



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>Pupils should be taught to:</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>Use what they have learnt about media and materials in original ways, thinking about uses and purposes</p> <p>Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories</p> <p>Below, we outline how we meet and go beyond the requirements</p>	<p>Pupils should be taught to:</p> <p>Use a range of materials creatively to design and make products</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Understand 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>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> <p>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.</p> <p>Create sketch books to record their observations and use them to review and revisit ideas</p> <p>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> <p>Understand and comment on the work of great artists, architects and designers in history.</p> <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>Mark Making: pattern, repetition, pressure, watercolour, loading a paintbrush, brushstroke</p> <p>Nature Sculptures: natural, pattern, temporary, curves, weaving, spirals, looping, sculpture, reflective, printing</p> <p>Self-Portraits: self-portrait, similar, different, artist, emotions, collage</p>	<p>Polka Dots: polka dots, rolling technique, collage, decorate, obliterate, backdrop</p> <p>African Art: blend, brushstroke, landscape, scarlet, wine, sage, emerald, bold, blend, texture, form, pattern, mood, foreground</p> <p>Landscape Paintings: background, continuous, shading, primary colours, secondary colours, charcoal, crimson, outline, foreground, portrait, landscape</p>	<p>Pattern and Still Life: repeated pattern, background, textile, tone, observe, sketch, hatching, cross hatching, blend, printing, media/medium</p> <p>Famous Buildings: architect, aesthetics, design brief, corrugated, materials</p> <p>Orphism: orphism, abstract art, colour illusion, harmonious colours, rhythm, movement, influence</p>	<p>Cityscapes and reflections: cityscape, reflection, modernist, architect, replicate, mediums, perspective, abstract, flat wash, graded wash, watercolour</p> <p>Investigating Patterns: angle, position, rotation, symmetry, reflection, stencil, sequence</p> <p>Recycled Art: recycled, discarded, junk modelling, advantages, disadvantages, texture, properties, joining techniques, layered</p>	<p>Street Art: graffiti, lettering, satirical, stencils, advertising</p> <p>Chinese Art: themes, traditional, symbol, culture, 'four gentlemen', calligraphy</p> <p>Self-portraits: background, identity, surrealism, emotion, expressive, symmetrical, asymmetrical</p>	<p>Still Life: still life, arrangement, subject, tone, shading, realistic, foreground, background, composition</p> <p>Pop Art: popular culture, blotted line technique, message, consumer, commercial artist</p> <p>Making Headdresses: tactile, visual, wrapping, bunching, layering, twisting, hollow, ceramics</p>

Significant Figures within Art 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.	Vincent Van Gogh (link to text Where the wild things are)	Paul Klee Andy Goldsworthy	Yayoi Kusama Martin Bullinya	William Morris Sonia Delaunay	Ben Johnson Sir Christopher Wren	Banksy Frida Khalo	Paul Cezanne Andy Warhol

Jackson Pollock	George Seurat	Henri Matisse	Henri Rousseau				Emma Yeo/Phillip Treacy
<p>Examples of further art enrichment:</p> <p>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 Art gallery visit</p>			<p>Examples of further art enrichment:</p> <p>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 Art gallery visit</p>				

Progression of Knowledge and Skills				
Class	Drawing, Pattern and Texture	Collage, Sculpture and 3D Art	Painting, Printing and Colour	Responding to Artwork (generating ideas, planning, design/making and evaluating)
Nursery	Draw with increasing complexity and detail, such as representing a face with a circle, including details.	Join materials and explore different textures. Explore different materials freely.	Explore colour and colour mixing. Naming and recognising colours Mixing colours	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. Develop their own ideas and then decide which materials to use to express them.
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	Mark Making (Paul Klee) Explore ways of drawing lines. Experiment with holding a pencil when sketching. Experiment with pressure when drawing pencil lines. Experiment with different kinds of pencils and observe the different marks they make. Create different repeated line patterns. Use rubbing to recreate texture. Hold a paintbrush correctly when painting.	Nature Sculptures (Andy Goldsworthy) Use a range of materials to design and make art To make spirals or circles from materials To manipulate clay and other materials to make sculptures Use natural objects, such as pebbles, shells, twigs, leaves and conkers to create a sculpture	Self-Portraits (Henri Matisse) Use clay to create a self-portrait. Show an understanding and use of some basic clay skills. Use coloured paper to create a collage self-portrait Know what 'loading' the paintbrush is. Know how to create a smooth sweeping brushstroke. Use paint to create differently shaped lines. Use a paintbrush to create lines of different thicknesses. Experiment with different ways to make marks using a paintbrush	Explore how Klee used different lines in his artwork. Discuss the artworks of Goldsworthy and say what I like and dislike about them. Spot different mark making techniques in Klee's work Attempt to recreate some of the mark making in Klee's artwork Understand that portraits can tell you about the person in them. Say what I like and dislike about different portraits Evaluate my work and the work of others and identify strengths and weaknesses Comment on the effects different paints create

Year 2	<p>Landscapes (Henri Rousseau)</p> <p>Experiment with different materials to make marks Make attempts to mimic the art of a famous artist Experiment with different mediums to create a polka dot pattern • I can experiment with the kind of polka dot patterns I am making Follow instructions to create the basis for my sketching Make visual observations to inform my sketches Sketch and draw plants and flowers in the style of Rousseau Sketch and create a 'portrait-landscape'</p>	<p>Polka Dots (Yayoi Kusama)</p> <p>Develop my scissor/cutting skills when cutting out circles Use paper art to recreate an installation piece by Yayoi Kusama Use the rolling technique effectively to manipulate clay Recreate the form of a pumpkin, inspired by Kusama's sculptures Experiment with different mediums to create a polka dot pattern Experiment with the kind of polka dot patterns I am making</p>	<p>African Art (Martin Bulinya)</p> <p>Mix primary colours to create secondary colours Mix white with a colour to tint Mix black with a colour to tone Use paint to create a desired background, blending colours together Use bold, bright colours to change the effect of a piece of art Experiment with a range of mediums in a single piece of artwork</p>	<p>Join in discussions about a famous artist's work Remember and give some facts about Yayoi Kusama and other artists Respond appropriately to a piece of art Comment on the shape/form of 3-D objects and sculptures Describe and make observations on a piece of artwork's colour and pattern Make choices about the tools I will use when painting Say if I like or dislike a piece of artwork Use my imagination to generate ideas for my sketch Discuss and explain how I feel when looking at a Rousseau painting Discuss portraits, landscapes, and Rousseau's genre of 'portrait-landscape'</p>
Year 3	<p>Still Life (William Morris)</p> <p>Explain what still life sketching is Use soft, light sketching techniques to create a still life sketch Adjust my pencil grip when sketching Use careful observation skills to create a still life sketch Make observations about different sketching mediums Understand how shading is linked to the light source in a drawing Identify repeating patterns in wallpaper designs Create areas of light and dark in my sketches using different shading methods such as hatching, cross-hatching, stippling and scumbling Vary my shading further through my use of pressure</p>	<p>Famous Buildings (Various artists and Buildings)</p> <p>Identify why a print may not have come out correctly Create a half drop pattern with my printing Comment on the patterns created in the architecture of St Basil's Cathedral Recreate patterns using oil pastels and ink Spot symmetry in the designs of famous buildings Use tracing to create a symmetrical piece of art Create texture in my artwork to reflect real-life buildings Change the value of a colour by creating tints and shades Create colour blocks using oil pastels Choose materials I think would be suitable to make a sculpture or collage of a famous building Use my folding and cutting skills to recreate a simplified sculpture of a building</p>	<p>Orphism Art (Sonia Delaunay)</p> <p>Explain the difference between complementary and harmonious colours Experiment with the use and effect of colours in their own artwork Choose colours to use in my artwork based on if they are complementary or harmonious Experiment with coloured paper to create a collage Make careful choices of the colours I use in my collage to create a complementary or harmonious effect</p>	<p>Find similarities and differences between the different works of William Morris Describe what the Arts and Crafts movement was and explain why it was founded Comment on why I had to make changes to my design Understand the role of an architect Discuss the shapes and structures of famous buildings around the world Say if I like or dislike the design of a building Explore the work of Sir Christopher Wren and his design of St Paul's Cathedral Follow a design brief in my own design of a building Express my opinion about an artist or artwork Discuss and answer questions about an artist and their artwork Describe what Orphism art is Discuss and explain how Sonia Delaunay created a feeling of movement in her artwork Explain my opinion of Sonia Delaunay's fashion designs</p>
Class	Drawing, Pattern and Texture	Collage, Sculpture and 3D Art	Painting, Printing and Colour	Responding to Artwork (generating ideas, planning, design/making and evaluating)
Year 4	<p>Investigating Patterns (Various Artists)</p> <p>Create patterns using rotation, symmetry and reflection Create a pattern using stencils Use a variety of media to add patterns to, e.g. fabric compared to coloured card Explore artists who use patterns</p>	<p>Recycled Art (Various Artists)</p> <p>Experiment with and observe how different paints create different effects in my artwork Select a suitable type of paint to decorate and finish my artwork Experiment with different ways I can join materials to make a 3D piece of art Select a suitable joining method when working with different materials Use a material's existing shape to inspire my artwork Create a simple animal sculpture from recycled materials</p>	<p>Cityscapes and Reflections (Ben Johnson)</p> <p>Replicate cityscape photos with contrast, including a silhouette Use 3D pop art techniques and layering to create a 3D cityscape Use a palette knife and paint to create textured cityscapes Use watercolour paints to create a reflection of cityscapes on water</p>	<p>Explore different pieces of recycled art Comment on the message that a piece of art might be portraying Say if I like or dislike a piece of art and why Look at different materials and make suggestions about how I could use them in my artwork Be inspired by a material's texture and pattern Be inspired by a material's colours</p>

<p>Year 5</p>	<p>Self-Portraits (Frida Kahlo)</p> <p>Describe the general proportions of a face Use my knowledge of proportions to complete a self-portrait Understand that I can use light guidelines for my sketches to help Analyse aspects of a painting including mood and colour Choose colours to express aspects of my personality Choose colours to express aspects of communities I belong to structure my sketches</p>	<p>Chinese Art (Various)</p> <p>Understand the importance of line and brushstrokes in Chinese Art Create Chinese calligraphy characters using the correct brushstroke sequence Use simple rolling and pinching techniques to manipulate salt dough Form simple shapes to create the base of my model Attach two pieces of salt dough with the help of materials such as matchsticks to reinforce joints Add pieces of salt dough to my base to create relief details Use tools to create details in my salt dough or clay model Carve a piece of clay to create the shape of my terracotta warrior Use tools to help me shape and manipulate my clay Add clay to my model to get the correct shape</p>	<p>Street Art (Various)</p> <p>Use sketching and shading to add details to my designs Select contrasting colours using the colour wheel to help me Choose colours to create the biggest 'standout' effect Use impression printing to create a piece of repeated printed artwork Create a stencil Use a stencil to create a piece of artwork Use more than one stencil to create a layered effect in my artwork</p>	<p>Take part in a discussion about graffiti and if it is an art form or not Discuss the messages that are portrayed in some pieces of art Discuss traditional Chinese artwork and say what I think and feel about it Understand the significance of the dragon in Chinese culture Describe who Frida Kahlo is and give a brief summary of her work Give my opinion of a painting or artist, giving reasons for my ideas Describe the differences between a portrait and a self-portrait Describe aspects of Mexican folk art Identify aspects of the Mexican culture in Kahlo's artwork Describe the aspects of the surrealist movement Express my opinion of surrealism in paintings</p>
<p>Year 6</p>	<p>Still Life (Paul Cezanne)</p> <p>Use real objects to inspire their still life artwork Carefully observe and sketch an object Identify the subject of a still life portrait Explore shading techniques and changing the pressure on my pencil to get the desired effect Use shading and techniques to change the appearance and tone of the colours I choose Use light sketching lines to create my artwork</p>	<p>Making Headdresses (Philp Treacy/Ema Yeo)</p> <p>Sketch designs for two headdresses, stating which materials and colour scheme they would use Create designs for two coats to suit two different 'characters' Design a 3D headdress to make Explore a range of techniques, such as quilting, wrapping, use of wire, fabric paints, adding feathers or beads, etc. Design a headdress for a particular character or event</p>	<p>Pop Art (Andy Warhol)</p> <p>Use Andy Warhol's blotted line technique in my own artwork Explore and recreate Warhol's 'Campbell Soup' artwork Explore Warhol's portraits of celebrities Use objects of popular culture to create my own pop art Create my own self-portrait in the style of Warhol Colour in carefully and accurately</p>	<p>Explore aspects of popular culture in the 1950s-60s Explore Warhol's 'Campbell Soup' artwork and its significance Discuss the importance of 'celebrity' in Warhol's artwork and in popular culture Evaluate my own artwork, discussing how I feel about it Discuss ideas about what constitutes as art and what doesn't Compare ideas about what techniques would be best to create a headdress for a particular purpose or event Evaluate the designs of my peers as well as my own Comment on what went well when making my headdress and reflect on what could have gone better</p>