



St George and St Teresa Catholic Primary School

"We live it, love it and learn it"



Progression of Skills and Knowledge

Art and Design

National Curriculum Aims and Purpose	School Aims and Intent: Skills, attitudes and knowledge that we want all children to develop on their journey through our school
<p>Art, craft and design embody some of the highest forms of human creativity. A high quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history and contribute to the culture, creativity and wealth of our nation.</p> <p>Art stimulates imagination and creativity. Art enables us to communicate what we see, think and feel in ways that words alone cannot do. Art provides us with a universal language of colour, texture, form and pattern and with limitless opportunities.</p> <p>Aims</p> <ul style="list-style-type: none"> • To produce creative work, exploring ideas and record experiences • To become proficient in drawing, painting, sculpture and other Art and Craft design techniques <p>Art and Craft design techniques</p> <ul style="list-style-type: none"> • To evaluate and analyse creative works using the language of Art, Craft and Design • To know about great artists, craft makers and designers and understand the historical and cultural importance of the development of their works 	<p>At St. George and St Teresa Primary School, it is our vision that every child is an artist. Art develops children’s creativity, to make connection to their imagination and to develop their inventiveness. As a school, we aim to remove the inhibitions and fear of the children and encourage and foster their own unique and unquestionable creativity that they are born with.</p> <p>From EYFS up to KS2 our pupils will have opportunities to develop a wealth of knowledge, skills and concepts in order for them to express their own ideas and imagination. All children will be given the opportunity to experiment and create freely, developing their use of colour, texture, form, pattern, use of materials and processes throughout the art curriculum. Children are introduced to a variety of artists, craft makers and designers throughout their learning. Where possible children will access local museums, art galleries and visiting artists in school, to enhance the knowledge that art is all around us.</p> <p>The school will use art specific vocabulary in their learning and art will be taught whenever it is appropriate to strengthen cross curricular learning across the school. We believe that this enables the children to bring their own personal understanding of a subject to life. Children will also have opportunities to explore their outdoor environment and locality to develop their artistic skill and real life links to stimuli; utilising our own school outdoor environment and community. By the time the children leave our school they will be proficient in drawing, painting, sculpture and other art and design techniques.</p> <p>At St George and St Teresa children are given the opportunity to consistently reflect and evaluate their work and the work of others. We encourage positive feedback and a ‘can do’ attitude from all individuals. We share inspiration from</p>



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	<p>Ron Berger's 'Austin's Butterfly' example across every year group. We support children in their art journey to achieve their very best by continually challenging and helping them to fulfil their God-given talents. Children create art work with a real purpose when displaying and sharing the work they create, showcasing the skills and progress they have made. All art work, regardless of level, is celebrated within class or displayed within school.</p>
Links to other curriculum areas	Experiences every child should have
<p><u>Links to Learning in EYFS:</u></p> <p><u>Expressive Arts & Design</u></p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design and texture. • Explore what happens when they mix colours. • Understand that different media can be combined to create new effects • Create simple representations of events, people and objects • Choose colours to use for a purpose • Show their own ideas, thoughts and feelings through art, design, music, dance, stories and role play. <p><u>Physical Development</u></p> <ul style="list-style-type: none"> • Fine motor skills development by using small tools including paintbrushes, pencils and scissors. To show care and accuracy when drawing. <p><u>Understanding of the world</u></p> <ul style="list-style-type: none"> • To observe their immediate environment and explore through art & design cultural and religious beliefs, the natural world, stories, symbols and historical facts. <p><u>Links to Learning in KS1 and KS2:</u></p> <ul style="list-style-type: none"> • Maths - exploring patterns, symmetry and sequences, and recognising numerical strings e.g. the Fibonacci sequence) recur often in nature. • PE - using dance, silhouettes, body angles and the human form as the basis for artwork; exploring techniques to capture motion in still images and forms • English - discussion about artworks and artists studied; studying the work of illustrators and creating new illustrations for existing stories • Computing – creating digital art and manipulating images 	<ul style="list-style-type: none"> • The opportunity to build skills, knowledge and experience to create a piece of work that they are proud of and want to share with others. • The opportunity to express their responses to ideas and experiences in a visual or tactile way • The opportunity to experience and gain confidence using a range of art forms • Experience of various artists, art forms and famous art works to enable them to critically reflect on other artists and their own work • An opportunity to visit a gallery and learn more about the historical and cultural significance of the artwork they encounter • Work collaboratively on a large scale piece of work • Show or display their work in school or a local gallery and receive positive feedback from their audience • See an artist in action and talk to them about their work, process and inspirations



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- RE - the role of art, sculpture etc. in religious buildings and their symbolic meanings. Using art as a medium to understanding the teachings of Jesus and all
- Science – Observational drawing of the environment around them and through scientific drawings
- History and Geography – Through illustrations and explorations of the world around them, Art can represent knowledge and understanding of these subjects
- PSHE – Mark making, drawing and other art techniques - to explore feelings, relationships and human development

Opportunities to develop Catholic Social teaching, Catholic School Pupil Profile Virtues and British Values

Catholic Social Teaching:

Including, but not limited to:

- Dignity of the human person
That we are all made in the image and likeness of God.
Appreciate others for their developing skills & talents
- Family and community
- Solidarity and the common good
- Designing products that will support others in living healthier lives & gaining knowledge about living more sustainably
Dignity of work and rights of workers
- Rights and responsibilities
- An option for the poor and vulnerable
- Stewardship of God's creation
- A respect for God's creation in all that they do.

Catholic School Pupil Profile:

Including, but not limited to:

- **Grateful** for their own gifts, for the gift of other people, and for the blessings of each day; and **generous** with their gifts, becoming men and women for others.
- **Attentive** to their experience and to their vocation; and **discerning** about the choices they make and the effects of those choices.
- **Compassionate** towards others, near and far, especially the less fortunate; and **loving** by their just actions and forgiving words.
- **Faith-filled** in their beliefs and **hopeful** for the future.
- **Eloquent** and **truthful** in what they say of themselves, the relations between people, and the world.

British Values:

Including, but not limited to:

- Democracy
Understanding the need for different roles and responsibilities such as collaborative work and decision-making.
- The rule of law
Knowing rules about safety and respect.
- Individual liberty
Recognising the opportunity for them and others to express themselves in a supportive environment.
An ethos where the views of individuals are listened to and respected.
- Mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith
Positive behaviour is encouraged and rewarded.



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Learned, finding God in all things; and **wise** in the ways they use their learning for the common good.

Curious about everything; and **active** in their engagement with the world, changing what they can for the better.

Intentional in the way they live and use the resources of the earth, guided by conscience; and **prophetic** in the example they set to others

Opportunities to develop and use Building Learning Power in our curriculum

<p>Reciprocity</p> 	<ul style="list-style-type: none"> • Presenting and sharing work with others • Team working to create – sculptures, pottery, textiles etc. • Sharing resources, tools and ways of working • Consider the needs, wants and preferences of others when working • Understanding the issues of sustainability, recycling and the environmental impact of items used in Art and Design
<p>Resourcefulness</p> 	<ul style="list-style-type: none"> • Investigating colour, texture, form and pattern • Developing imaginative and innovative ways of creating Art • Considering how to use different mediums independently, mixing colours/ combining two mediums • Having opportunities to try things out, make mistakes and take risks • Exploring the capabilities, potential and limitations of materials and learning independent skills like mixing, cutting and glueing
<p>Reflectiveness</p> 	<ul style="list-style-type: none"> • Breaking down tasks down into small steps and develop logical thinking • Evaluating pieces of art at different stages to revise and improve • Developing personal success criteria of art processes and projects • Using research, investigations, discussions, analysis to support further development • Taking feedback from others to make improvements to the final piece • Give honest feedback to others so that they can develop and improve their work • Imitating the work of famous artist's style- to show an understanding of how it may have shaped different cultures
<p>Resilience</p> 	<ul style="list-style-type: none"> • Setting ambitious goals to develop and make things better • Maintain focus on long-term projects (try different techniques before completing a final piece) • To cope with setbacks and demonstrate resourcefulness when tackling practical problems • Having opportunities to try things out, go wrong and take risks

Skills and Knowledge Progression in Art and Design at St George and St Teresa Catholic Primary School – (EYFS)

Year group	Communication and language	Physical development	Personal, social and emotional development	Expressive Arts & Design
Nursery	<ul style="list-style-type: none"> Find opportunities to talk about art works and say what they like and dislike Use talk to discuss what they are creating Use talk to describe what tools and materials they are using Express whether they like a piece of work they or another has made 	<ul style="list-style-type: none"> Use large and small muscle movements to make marks and paint Use a comfortable grip with good control when holding drawing and painting tools eg. pencils, paintbrushes Start to find the dominant hand to use when making art works Safely use and explore a variety of materials, tools and techniques. 	<ul style="list-style-type: none"> Remember safety rules without needing an adult to remind them (eg. use of scissors, not to put paint/pens in the mouth, wash hands etc.) Learn how to create collaboratively, sharing ideas and skills Select their materials Develop their own ideas and decide which materials to use to express their ideas 	<ul style="list-style-type: none"> Explore what happens when they mix colours Understand that different media can be combined to create new effects Start to learn to use lines to enclose a space eg. making a head shape Discover different artists and the effects they use to be inspire their own work Experiment with colour, design, texture, form and function.
Reception	<ul style="list-style-type: none"> Explain their thoughts and ideas in well-formed sentences Clarify ideas for designs through discussion saying what they might do 'first' and 'next' Explain their choices for different materials and colours in their piece of work 	<ul style="list-style-type: none"> Use a range of small tools, including scissors, paintbrushes and other art tools. Begin to show accuracy and care when drawing. Continue to develop and refine small and large muscle movements in drawing, painting, collage and printing Begin to show accuracy when drawing or painting 	<ul style="list-style-type: none"> Share their creations, explaining the process they have used. <ul style="list-style-type: none"> Develop collaborative working, sharing resources and tools 	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. <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.

Skills and Knowledge Progression in Art and Design at St George and St Teresa Catholic Primary School
Year 1 - 6

Making Skills

	Drawing	Painting	Craft, design, materials and technique
Year 1	<ul style="list-style-type: none"> Explore mark making, experiment with drawing lines and use 2D shapes to draw. 	<ul style="list-style-type: none"> Develop skill and control when painting. Paint with expression. 	<ul style="list-style-type: none"> Learn a range of materials and techniques such as clay, sketching, printing and collage.
Year 2	<ul style="list-style-type: none"> Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials. 	<ul style="list-style-type: none"> Further improve skill and control when painting. Paint with creativity and expression. 	<ul style="list-style-type: none"> Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay.
Year 3	<ul style="list-style-type: none"> Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media. 	<ul style="list-style-type: none"> Increase skill and control when painting. Apply greater expression and creativity to own paintings. 	<ul style="list-style-type: none">
Year 4	<ul style="list-style-type: none"> Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing. 	<ul style="list-style-type: none"> Develop skill and control when painting. Paint with expression. Analyse painting by artists. 	<ul style="list-style-type: none"> Make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and present work.
Year 5	<ul style="list-style-type: none"> Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
Year 6	<ul style="list-style-type: none"> Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life. 	<ul style="list-style-type: none"> Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life. 	<ul style="list-style-type: none"> Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms.

	Generating Ideas	
	Sketchbooks	Creating Original Artwork
Year 1	<ul style="list-style-type: none"> Use sketchbooks through teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials. 	<ul style="list-style-type: none"> Explore and create ideas for purposes and intentions.
Year 2	<ul style="list-style-type: none"> Use sketchbooks more effectively through further teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials. 	<ul style="list-style-type: none"> Use artist sources to develop their own original artwork. Gaining inspiration for artwork from the natural world.
Year 3	<ul style="list-style-type: none"> Use sketchbooks to generate ideas and record thoughts and observations. Make records of visual experiments. 	<ul style="list-style-type: none"> Create personal artwork using the artwork of others to stimulate them.
Year 4	<ul style="list-style-type: none"> Use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique. 	<ul style="list-style-type: none"> Use literary sources to inspire art. Express thoughts and feelings through the tactile creation of art. Manipulate materials to achieve desired effects. Represent ideas from multiple perspectives.
Year 5	<ul style="list-style-type: none"> Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks. 	<ul style="list-style-type: none"> Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes.
Year 6	<ul style="list-style-type: none"> Make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbook. Evaluate artists and crafts people work and ideas 	<ul style="list-style-type: none"> Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. Express ideas about art through messages, graphics, text and images.

Formal Elements progression of skills							
	Colour	Form	Line	Pattern	Shape	Texture	Tone
Year 1	<ul style="list-style-type: none"> Remember the primary colours and how to mix them to create secondary colours. Create shades of a colour and choose and justify colours for purpose. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Use, express and experiment with line for purpose, then use appropriate language to describe lines. 	<ul style="list-style-type: none"> Understand patterns in nature, design and make patterns in a range of materials. 	<ul style="list-style-type: none"> Identify, describe and use shape for purpose. 	<ul style="list-style-type: none"> Use materials to create textures. 	<ul style="list-style-type: none"> Understand what tone is and how to apply this to their own work.
Year 2	<ul style="list-style-type: none"> Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections. 	<ul style="list-style-type: none"> Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing. 	<ul style="list-style-type: none"> Draw lines with increased skill and confidence. Use line for expression when drawing portraits. 	<ul style="list-style-type: none"> Learn a range of techniques to make repeating and non-repeating patterns. Identify natural and man-made patterns. Create patterns of their own. 	<ul style="list-style-type: none"> Compose geometric designs by adapting the work of other artists to suit their own ideas. 	<ul style="list-style-type: none"> Identify and describe different textures. Select and use appropriate materials to create textures. 	<ul style="list-style-type: none"> Experiment with pencils to create tone. Use tone to create form when drawing.
Year 3	<ul style="list-style-type: none"> Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades, for different purposes. 	<ul style="list-style-type: none"> Further develop their ability to describe 3D form in a range of materials, including drawing. 	<ul style="list-style-type: none"> Express and describe organic and geometric forms through different types of line. 	<ul style="list-style-type: none"> Construct a variety of patterns through craft methods. Further develop knowledge and understanding of pattern. 	<ul style="list-style-type: none"> Identify, draw and label shapes within images and objects. Create and form shapes from 3D materials. 	<ul style="list-style-type: none"> Analyse and describe texture within artists' work. 	<ul style="list-style-type: none"> Develop skill and control when using tone. Learn and use simple shading rules.
Year 4	<ul style="list-style-type: none"> Analyse and describe colour and painting techniques in artists work. Manipulate colour for print. 	<ul style="list-style-type: none"> Develop their ability to describe and model form in 3D using a range of materials. Analyse and describe how artists use and apply form in their work. 	<ul style="list-style-type: none"> Learn and apply symmetry to draw accurate shapes. Analyse and describe how artists use line in their work. 	<ul style="list-style-type: none"> Create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern. 	<ul style="list-style-type: none"> Create geometric compositions using mathematical shapes. Analyse and describe the use of shape in artist's work. 	<ul style="list-style-type: none"> Analyse and describe texture within artists' work. 	<ul style="list-style-type: none"> Use a variety of tones to create different effects. Understand tone in more depth to create 3D effects. Analyse and describe use of tone in artists' work.
Year 5	<ul style="list-style-type: none"> Select and mix more complex colours to depict thoughts and feelings. 	<ul style="list-style-type: none"> Further extend their ability to describe and model form in 3D using a range of materials. 	<ul style="list-style-type: none"> Extend and develop a greater understanding of applying expression when using line. 	<ul style="list-style-type: none"> Construct patterns through various methods to develop their understanding. 	<ul style="list-style-type: none"> Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists' use of shape. 	<ul style="list-style-type: none"> Using texture within drawings to show careful observation and understanding of illustrating different surfaces. 	<ul style="list-style-type: none"> Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone.
Year 6	<ul style="list-style-type: none"> Mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. 	<ul style="list-style-type: none"> Express and articulate a personal message through sculpture. Analyse and study artists' use of form. 	<ul style="list-style-type: none"> Deepen knowledge and understanding of using line when drawing portraits. Develop greater skill and control. 	<ul style="list-style-type: none"> Represent feelings and emotions through patterns. Create sophisticated artwork using their knowledge of pattern. 	<ul style="list-style-type: none"> Fluently sketch key shapes of objects when drawing. Create abstract compositions using knowledge of other artists' work. 	<ul style="list-style-type: none"> Explore art through a range of different textural mediums. 	<ul style="list-style-type: none"> Increase awareness of using tone to describe light and shade, contrast, highlight and shadow. Manipulate tone for halo and chiaroscuro techniques.

	<ul style="list-style-type: none"> Study colours used by Impressionist painters. 		<ul style="list-style-type: none"> Study and apply the techniques of other artists. 				
Evaluating							
	Identifying similarities and differences to others' work				Reflecting		
Year 1	<ul style="list-style-type: none"> Recognise and describe key features of their own and other's work. 				<ul style="list-style-type: none"> Describe what they feel about their work and the art of others. 		
Year 2	<ul style="list-style-type: none"> Compare other's work, identifying similarities and differences. 				<ul style="list-style-type: none"> Describe choices and preferences using the language of art. 		
Year 3	<ul style="list-style-type: none"> Discuss own and other's work using an increasingly sophisticated use of art language (formal elements). 				<ul style="list-style-type: none"> Reflecting on their own work in order to make improvements. 		
Year 4	<ul style="list-style-type: none"> Build a more complex vocabulary when discussing your own and others' art. 				<ul style="list-style-type: none"> Reflecting on their own work in order to make improvements. 		
Year 5	<ul style="list-style-type: none"> Develop a greater understanding of vocabulary when discussing their own and others' work. 				<ul style="list-style-type: none"> Regularly analysing and reflecting on their intentions and choices. 		
Year 6	<ul style="list-style-type: none"> Use the language of art with greater sophistication when discussing own and others art. 				<ul style="list-style-type: none"> Give reasoned evaluations of their own and others work which takes account of context and intention. 		

Art & Design Progression of Knowledge

Artists, craftspeople, designers		Artists, craftspeople, designers	
Year 1	<ul style="list-style-type: none"> • Beatriz Milhazes (Abstract) • Bridget Riley (Drawing) • David Hockney and Vija Celmins (Drawing) • Louis Wain (Movement) • Kandinsky, Bernal, Bolotowsky (Shape and Colour) • Vincent Van Gogh (Texture) • Jasper Johns (Painting) • Renoir, Sorolla, Kroyer (Landscape) • Louise Bourgeois (Sculpture) 	Year 4	<ul style="list-style-type: none"> • Luz Perez Ojeda • Paul Cezanne • Giorgio Morandi • David Hockney • Paula Rego • Edward Hopper • Pieter Brueghel • Fiona Ra • Giuseppe Arcimboldo • Sokari Douglas Camp • El Anatsui • Barbara Hepworth
Year 2	<ul style="list-style-type: none"> • Max Ernst (Frottage) • Ed Ruscha (Shading, Tone) • Clarice Cliff (Design) • Nancy McCrosky (Mural) • Damien Hirst (Drawing) • Julian Opie (Portraits) • Edwina Bridgeman 	Year 5	<ul style="list-style-type: none"> • Hundertwasser • Banksy • John Singer Sargent E • Magdalene Odundo • Dominic Wilcox • Paul Klee • Rorschach
Year 3	<ul style="list-style-type: none"> • Carl Giles (Drawing) • Diego Velazquez (Tone) • Puppets • Prehistoric Artists 	Year 6	<ul style="list-style-type: none"> • Claude Monet • William Morris • Edward Hopper • Kathe Kollwitz • Pablo Picasso • Mark Wallinger

WORK IN PROGRESS – MAP OF ART & DESIGN CURRICULUM FOR THE ACADEMIC YEAR

	Making Skills	Generating Ideas	Evaluating	Knowledge of Artists
NC Aims KS1 NC Subject Content	<ul style="list-style-type: none"> Produce creative work, exploring their ideas and recording their experiences Use a range of materials creatively to design and make products Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<ul style="list-style-type: none"> Become proficient in drawing, painting, sculpture and other art, craft and design techniques Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 	<ul style="list-style-type: none"> Evaluate and analyse creative works using the language of art, craft and design 	<ul style="list-style-type: none"> Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms 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.
Year 1	<ul style="list-style-type: none"> Formal Elements of Art (link to Science work on seasons) Art and Design Skills Landscapes using Different Media Sculptures and Collage 	<ul style="list-style-type: none"> Formal Elements of Art (link to Science work on seasons) Art and Design Skills Landscapes using Different Media Sculptures and Collage (link with Science work on animals) 	<ul style="list-style-type: none"> Louis Wain 	<ul style="list-style-type: none"> Formal Elements of Art (link to Science work on seasons) Art and Design Skills Landscapes using Different Media Sculptures and Collage (link with Science work on animals)
Year 2	<ul style="list-style-type: none"> Formal elements of art Sculpture and mixed media Art and design skills Human form (L3-4) 	<ul style="list-style-type: none"> Formal elements of art Sculpture and mixed media Art and design skills 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Formal elements of art Sculpture and mixed media Art and design skills Human form (L3-4)



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SEND Support

Opportunities and resources that may support SEND children in Art and Design:

- Differentiated tasks. See: Kapow, Twinkl, Oak Academy
- Video tutorials on Kapow and other high quality sites such as Oak Academy to embed concepts and allow children to go at their own pace.
- Small group/1:1 session.
- Considered use of equipment: laptop/desktop/iPad.
- Peer support.
- Subject lead support.
- Consider enlarging font on screen/adjusting colours of paper and font
- Use of apps/features within a programme such as dictate and immersive reader.
- Additional support resources for Parents/Carers such as Kapow for reinforcing concepts at home.