



St Patrick's Art Curriculum Progression Map

Statutory Framework for the EYFS	National Curriculum Subject Content for Key Stage 1:	National Curriculum Subject Content for Key Stage 2:
<p>ELG – Expressive Arts & Design Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function ♣ use what they have learnt about media and materials in original ways, thinking about uses and purposes represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories <p>Below, we outline how we meet and go beyond the requirements</p>	<p>Pupils should be taught to:</p> <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, pattern, texture, line, shape, form and space 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>Below, we outline how we meet and go beyond the National Curriculum requirements throughout Key Stage 1</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ 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. ♣ 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] about great artists, architects and designers in history. <p>Below, we outline how we meet and go beyond the National Curriculum requirements throughout Key Stage 2.</p>

Key Vocabulary							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Paper, pencil, paint, cut, stick, soft, hard, colour, red, blue, yellow	All of Nursery plus: shiny, dull, rough, smooth, bumpy, thick, thin, curved, straight, 2D, 3D	<p>For all topics: evaluate, design, create, artist,</p> <p>Landscape paintings: background, continuous, shading, primary colours, secondary colours, charcoal, crimson, outline, foreground, portrait, landscape</p> <p>Nature Sculptures: natural, pattern, temporary,</p>	<p>For all topics: evaluate, design, create, artist,</p> <p>Portraits: Cubism, grades, primary colours, secondary colours, expression, texture, tint, tone, self portrait, abstract</p> <p>African art: Blend, brushstroke, landscape, scarlet, wine, sage, emerald, bold, blend, texture, form, pattern, mood, foreground</p> <p>3D sculptures: Sculpting, carve, rough,</p>	<p>For all topics: evaluate, design, create, artist,</p> <p>William Morris: Repeated pattern, background, textile, tone, observe, sketch, hatching, cross hatching, blend, printing, media/medium,</p> <p>Death masks: sculpture, media/medium, moulding, colour mixing, sapphire, rouge</p> <p>Aboriginal art: Aboriginal, media/medium, symbols,</p>	<p>For all topics: evaluate, design, create, artist,</p> <p>Cityscapes and reflections: Cityscape, reflection, modernist, architect, pop art, replicate, mediums, bold, solid, perspective, abstract, flat wash, graded wash, watercolour</p> <p>Digital media - investigating patterns: Fauvism, rotation, symmetry, reflection, cross hatching, stippling, diagonal, horizontal, vertical, tessellation, dotting</p>	<p>For all topics: evaluate, design, create, artist,</p> <p>Art illusions: Perspective, vanishing point, foreshortening, illusion, trompe l'oeil, optical illusion, shadow, shade, symmetrical, source</p> <p>Express yourself: Facial expression, emotion, body language, symbolist, motion, mood, tangerine, marigold, mauve, lavender.</p> <p>Self-portraits: Background, identity,</p>	<p>For all topics: evaluate, design, create, artist,</p> <p>Light up your life: Relative lightness, relative darkness, still life artwork, oblique, pigment, cone of vision, foreground, background, tint, tone,</p> <p>Printing/digital photography: Portrait, popular culture, pop art, irregular, regular,</p> <p>3D sculptures: Tactile, visual, wrapping, bunching, layering,</p>

		curves, weaving, spirals, looping, sculpture, reflective, printing Paper Art: construct, model, spiral, pinching, modelling, pressing, origami, sculpture, collage	texture, form, model, sturdy, layering *All words in green have previously been taught	repeated pattern, dreamtime, surrealism, watercolour, shallow, blurred, rose, flamingo, ebony, beige,	Jewellery designers: Delicate, vibrant, intricate, salmon, coral, canary, gold, mustard, camel, cyan, violet	surrealism, emotion, expressive, symmetrical, asymmetrical	twisting, hollow, ceramics Colours: pearl, ivory, eggshell.
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Significant Figures within Music and planned Enrichment Opportunities							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Piet Mondrian (links with lines, squares and rectangles) Jackson Pollock (unique way of introducing/producing art; motor skills using a paintbrush free handed to create dripping, drizzling paint)	Vincent Van Gogh (link to text Where the wild things are) George Seurat (link with shapes, dots and finger prints/painting)	Henri Rousseau Andy Goldsworthy James Morrison	Pablo Picasso Martin Bullinya Jeff Koons	Alaa Awad William Morris Paul Klee	Ben Johnson Henri Matisse Marela Zacarias	Jacques Rousseau Wassily Kandinsky Frida Kahlo	Paul Cezanne Andy Warhol Emma Yeo/Phillip Treacy
Examples of further art enrichment: International week Mental health and wellbeing week Local artist project (whole school) Whole school art projects lead by subject lead	Examples of further art enrichment: International week Mental health and wellbeing week Local artist project (whole school) Local artist project (whole school) Whole school art projects lead by subject	Examples of further art enrichment: International week Mental health and wellbeing week Local artist project (whole school) After school art club Gifted and talented art gallery trips Inspirational artist visits Whole school art projects lead by	Examples of further art enrichment: International week Mental health and wellbeing week Local artist project (whole school) After school art club Gifted and talented art gallery trips Inspirational artist visits Whole school art projects lead by	Examples of further art enrichment: International week Mental health and wellbeing week Local artist project (whole school) After school art club Gifted and talented art gallery trips Inspirational artist visits Whole school art projects lead by	Examples of further art enrichment: International week Mental health and wellbeing week Local artist project (whole school) After school art club Gifted and talented art gallery trips Inspirational artist visits Whole school art projects lead by subject lead	Examples of further art enrichment: International week Mental health and wellbeing week Local artist project (whole school) After school art club Gifted and talented art gallery trips Inspirational artist visits Whole school art projects lead by subject lead	Examples of further art enrichment: International week Mental health and wellbeing week Local artist project (whole school) After school art club Gifted and talented art gallery trips Inspirational artist visits Whole school art projects lead by subject lead

	lead	subject lead Art gallery visit	subject lead Art gallery visit	projects lead by subject lead Art gallery visit	lead by subject lead Art gallery visit	Art gallery visit	Art gallery visit
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	Generating ideas/planning	Designing or making	Evaluating	Knowledge and understanding
Nursery	Explore different materials freely. Develop their own ideas and then decide which materials to use to express them. Explore colour and colour mixing.	Join materials and explore different textures. Draw with increasing complexity and detail, such as representing a face with a circle, including details.	Respond to what they have heard / seen / made: expressing thoughts and feelings. Answer simple questions about their creations.	Drawings and models can represent things. We can draw and build to show our ideas. We can use the names of some colours to describe things.
Reception	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form & function.	Explore, use and refine a variety of artistic effects to express their ideas & feelings. Continue to explore colour & how it can be changed. Use drawing to represent actions and objects.	Share their creations, explaining the process they have used. Create collaboratively, sharing ideas, resources and skills.	Different media and materials can be chosen and used to represent things. Colours change when they are mixed, and materials can change when they are wet or dry. We can use language to describe colours and textures.
Year 1	Use their own ideas to plan, design and make something in response to an artist. Plan to use the appropriate tools and resources to create a piece of artwork. Discuss skills and techniques used by a variety of artists.	Use a range of materials creatively to design and make products. Use pencils to create lines of different thickness in drawings. Use ICT to create a picture. Choose appropriate resources and tools to create a piece of artwork. Create moods in artwork. Use pencils to create lines of different thickness in drawings. Cut, roll and coil materials.	Talk about what went well with their work. Children use what they have learnt about media and materials in original ways and think about uses and purposes of different tools.	Name the primary and secondary colours. Know how to recognise and describe some simple characteristics of different kinds of art, craft and design. The names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use. Using ICT to create a picture.
Year 2	Know 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. Suggest how artists have used colour, pattern and shape.	Choose and use three different grades of pencil when drawing. Use charcoal, pencil and pastel to create art. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Create a piece of art in response to the work of another artist. Identify the techniques used by different artists.	Explain what went well with their work and how they could make it even better - what improvements could be made? Choose tools and materials and explain why they have chosen them. Suggest how artists have used colour, pattern and shape. Take the time to reflect upon what they like and dislike about their work in order to improve it (for instance they think carefully before explaining to their teacher what they like	Mix paint to create all the secondary colours. Know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. And be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary (for instance, they know the names of the tools and the colours that they use.

		<p>Children will develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Create moods in artwork.</p> <p>Drawing portraits using different media and showing facial expressions in their art.</p> <p>Compare the work of different artists.</p>	and what they will do next.	
Year 3	<p>Use rough sketches to plan for a final piece of art. Compare the work of different artists.</p> <p>Choose a textile for both its suitability and its appearance.</p> <p>Gather and review information, references and resources related to their ideas and intentions.</p> <p>Use a sketchbook for different purposes, including recording observations, planning and shaping ideas.</p>	<p>Use sketches to produce a final piece of art.</p> <p>Use different grades of pencil to shade and show different tones and textures.</p> <p>Create a background using a wash.</p> <p>Use a range of brushes to create different effects in painting.</p> <p>Use digital images and combine with other media in their artwork.</p> <p>Use ICT to create art, which includes own work and that of others.</p> <p>Work accurately to measure, make cuts and make holes.</p> <p>Recognise when art is from different cultures.</p> <p>Recognise which art is from different historical periods.</p>	<p>Create artwork in sketchbooks to record observations and use them to review and revisit ideas.</p> <p>Work accurately to measure, make cuts and make holes where necessary.</p> <p>Select the most appropriate tools and techniques for a given task.</p>	<p>Recognise when art is from different cultures.</p> <p>Recognise which art is from different historical periods.</p> <p>Select the most appropriate tools and techniques for a given task.</p> <p>Know about and describe the work of some artists, craftspeople, architects and designers. Be able to explain how to use some of the tools and techniques they have chosen to work with.</p>
Year 4	<p>Experiment with the styles used by other artists.</p> <p>Use rough sketches to plan for a final piece of art. Compare the work of different artists.</p> <p>Use ideas from other people when designing.</p> <p>Select and use relevant resources and references to develop their ideas. Use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. (for instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.)</p>	<p>Sculpt clay and other mouldable materials.</p> <p>Print onto different materials using at least four colours.</p> <p>Show reflections in their art.</p> <p>Identify and draw objects and use marks and lines to produce texture.</p> <p>Integrate digital images into their art.</p> <p>Create an accurate print design following criteria.</p> <p>Design a product and make sure it looks attractive.</p> <p>Measure accurately.</p> <p>Investigate the nature and qualities of different materials and processes systematically. Apply the technical skills they are learning to improve the quality of their work. (for instance, in painting they select and use different brushes</p>	<p>Evaluate and suggest improvements for their designs.</p> <p>Explain how they improved their original design.</p> <p>Persevere and adapt their work when their original ideas do not work.</p>	<p>Explain some of the features of art from historical periods.</p> <p>Talk about great artists, architects and designers in history.</p> <p>Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied. About, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.</p>

		for different purposes) Use different effects within an ICT paint package.		
Year 5	<p>Research the work of an artist and use their work to replicate a style. Come up with a range of ideas after collecting information from different sources. Produce a detailed, step-by-step plan.</p> <p>Suggest alternative plans; outlining the positive features and drawbacks.</p> <p>Engage in open ended research and exploration in the process of initiating and developing their own personal ideas. Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.</p>	<p>Express emotion in art. Successfully use shading to create mood and feeling.</p> <p>Organise line, tone, shape and colour to represent figures and forms in movement.</p> <p>Show facial expressions and body language in sketches and paint.</p> <p>Use images, which they have created, scanned and found; altering them necessary to create art.</p> <p>Confidently investigate and exploit the potential of new and unfamiliar materials (for instance, try out several different ways of using tools and materials that are new to them).</p>	<p>Evaluate and suggest improvements for their designs and others using constructive criticism.</p> <p>Explain how and why they improved their original design.</p> <p>Persevere and adapt their work when their original ideas do not work and say why they did not work well.</p>	<p>Use a range of tools and equipment competently and state which tool is best for a certain technique.</p> <p>Talk about a range of techniques used by artists throughout history.</p> <p>Know how to describe the processes they are using and how they hope to achieve high quality outcomes. Research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions.</p>
Year 6	<p>Research the work of an artist and use their work to replicate a style. Come up with a range of ideas after collecting information from different sources. Produce a detailed, step-by-step plan.</p> <p>Independently develop a range of ideas which show curiosity, imagination and originality. Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. (for instance. Sketchbooks will show in advance how work will be produced and how the qualities of materials will be used)</p>	<p>Use a range of e-resources to create art.</p> <p>Over print to create different patterns. Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques. Independently select and effectively use relevant processes in order to create successful and finished work.</p> <p>Use their acquired technical expertise to make work which effectively reflects their ideas and inventions.</p>	<p>Explain why they have used different tools to create art.</p> <p>Explain the style of their work and how it has been influenced by a famous artist.</p> <p>Use feedback to make amendments and improvements to their art.</p> <p>Explain why they have chosen specific techniques to create their art.</p>	<p>Show that they consider society and culture in their plans and designs.</p> <p>Know how to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked. About the technical vocabulary and techniques for modifying the qualities of different materials and processes.</p>