ST MARY'S CATHOLIC PRIMARY SCHOOL

PROGRESSION IN KNOWLEDGE AND SKILLS

ART

Intent

The school believes that art is a vital part of children's education, with a significant and valuable role in the taught curriculum and the enrichment opportunities we offer our pupils. The art curriculum will develop children's critical abilities, as well as an understanding of their own and others' cultural heritages through the study of a diverse range of artists. Children will develop their understanding of the visual language of art with effective teaching and considered sequences of lessons and experiences. Understanding of the visual elements of art and design (line, tone, texture, colour, pattern, shape, 3D form) will be developed by providing a curriculum which will enable children to reach their full potential.

Implementation

The skills and knowledge that children will develop throughout each art topic are mapped across each year group and are progressive throughout the school. The emphasis on knowledge ensures that children understand the context of the artwork, as well as the artists that they are learning about and being inspired by. This enables links to other curriculum areas, including humanities, with children developing a considerable knowledge of individual artists, as well as individual works and art movements. A similar systematic approach to the development of artistic skills means that children are given opportunities to express their creative imagination, as well as practise and develop mastery in the key processes of art: drawing, painting, printing, textiles and sculpture.

Each new unit of work begins with a recap of the previous related knowledge from previous years. This helps children to retrieve what they have learnt in the earlier sequence of the programme of study, and ensures that new knowledge is taught in the context of previous learning to promote a shift in long term memory. Key vocabulary for the new topic is also introduced as part of the unit introduction. Once children know the new vocabulary for the unit and how it relates to previous learning, the children are asked what they already know specifically about the new topic. This provides the teacher with an insight into the children's 'starting points' for the topic, to enable the use of assessment to inform planning. The children are then also asked what they would like to know and class responses are collated and used to inform the programme of study to ensure an aspect of 'focussed interest planning'. A record of this process kept in children's topic books. At the end of the topic, children take part in a review of what they now know. The teacher is then able consolidate any of the key knowledge which is identified at this part of the process as not yet being secure.

Within all lessons, teachers plan a phase of progressive questioning which extends to and promotes the higher order thinking of all learners. Questions initially focus on the recall or retrieval of knowledge. Questions then extend to promote application of the knowledge in a new

situation and are designed to promote analytical thinking, such as examining something specific. In design and technology, an example of this level of questioning might ask children to consider how a mechanical system (such as gears and pulleys) might speed up, slow down or change the direction of movement. The questions that teachers ask within the same lesson phase, then focus on the children's own work and how they might change or create an outcome and justify a choice they have made which is based on their evaluation.Coordinated whole-school project work ensures that art is given high status in the curriculum. This includes the school's participation in the annual 'Big Art Day' which enables further focus on children's artistic skills and knowledge.The school's high-quality art curriculum is supported through the availability of a wide range of quality resources, which are used to support children's confidence in the use of different media.

Impact
The structure of the art curriculum ensures that children can develop their knowledge and understanding of the work of artists, craftspeople and designers from a range of times and cultures and apply this knowledge to their own work. The consistent use of children's sketchbooks means that children can review, modify and develop their initial ideas in order to achieve high quality outcomes. Children learn to understand and apply the key principles of art: line, tone, texture, shape, form, space, pattern, colour, contrast, composition, proportion and perspective. The opportunity for children to refine and develop their techniques over time is supported by effective lesson sequencing and progression between year groups. This also supports children in achieving age related expectations at the end of their cohort year.

Classroom displays reflect the children's sense of pride in their artwork and this is also demonstrated by creative outcomes across the wider curriculum. The school environment also celebrates children's achievements in art and demonstrates the subject's high status in the school, with outcomes, including sculptures, enhancing the outdoor, as well as indoor, environment.   The Art curriculum at St Mary's contributes to children's personal development in creativity, independence, judgement and self-reflection. Children will achieve age related expectations in Art at the end of their cohort year.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum Requirements	- Chooses particular colours to use for a purpose. - Create simple representations of events, people and objects.	- To use a range of media and materials creatively to design and make products. - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.		Pupils should be taught to develop their techniques, including their control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.			

- Represent own ideas through art. - Explores colours and how colours can be changed. - Experiments to create different textures.	- Develop a wide range of art and design techniques in colour, pattern, texture, line, share, 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.	- to create sketchbooks 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 (pencil, charcoal, paint, clay). - about great artists, architects and designers in history.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge Colour (Painting, ink, dye, textiles, pencils, crayon, pastels)	Experimenting with and using primary colours. Exploring mixing primary colours to create secondary colours. Begin to talk about what happens when colours are mixed together.	Know how to talk about what happens when colours are mixed together. Know the name all the primary and secondary colours. Know how to darken colours using black.	Know which are the primary colours needed to mix all secondary colours. Know how to make as many tones of one colour as possible (using white). Darken colours without using black.	Know how to mix shades of primary and secondary colours accurately to create specific shades of colour.	Use knowledge of colour families to create contrast. Know how to create light and dark tones. Know how to use colour mixing and matching; tint, tone, shade.	Know how to use paint to represent objects in different ways, e.g. to show light that comes from more than one source etc.	Know how to use colour for purposes. Know how to use colour to express feelings.
Skills Colour (Painting, ink, dye,	Use the senses to explore a range of painting materials, e.g.	Talk about a range of painting materials, e.g.	Use an increasing range of paints to	Use a range of tools to apply paint, and create pattern.	Mix paint and other materials to create detailed	Select and apply a wide range of appropriate painting	Use and combine a variety of painting and graphic

textiles, pencils, crayon, pastels)	thick, thin, ready mix, powder finger paints etc.	ready mix, powder, poster, water colours	create different textures.	Techniques- apply colour using dotting, scratching, splashing.	patterns and textures.	techniques, giving reasons for choices.	materials, tools and processes, working on a range of scales, e.g. brushes, inks, paints, computer packages.
Skills Colour (Painting, ink, dye, textiles, pencils, crayon, pastels)	Use everyday objects to make marks in paint, e.g. cotton reels, sticks, wheels on cars etc.	Use a wide range of tools to make marks, e.g. brushes, rollers, palette knife.	Use an increasing range of painting tools and simple techniques.	Combine paint and other materials effectively to create detail and texture.	Use a wide range of painting techniques to create different effects.	Use a range of brushstrokes to indicate changes in shape and form.	Use a range of brushstrokes to indicate changes in shape and form purposefully to create effect.
Colour Knowledge (Painting, ink, dye, textiles, pencils, crayon, pastels)	Experimenting with and using primary colours. Exploring mixing primary colours to create secondary colours. Begin to talk about what happens when colours are mixed together.	Know how to talk about what happens when colours are mixed together. Know the name all the primary and secondary colours. Know how to darken colours using black.	Know which are the primary colours needed to mix all secondary colours. Know how to make as many tones of one colour as possible (using white). Darken	Know how to mix shades of primary and secondary colours accurately to create specific shades of colour.	Use knowledge of colour families to create contrast. Know how to create light and dark tones. Know how to use colour mixing and matching; tint, tone, shade.	Know how to use paint to represent objects in different ways, e.g. to show light that comes from more than one source etc.	Know how to use colour for purposes. Know how to use colour to express feelings.

		colours without using black.					

Vocabulary	thick thin sketch texture	shade smudge blend	grades of pencil scale refine alter		Consolidate prior vocabulary		

KNOWLEDGE Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)		Know and be able to talk about and use a range of drawing tools – thick felt tip pens, charcoal, wax crayon, pastel.	Know and be able to talk about and use the drawing tools and techniques previously explored to share ideas.	-know vocabulary to talk about the visual and tactile qualities of drawing and painting media.	Know and use an increasing range of visual and tactile techniques. For example, lines and marks e.g. direct, meandering, accidental and intentional.	Know and apply appropriate visual and tactile techniques to suit the intended purpose, Including the use of computer packages.	
SKILLS Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	-Use senses to explore a variety of drawing tools (pencils, chalk, charcoal etc.) -Make marks using a range of media (pencils, chalk, charcoal	-Use marks and lines to describe thoughts and feelings. Begin to control lines. -Observe anatomy (faces, limbs). Encourage	-Use a wide range of different lines, e.g. thin, bold, feint, wavy, broken etc. Control line drawings. -Use a digital viewfinder to	-Experiment with the potential of various pencils – different gradients. -Begin to explore perspective by overlapping	-Make images appear further away by making them smaller and making parallel lines appear to converge as they get further away from the viewer.	-Use a framing device to isolate areas of images including the foreground, background and focal point.	-Use and combine a variety of drawing and graphic materials, tools and processes, working on a range of scales, e.g. pens, pencils, charcoal,

etc.) Investigate different lines. -Create simple drawings from observations. -Explore light and shadows.	accurate drawings of people. -Begin to use light and shadow in drawings.	select and record shapes and images. -Create simple drawings based on things observed to create designs. -Discuss use of shadows. Use of light and dark to represent ideas.	lines and shapes and, and by blurring the edges of distant shapes. -Include increased detail within work. - Use line drawings to show the size and relationship of shapes. Use a viewfinder to isolate and record parts of an image. -Close observation. Accurate drawings of people, particularly faces. Draw	-Make a range of small studies in a sketchbook using a viewfinder to select parts of an arrangement, composition or landscape. -Create a composition showing more than one figure. -Identify and draw the effect of light. Scale and proportion. Accurate drawings of whole people including	-Use a wide range of techniques to create a range of effects. -Use first hand observations using different viewpoints, developing more abstract representations. -Effect of light on objects and people from different directions. Begin to produce increasingly accurate drawings of people.	pastels, inks, computer packages. -Use simple photographic techniques for recording and creating work. -Combine a range of effects to support multi-media projects -Produce increasingly accurate drawings of people. Concept of perspective. Create a composition

				outline of a simple figure. -Use of light and dark to explore drawing the effect of light.	proportion and placement.		showing moving figures. -Effect of light on objects and people from different directions. Produce accurate drawings of people.

Vocabulary	printing technique brush size primary/secondary colours gouge scrape	shade acrylic / poster / watercolour artefact mono-printing motif wash	colour scheme / blocking spectrum tint	tone hue relief/impressed method. block printing	warm colours cold colours	atmosphere

Knowledge Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	Know that images can be reproduced	Know and talk about a range of printing materials and tools, e.g. found objects, potato prints etc.	Know and identify the different forms that printing takes.	Know and talk about the ways in which patterns are made, e.g. overlapping of shapes, repeats. Eg. marbling	Know how to talk about geometric, symmetrical and asymmetrical patterns. Eg. press printing	Know how to talk about and evaluate a wide range of complex patterns.	Know a variety of printing techniques and their names

Skills Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	Use the senses to explore a range of printing materials and tools, e.g. found objects, rubbings. Eg. hands, feet etc.	Use an increasing range of everyday objects to create marks and patterns.	Talk about and recreate patterns in the environment. Print with a growing range of objects. Eg. string printing	Compare and recreate shapes and patterns in nature and the environment.	Create and use shapes and patterns in nature, the environment and different cultures and times.	Use and incorporate shapes and patterns in nature, the environment and different cultures and times. Talk about geometric, symmetrical and asymmetrical patterns. Eg. lino printing	Use a variety of printing techniques and methods, e.g. mono/block printing techniques and various screen printing methods. Builds up drawings and images of whole or parts of items. Explore printing techniques used by various artists.

Vocabulary	texture construct	join natural man-made form recycled	surface transparent opaque	weave embroider tapestry	Consolidate prior vocabulary		

Knowledge Texture (for example: textiles, clay, sand,	Know how to use the senses to explore a range of textiles and materials e.g. wool, cotton, felt etc.	Know how to talk about the range of textiles and materials e.g. plain patterned,	Know the arrange of materials that can be used to create pictures and collage.	Know , use and talk about natural and manmade materials.	Know an increasing range of decorative techniques, e.g. fabric paints and dye, folds,	Know how to work with textiles using a variety of materials, tools and techniques, e.g. painting,	Know how to work with textiles using a variety of materials, tools and techniques, e.g. painting,

plaster, stone)					pleats, beads etc.	dyeing, weaving,	dyeing, weaving, felting, stitching, quilting, applique and collage.
Skills Texture (for example: textiles, clay, sand, plaster, stone)	Use a range of every day fabrics and materials to create pictures. Simple collages. Simple weaving. Explore using a range of joining materials (wool, string, cable ties etc.)	Collage - sort according to specific qualities. Use a range of materials to create weavings. Use a range of joining materials.	Be able to use overlapping and overlaying to create effects. Use large eyed needles. Start to explore simple stitches.	Use simple appliqué work (applying one material to the surface of another). Use smaller eyed needles and finer threads. Running stitches. Explore other simple stitches.	Use a wider variety of Stitches – e.g. cross stitch and overstitch.	Use quilting, wire, padding and appliqué to support 3D projects. Use more complex stitches, eg. blanket stitch, herringbone and embroidery. Embellish work.	Combine a range of stitches. Develop experience in embellishing. Applies knowledge of different techniques to express feelings.

| Knowledge Form | Use the senses to explore a range of modelling | Talk about a range of modelling | Talk about and explain the use of a range of | Know how to create a 3D model using a | Know how to create free-standing 3D | Know how to create increasingly | Know how to use a variety of natural and man- |

(3D work. For example: clay, dough, boxes, wire, paper sculpture, mod roc)	materials, e.g. salt dough, play dough. junk modelling materials etc. Handling, feeling, enjoying and manipulating materials.	materials, e.g. salt dough, play dough. junk modelling materials etc	modelling materials.	range of modelling materials.	models using different materials taking time to reflect and refine as they work.	complex 3D forms using a wide range of materials, taking time to refine and reflect on their own and others' work.	made materials to create reliefs and sculptures, constructing and modelling with wood, plastics, wire and clay, taking into account the properties of media being used and use appropriate media for a specific purpose.
Skills Form (3D work. For example: clay, dough, boxes, wire, paper sculpture, mod roc)	Use everyday objects to make marks in modelling materials e.g. cotton reels, sticks, wheels on cars etc.

Constructing, building and destroying. | Explore the use of a range of modelling materials. Use a range of tools to create marks and patterns.

Construct and use materials to make known objects for a | Shape and join clay to make a thumb pot using slip and impress prints.

Awareness of natural and man-made form to shape and form from direct observation (Malleable and rigid). | Roll and shape clay to produce a coil pot and relief tiles.

Understanding of different adhesives and methods of construction aesthetics. | Shape and form clay to produce a slab pot or container based on a basic 3D shape, eg. carving patterns of shape in a surface.

Use different adhesives and methods of construction | Use basic techniques to join, combine and shape clay or mod roc, eg. subtractive and additive.

Analyse and interpret natural and manmade forms of construction. | Use a wide range of techniques to join, combine and shape clay or mod roc. eg. subtractive and additive.

Shape, form, model and join. |

	Shape and model.	purpose. Make simple joins.			aesthetics.		
Digital	Begin to use digital media and know it can create images	Begin to use a range of digital tools to create different textures, lines, tones, colours and shapes	Know how to use a wider range of digital tools to create different textures, lines, tones, colours and shapes	To begin to create images, videos and sound recordings and explain why they were created	Know how to create images, videos and sound recordings and explain why they were created	Begin to use and enhance digital media by editing (including sound, animation, still images and installations)	Know how to enhance digital media by editing (including sound, animation, still images and installations)
Knowledge Notable artists		Know the name of and be be able to make comments on the work of notable artists, artisans and designers.	Know the names of some and be able to describe the work of notable artists, artisans and designers.	Know the name of some and to replicate some of the techniques used by notable artists, artisans and designers.	Know the names of and recognise work by some notable artists, artisans and designers.	Know the names of a range off notable artists, artisans and designers.	Know the names of and recognise the work of several notable artists, artisans and designers.
Skills Notable artists		Begin to copy some artists studied to create own pieces	Use some of the ideas of artists studied to create own pieces	Create original pieces that are influenced by studies of others	Replicate some of the techniques used by notable artists, artisans and designers.	Give details (including my own sketches) about the style of some notable artists, artisans and designers.	Give details (including my own sketches) about the style of some notable artists, artisans and designers.

					Create original pieces that are influenced by studies of others.	Begin to show how the work of those studied was influential in both society and to other artists. Create original pieces that show a range of influences and styles.	Show how the work of those studied was influential in both society and to other artists. Create original pieces that show a range of influences and styles.

Colour wheel

The colour wheel is called all the colours are arranged in colour spectrum order. It is a colour circle of tool for combining colours. The first circular colour diagram was designed by Sir Isaac Newton in 1666. The design of a colour wheel is so virtual that you will pick any colour from it will look good together. There has a number of colour combinations and those are called harmony in colour, and they consist of two or more colours with a fixed relation in the colour wheel.
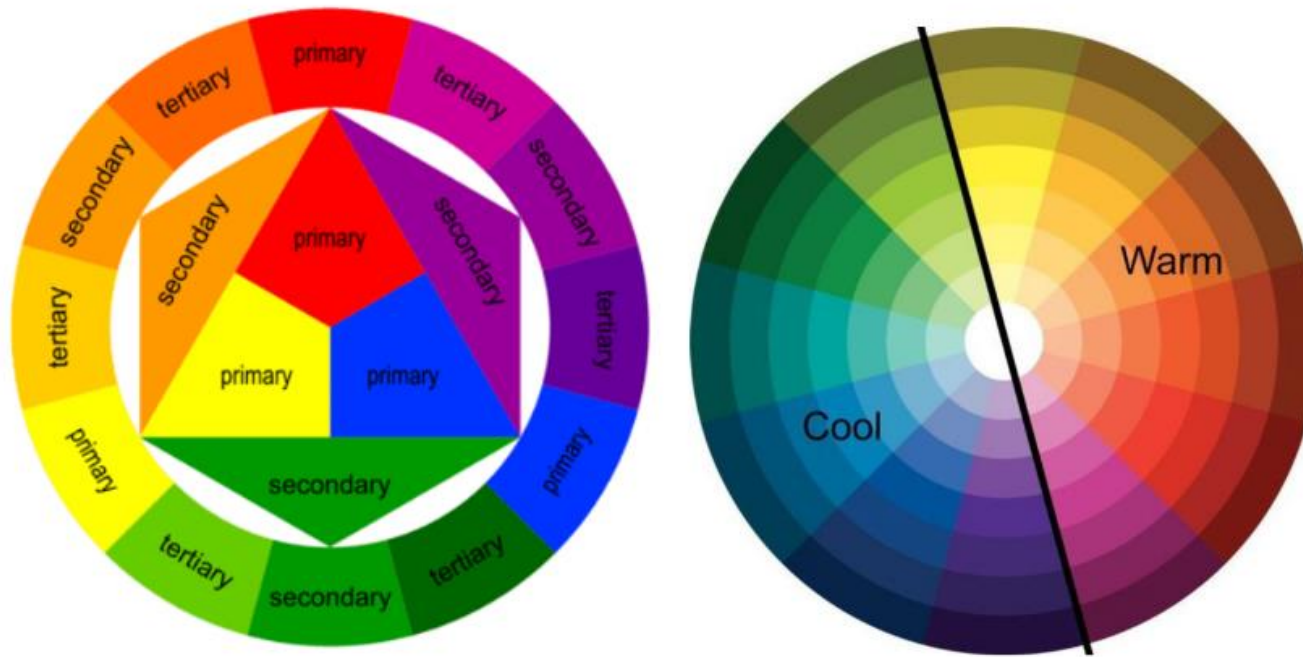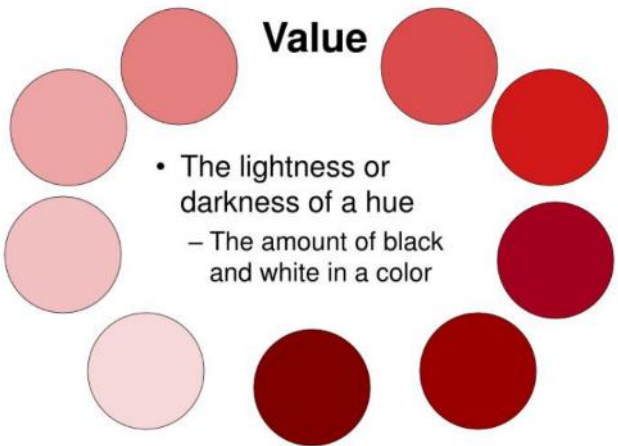
Tints, Tones and Shades

Intensity & Tone

The brightness or dullness of a hue
- Changed by mixing a color with its complement, which creates a TONE
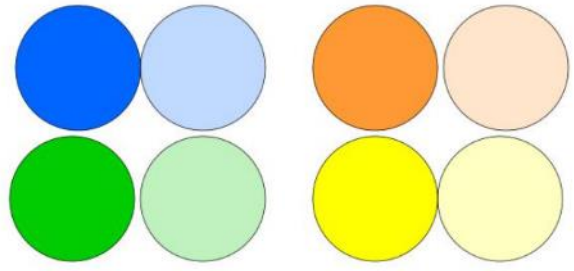- A complementary color is color which is opposite of it on the color wheel.

Value

- The lightness or darkness of a hue
  - The amount of black and white in a color

Tints

- Created by adding white to a hue
- Also called pastels

SHADES
base color + black

TONES
base color + gray

TINTS
base color + white

Shades

Created by adding black to a hue