning to marks they make as they draw, write and paint. 	<ul style="list-style-type: none"> Exploring mark making Using 2D mathematical shapes to draw Experimenting with line 	<ul style="list-style-type: none"> Exploring drawing techniques Applying tone to create form Developing skill and control with art materials including blending pastels 	<ul style="list-style-type: none"> Identifying and representing subject matter Using geometry and tonal shading Drawing from observation Drawing with charcoal 	<ul style="list-style-type: none"> Creating geometric and mathematical drawings • Still life drawing with tone 	<ul style="list-style-type: none"> Drawing from observation Drawing using the continuous line method Using 2D drawings to develop ideas for 3D work Drawing from different perspectives Creating detailed drawings Drawing using mathematical processes 	<ul style="list-style-type: none"> Creating detailed portraits chiaroscuro techniques Developing the continuous line technique Drawing for expression Sketching methods Still life using charcoal Drawing using a negative medium, identifying areas of light and dark
	Colour	<ul style="list-style-type: none"> 30-50mths – EAD Explores colour and how colours can be changed. 40-60mths – EAD Explores what happens when they mix colours. 	<ul style="list-style-type: none"> Mixing primary colours to create secondary colours 	<ul style="list-style-type: none"> Mixing, refining and applying more sophisticated colours 	<ul style="list-style-type: none"> Making own paint from natural pigments Creating tints and shades 			<ul style="list-style-type: none"> Developing colour mixing and tonal shading with colour Painting in an impressionist style

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MAKING	Painting	<ul style="list-style-type: none"> 30-50mths – Physical development Draws lines & circles using gross motor movements. 40-60mths – Physical development Begins to use anti clock wise movement and retrace vertical lines. 	<ul style="list-style-type: none"> Developing skill and control with painting 	<ul style="list-style-type: none"> Improving painting skills, developing skill and control when painting 	<ul style="list-style-type: none"> Developing skill and control with painting 	<ul style="list-style-type: none"> Improving painting skills, developing skill and control when painting 	<ul style="list-style-type: none"> Developing ability to control the tonal quality of paint 	<ul style="list-style-type: none"> Developing technical mastery of painting skills Use a range of different strokes and shades
	Materials	<ul style="list-style-type: none"> 30-50mths – EAD Begins to be interested in and able to describe the texture of things. 40-60mths – EAD Uses simple tools and techniques. 	<ul style="list-style-type: none"> Using a range of materials and printmaking techniques Creating textured pieces 	<ul style="list-style-type: none"> Using a range of materials to design and make products 	<ul style="list-style-type: none"> Using a range of methods and materials to create puppets 	<ul style="list-style-type: none"> Making art from recycled materials Printing using different materials Learning how to present and display works of art 	<ul style="list-style-type: none"> Using recycled materials within mixed media art Selecting materials for a given purpose 	<ul style="list-style-type: none"> Creating photomontages, focussing on composition Using polyprint tiles to create repeating printed patterns Creating digital art using photography to create abstract and self portrait pieces.
	Crafts	<ul style="list-style-type: none"> 40-60mths – SSM Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes 	<ul style="list-style-type: none"> Clay etching 2D Printing 	<ul style="list-style-type: none"> Craft Weaving Using 3D clay to create 2D printed patterns and sculptural forms 	<ul style="list-style-type: none"> Weaving using paper and other materials Tie dying Sewing 	<ul style="list-style-type: none"> Showing creativity in their choice of materials and composition Creating sculptures 		<ul style="list-style-type: none"> Expressing an idea or emotion through 3D clay sculpture Creating 3D sculptural forms from a purpose

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GENERATING IDEAS			National Curriculum. Pupils should be taught to: 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: To create sketch books to record their observations and use them to review and revisit ideas			
	Sketch books	<ul style="list-style-type: none"> 40-60mths - Literacy Give meaning to marks they make as they draw, write and paint. 	<ul style="list-style-type: none"> Teacher led idea modelling through discussion Sketchbooks may be used voluntarily to record thoughts and ideas and experiment with materials 	<ul style="list-style-type: none"> Teacher led idea modelling through discussion Sketchbooks may be used voluntarily to record thoughts and ideas, develop skills and experiment with materials 	<ul style="list-style-type: none"> Using sketchbooks to generate ideas and observations Expressing thoughts and observations in sketchbooks Making records of experiments with various materials 	<ul style="list-style-type: none"> Using sketchbooks for planning and refining ideas Recording ideas for materials and composition Developing skill and technique using various media in sketchbooks 	<ul style="list-style-type: none"> Working collaboratively to explore ideas for meeting a design brief Developing and discuss ideas through sketches Enhancing knowledge of skill and technique using various media in sketchbooks 	<ul style="list-style-type: none"> Developing and discuss ideas through sketches Make personal investigations of interests and record observations in sketchbooks Record experiments with various media and try out techniques and processes in sketchbooks before applying them
	Inspiration from others	<ul style="list-style-type: none"> 40-60mths – Being imaginative Create simple representations of events, people and objects. 	<ul style="list-style-type: none"> Generating original ideas by looking at other artists' work 	<ul style="list-style-type: none"> Developing original artwork from other sources Studying natural forms in the world around them and relating it to their own artwork. 	<ul style="list-style-type: none"> Expressing original thoughts and ideas about the art of others 	<ul style="list-style-type: none"> Using literary sources to convey ideas through art 	<ul style="list-style-type: none"> Using the work of artists' to explore own ideas Expressing ideas and feelings about familiar products 	<ul style="list-style-type: none"> Learning ways that artists represent their ideas through painting Developing personal, imaginative responses to a theme

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FORMAL ELEMENTS			<p>National Curriculum Pupils should be taught to:</p> <p>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.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>			<p>National Curriculum Pupils should be taught to:</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>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]</p>		
	Colour	<ul style="list-style-type: none"> 30-50mths – EAD Explores colour and how colours can be changed. 40-60mths – EAD Explores what happens when they mix colours. 40-60mths – EAD Choose particular colours to use for a purpose. 	<ul style="list-style-type: none"> Learning the names of the primary colours and that they can be mixed to make secondary colours Creating and describing different shades of one colour using paint Choosing and justifying appropriate colours to reflect a theme and purpose 	<ul style="list-style-type: none"> Developing their knowledge of mixing primary colours to create secondary colours (paint and pastels) Describing their use of colour to achieve a specified intention 	<ul style="list-style-type: none"> Increasing awareness of manipulating paint to achieve more accurate colours and shades Articulating their understanding of application of colour to paint sculptural forms Experimenting with and discussing the pigments in natural products to make different coloured paints 	<p>Analysing and describing the use of colour within artists' work</p> <p>Manipulating colour and pattern to create prints</p> <p>Describing how great artists mixed and applied paint</p>	<ul style="list-style-type: none"> Defining and using more complex colours selecting and mixing colours to depict own thoughts, feelings and intentions 	<ul style="list-style-type: none"> Selecting colours to accurately reflect objects in a still life composition Expressing feelings, emotions and events through colour mixing Recreating colours used by impressionist painters

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Formal Elements	Form and space	<ul style="list-style-type: none"> • 40-60mths – SSM Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes 	<ul style="list-style-type: none"> • Learning about form and space through 3D sculptures inspired by nature and animals • Developing language and understanding of form and space through whole class sculpture 	<ul style="list-style-type: none"> • Extending their ability to articulate 3D form and space through practical activities. • Creating 3D drawings 	<ul style="list-style-type: none"> • Developing ability to describe and model form in 3D using a range of materials. 	<ul style="list-style-type: none"> • Analysing and describing the use of form within artists' work • Further extending their ability to describe and model form and space in 3D using a range of materials. 	<ul style="list-style-type: none"> • Make progress in their ability to describe and model form and space in 3D using a range of materials. 	<ul style="list-style-type: none"> • Conveying, expressing and articulating a message or emotion through 3D sculpture • Analysing and evaluating an artists' use of form
	Line		<ul style="list-style-type: none"> • Using and expressing line to represent a landscape and water • Learning the vocabulary to describe different types of lines: vertical, horizontal, crosshatched, wavy • Experimenting with line 	<ul style="list-style-type: none"> • Creating portraits by controlling and defining their use of line for expression. • Drawing lines with increased skill, awareness and control 	<ul style="list-style-type: none"> • Expressing line in different ways to express geometric and organic forms 	<ul style="list-style-type: none"> • Analysing and describing the use of line within artists' work • Using knowledge of lines of symmetry to help draw accurate shapes 	<ul style="list-style-type: none"> • Extending and expressing drawings using a developing understanding of line 	<ul style="list-style-type: none"> • Articulating their deepening knowledge of line to create portraits • Developing continuous line drawing, developing control, expression, shape, form and detail • Adapting the techniques of other artists to create abstract drawings

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Formal Elements	Patterns	<ul style="list-style-type: none"> • ELG – MATHS Recognises, creates and describes patterns. • ELG – UoW Knows about similarities and differences in relation to places, objects, materials and living things 	<ul style="list-style-type: none"> • Understanding patterns in nature from observation • Making patterns in a range of materials to develop their understanding • Designing and creating own patterns 	<ul style="list-style-type: none"> • Creating a pattern of their choosing • Identifying and relating manmade and natural repeating patterns • Learning a range of techniques to express their knowledge of repeating and nonrepeating pattern 	<ul style="list-style-type: none"> • Constructing patterns through craft methods to further their knowledge and understanding 	<ul style="list-style-type: none"> • Analysing and describing the use of pattern within artists' work • Creating original outcomes through the use of colour and pattern, using geometric, repeating and symmetrical patterns 	<ul style="list-style-type: none"> • Constructing images through various methods to further their knowledge and understanding 	<ul style="list-style-type: none"> • Using knowledge and understanding of patterns to represent feelings and emotions • Extending and articulating their knowledge of pattern from multiple sources to create sophisticated original artwork
	Shape	<ul style="list-style-type: none"> • ELG – MATHS Explores characteristics of everyday objects and shapes and use mathematical language to describe them. 	<ul style="list-style-type: none"> • Creating abstract compositions using various shapes • Identifying, making and describing their use of shape for print 	<ul style="list-style-type: none"> • Composing geometric designs by adapting and synthesising the work of others 	<ul style="list-style-type: none"> • Identifying 2D shapes within images and objects • Identifying, drawing and labelling simple shapes found in everyday objects • Creating and forming shapes from 3D materials 	<ul style="list-style-type: none"> • Analysing and describing the use of shape within artists' work • Expressing geometric compositions using mathematical shapes 	<ul style="list-style-type: none"> • Composing original designs by adapting and synthesising the work of others • Analysing and evaluating an artists' use of shape 	<ul style="list-style-type: none"> • Sketching the key shapes objects from different angles when drawing still life • Imitating the techniques of other artists, they use simplified shapes and lines to create more abstract drawings

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Formal Elements	Texture	<ul style="list-style-type: none"> ELG – EAD Experiment with colour, design, texture, form and function 	<ul style="list-style-type: none"> Selecting, describing and using appropriate materials to create different textures. 	<ul style="list-style-type: none"> Identifying and describing different textures Selecting and using appropriate materials to create textures 	<ul style="list-style-type: none"> Analysing and describing the use of texture within artists' work 	<ul style="list-style-type: none"> Using a range of materials to express more complex textures 	<ul style="list-style-type: none"> Developing knowledge and understanding of texture through practical making activities 	<ul style="list-style-type: none"> Understand how artists manipulate materials to create texture in a range of artwork.
	Tone	<ul style="list-style-type: none"> ELG – EAD Experiment with colour, design, texture, form and function 	<ul style="list-style-type: none"> Learning that tone refers to the lightness or darkness of something Developing understanding of use of different tints and shades to create simple tone in their work 	<ul style="list-style-type: none"> Experimenting with pencils to create more complex tones - learning that different ways of holding a pencil affects the tone created Using tone to create 3D form when drawing. 	<ul style="list-style-type: none"> Applying and blending charcoal to create more sophisticated areas of tone Learning and applying four simple rules of shading Developing skill and control when using tone. 	<ul style="list-style-type: none"> Analysing and describing the use of tone within artists' work Using a variety of tones to achieve different effects Understanding of tone to create a 3D effect 	<ul style="list-style-type: none"> Developing an increasing sophistication in the use of tone to describe objects when drawing from observation Analysing and evaluating an artists' use of tone 	<ul style="list-style-type: none"> Deliberately manipulating tone to portray emotions - using 'halo' and 'chiaroscuro' techniques Increasing awareness of how to use tone to describe light and shade, contrast and shadow



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KNOWLEDGE OF 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>National Curriculum Pupils should be taught to: About great artists, architects and designers in history</p>			
		<p><u>Beatriz Milhazes</u> Understanding that abstract art uses shapes and colours and experimenting with composition</p> <p><u>Bridget Riley</u> Experimenting with line drawing</p> <p>Exploring <u>David Hockney and Vija Celmins</u>' use of materials to represent water</p> <p>Exploring <u>Jasper Johns</u>' use of colour</p> <p>Comparing <u>Wassily Kandinsky, Renata Bernal and Ilya Bolotowsky</u>'s use of shapes within their works</p> <p>Exploring the stories behind seaside inspired pieces by <u>Pierre Auguste Renoir, Joaquín Sorolla and Peder Severin Krøyer</u></p>	<p>Using <u>Damien Hirst's Cornucopia</u> as inspiration for drawing</p> <p>Analysing the work of <u>Julian Opie</u> and creating portraits in his style</p> <p>Inspired by the work of <u>Max Ernst</u>, pupils learn the technique 'frottage' (taking a rubbings from uneven surfaces)</p> <p>Exploring and replicating <u>Ed Ruscha's</u> use of shading and tone to create a 3D look</p> <p>Recreating <u>Clarice Cliff's Circle Tree</u> plate designs</p> <p>Using <u>Nancy McCroskey's</u> mural, <i>Suite in Black, White and Grey</i> to explore</p>	<p>Discussing and analysing <i>Mother's Day</i> by <u>Carl Giles</u>, before using the piece as inspiration for their own cartoon style drawings to represent their family</p> <p><u>Diego Velázquez's</u> painting <i>Old Woman Cooking Eggs</i> to illustrate tints and shades of colour</p>	<p><u>Luz Perez Ojeda's</u> lenticular prints as inspirations for creating optical illusion portraits</p> <p>Using <u>Barbara Hepworth's</u> work as inspiration for soap sculptures</p> <p>Learning about the life and work of <u>Paul Cézanne</u> and how he influenced the shift to modern art, pupils learn to replicate his painting style</p> <p>Exploring composition for still life drawing through the work of <u>Giorgio Morandi</u></p> <p>Analysing the formal elements of <u>David Hockney's</u></p>	<p>Using architect <u>Friedensreich Hundertwasser's</u> work as inspiration for their own house designs</p> <p>Analysing the messages within <u>Banksy's Clacton Pigeon Mural</u></p> <p>Creating symmetrical, abstract prints in the style of <u>Andy Warhol's Rorschach</u></p> <p>Developing the ability to read a picture with empathy through the analysis of <u>John Singer Sargent's</u> picture <i>Gassed</i></p> <p>Developing ideas for 3D work through 2D drawings, following methods used by <u>Magdalene Odundo</u></p>	<p>Researching and adopting the style of the impressionist painters, inspired by the work of <u>Claude Monet</u></p> <p>Creating a repeated pattern through printing, inspired by <u>William Morris</u></p> <p>Analysing and evaluating <i>Nighthawks</i> by <u>Edward Hopper</u>, looking at what the scene depicts and the formal elements of the piece</p> <p>Learning how to represent emotion through art using the work of artist <u>Kathe Kollwitz</u> as an example</p> <p>Exploring symbolism and tone in <u>Pablo Picasso's, Guernica</u></p> <p>Analysing <u>Mark Wallinger's Ecce Homo</u> sculpture</p>

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			and develop the skill of shading		painting <i>My Parents</i> before reenacting the scene depicted		
					Exploring the formal elements of Paula Rego's <i>The Dance</i>		

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EVALUATION		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.		National Curriculum Pupils should be taught to: About great artists, architects and designers in history.			
	ELG – PSED Confident to try new activities, and say why they like some activities more than others. ELG – UoW Talks about the features of their own immediate environment and how environments may vary from one another	<ul style="list-style-type: none"> • Recognising and describing key features of their own and the work of others • Describing what they think about the work of others 	<ul style="list-style-type: none"> • When looking at creative work, expressing clear preferences and giving some reasons for these using some basic language of art (formal elements) 	<ul style="list-style-type: none"> • Reflecting on preferences about their work in order to improve it • Discussing art using an increasingly sophisticated use of language (formal elements). 	<ul style="list-style-type: none"> • Using their own and other's opinions of their work to identify how to improve • Building a more complex vocabulary when discussing art (formal elements) 	<ul style="list-style-type: none"> • Regularly analysing and reflecting on their progress taking account of intentions and opinions • Developing a greater understanding of vocabulary when discussing their own and the work of others 	<ul style="list-style-type: none"> • Giving reasoned evaluations of both their own and others' work which takes account of the starting points, intentions and context behind the work • Using the language of art with greater sophistication to discuss art