


St Francis' Catholic Primary School – Art Curriculum Progression

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 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. 		<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. 🎨 Use tools, such as viewing frames, effectively. 🎨 Use drawing as part of the investigation process and presenting work well in a sketchbook. 		<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. 	
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. 	<ul style="list-style-type: none"> 🌱 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	<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.
	<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: Learn about great artists, architects and designers in history</p>	
Knowledge About Artists	Years 1 and 2 will explore the work of:	Years 3 and 4 will explore the work of:	Years 5 and 6 will explore the work of:
	<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 Vocab	<p>Colour, primary, secondary, mix, shade, lighter / darker, tone, attach, design, pattern, strengthen, brush-stroke, observe, print, back wash, dab, model, craft, blend</p>	<p>As for KS1 plus: Primary, secondary, tertiary, style, design, observe, perspective, construct, model, blend, structure, create, compose, layer, palette, illustrate, focus, Pop Art, Impressionist,</p>	<p>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.</p>