



Live life, love learning, guided by God

St Mary's C of E Primary School and Nursery

Art and Design skills and knowledge progression

Our Intent:

St Mary's Art and Design curriculum gives children opportunities to appreciate the art and design around them, as well as opportunities to exercise their observations, creativity and imagination.

- Children explore and experiment with their increasing understanding of colour, form, line, space, texture and pattern.
- During their time at the school, they use a range of materials, processes and media to communicate what they observe, feel, think and believe.
- They are taught drawing, painting, printing, craft and sculpture.
- Children appreciate and take inspiration from artists, craft makers and designers.
- Core texts and cross curricular themes are often used to stimulate ideas and to provide meaningful contexts.
- Children are encouraged to grow the language used to describe the art and design they observe and create.
- They explore different influences including historical, religious and cultural.
- During their time at St Mary's, children learn to appreciate the work of artists both on-line and in the environment around them, including St Mary's Church.
- Children are taught to be aware of how the materials and processes they choose impact on the environment.
- Children learn that art can be a therapeutic experience and can have a positive impact on their mental and spiritual wellbeing.

National Curriculum programmes of study:

Key Stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to 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

Key Stage 2

Pupils should be taught to 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. Pupils should be taught:

- to 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
- about great artists, architects and designers in history.

Year Group	Drawing	Painting	Sculpture	Key Vocabulary
Nursery	<p>To mark-make</p> <p>Media: Pens, Pencils, Chalk, Felt Tips, Crayons</p> <p>Book stimulated drawing To experiment independently</p>	<p>To mark make and experiment with colour-mixing using primary colours. To name the primary colours</p> <p>Media: Poster Paint</p> <p>Tools: Fingers, paint brushes, sponges, paint stampers</p> <p>primary colours in continuous provision.</p> <p>Book-stimulated painting</p>	<p>To experiment with playdough using a variety of tools to create a desired form</p> <p>Media: playdough</p> <p>Tools: Introducing cutters, scissors (mixture of metal and plastic tools)</p> <p>Inspiration from books and themes / concepts explored in class.</p>	<p>primary colour names Paint brush palette paint colour pens pencil chalk crayons felt tips dough</p>
Reception	<p>To mark-make with greater control of tools used</p> <p>Media: pens, pencils, chalk, felt- tips, crayons</p> <p>Book stimulated drawing To experiment independently</p>	<p>To mark make with greater control of tools used.</p> <p>To identify the colours created when experimenting with mixing primary colours.</p> <p>To name primary and secondary colours.</p> <p>Media: poster paint and powder paint</p> <p>Tools: Fingers, different sized paint brushes, paint stampers, sponges</p> <p>Artist: Jackson Pollock</p> <p>Book-stimulated painting</p>	<p>To experiment with playdough and salt-dough using a variety of tools - with greater control - to create a desired form</p> <p>To compare the difference in texture and final outcome once the object has hardened.</p> <p><i>Note: salt-dough hardens when left out to dry</i></p> <p>Media: playdough, salt-dough</p> <p>Tools: Introducing clay cutters (mixture of metal and plastic tools)</p> <p>Inspiration from books and themes / concepts explored in class.</p>	<p>revisit relevant key vocab from previous year, including palette primary colour names dough</p> <p>secondary colours names poster paint powder paint artist soften harden</p>

<p>Year 1</p>	<p>To represent ideas using lines observed and remembered</p> <p>Application e.g: Still life / fruit inspired by artist Paul Cezanne, using crayons.</p> <p>Media: pastels and crayons</p> <p>Continuous provision</p> <p>Keep pastels / crayons in the provision to embed the learning.</p>	<p>To use watercolour to represent objects observed closely</p> <p>To choose appropriate tools with awareness of space on the page and sizing of objects</p> <p>Media: poster paint, powder paint and watercolours.</p> <p>Tools: different-sized paint brushes; focus on smaller brushes for watercolours.</p> <p>Artists: Henri Matisse, Yayoi Kusama</p> <p>Continuous provision</p> <p>Watercolours will be incorporated into continuous provision after key skills have been taught.</p> <p>Experiment with consistency of paint to water.</p> <p>Explore pre-drawn and free hand painting using watercolours.</p>	<p>To design and mould clay forms using a variety of techniques (rolling, cutting, pinching)</p> <p>Application: Clay Hindu divas</p> <p><i>Note: Look at images of Hindu divas, exploring how 2 dimensional forms are created in 3D (e.g. clay/wood carvings. Make comparisons)</i></p> <p>Continuous provision</p> <p>Clay added to continuous provision for children to independently explore a variety of techniques.</p>	<p>revisit relevant key vocab from previous year incl. secondary colour names</p> <p>line - thick, thin, curved, straight watercolour space close observation artist sculpt sculpture sculpting clay carving carve pinch</p>
<p>Year 2</p> <p>Sketchbooks are used from Year 2 onwards.</p>	<p>To use line, tone and shade to represent objects observed and remembered</p> <p>Media: pencils and pastels</p> <p>Application Sketch simple self-portraits using close observation inspired</p>	<p>To mix colours from primary to secondary, using a colour wheel</p> <p>To experiment with simple tints and shades. Adding white and black to alter tints and shades.</p> <p>To explore patterns in design .</p>	<p>To visualise a clay form using a drawn sketch</p> <p>To use tools to create different effects in clay</p> <p>Media: clay</p>	<p>revisit relevant key vocab from previous year incl. secondary colour names space close observation</p> <p>portrait sketch tint</p>

<p>Learning Intentions are stuck or written into the sketchbooks from Y2 onwards.</p>	<p>by Picasso early self-portrait and Frida Kahlo.</p> <p><i>Note: Three portraits responding to feedback after each drawing.</i></p> <p>Class discussion looking at Picasso's work: What is extraordinary about Picasso's work? Compare the work of Frida Kahlo and Picasso.</p>	<p>Media: poster paint, watercolours</p> <p>Application</p> <p>Design a stained-glass window influenced by the work of Charles Rennie Mackintosh. (Art Deco)</p> <p>RE Link - <i>Note: share images of St Mary's Church stained glass windows.</i></p> <p>Tools: Different-sized (fine to thick) and different-shaped paint brushes</p> <p>Artist: Rene Mackintosh</p>	<p>Application</p> <p>Animal sculpture</p> <p>Artists: Inspiration from a range of artists e.g. Elisabeth Frink Nicola Hicks</p> <p><i>Note: Hicks is known for using straw and plaster</i></p>	<p>shade symmetry / reflect / reflection tone fine thick control observed remembered imagined score and slip slip</p>
<p>Year 3</p>	<p>To experiment with line, tone and shade.</p> <p>Media: Charcoal, Pencils and Pastels.</p> <p>Application: Close observations of fossils inspired by Mary Anning's discoveries.</p>	<p>To use watercolours to create a wash. To use watercolours to blend and mix colours. Media: Watercolour</p> <p>Tool: Paint brushes (variety of sizes), pastels</p> <p>Artist: Georgia O'Keeffe Compare with other cultures e.g. Chinese / Japanese watercolours</p> <p>Application: Floral image inspired by Georgia O'Keeffe.</p>	<p>Media: Clay</p> <p>Application: Explore Egyptian sculptures and architecture. (Egyptian tombs and religious ceremonies)</p> <p>To develop greater control in sculpting techniques; adding detail and texture. Exploring how colour is used and making appropriate colour choices relating to the time.</p>	<p>Line Wedging</p> <p>Recap Shade tone shade sketch reflect / reflection score and slip slip</p>

<p>Year 4</p>	<p>Begin to show awareness of objects having a third dimension.</p> <p>Alter and refine drawings and describe changes using art terminology.</p> <p>Media: Pencils and Charcoal</p> <p>Application: Figure drawings e.g. Roman Soldiers. Look at figure drawings by David Hockney and sculptures by Henry Moore.</p>	<p>To explore the differences in the effects created by acrylic and watercolour.</p> <p>To use key vocabulary to describe colour, line, shape and abstract composition. (Maths Link)</p> <p>To explore what is distinctive about the works of an abstract artist.</p> <p>Media: Watercolours and acrylics</p> <p>Tool: Variety of paint brush sizes.</p> <p>Application</p> <p>Kandinsky inspired abstract compositions.</p>	<p>Tools: Tin foil, pipe cleaners, found materials (recycled cardboard etc for the base)</p> <p>Application: Inspired by Giacometti, create 3D figure sculptures with an awareness of proportion and movement. (using pipe cleaners and tin foil)</p> <p>Artist: Giacometti (add in some other sculptures) Elisabeth Frink (inspired by Giacometti) Look at how figures are represented.</p> <p>Architecture: To explore the influence of Roman architecture.</p> <p>How has Roman architecture influenced Modern architecture? (History link)</p> <p>Explore the architects involved in designing and the redesigns of Hampton court. (Including Sir Christopher Wren and Cardinal Thomas Wolsey)</p>	<p>Form Refine Alter Abstract Figure Proportion Shadow Media / Medium Abstract Intersect contrasting complimentary texture Matt Glossy</p>
<p>Year 5</p>	<p>To develop an awareness of composition, scale and proportion.</p> <p>Media: Pencils, Charcoal and Pastels</p>	<p>To create a composition using acrylic with a focus on proportion, colour and depth.</p> <p>Media: Acrylic</p>	<p>Media: Mix Media</p> <p>Outcome: To look at the purposes of Mayan Masks and design a mask for its purpose drawing on research</p>	<p>pulp modelling adhesive sculpt smoothing soaking saturate</p>

	<p>Application: To draw a figure within a space looking at Van Gough's chair.</p>	<p>Tool: Paint brushes variety of sizes</p> <p>Artist: Peter Thorpe (Science link) Freidrich Hundertwasser</p> <p>Application: Space composition.</p>	<p>to the form, texture, colour, style and pattern.</p> <p>Developing cutting, joining, pinching and rolling skills (using the appropriate technique for an intended effect) using papier mâché. - Exploring the techniques possible when using papier mâché.</p>	<p>layering moulding acrylic proportion scale</p>
<p>Year 6</p>	<p>To use knowledge of composition, scale and proportion to make an appealing design.</p> <p>Media: Pencils and colouring pencils.</p> <p>Application: To look at examples of William Morris's work as inspiration and make their own appealing design. Then to annotate with reflections.</p>	<p>To design and paint a composition of an urban scene focusing on scale and mood.</p> <p>To use appropriate terminology to describe a scene and make comparisons.</p> <p>Media: Choose paint for a particular effect.</p> <p>Tool: Paint brushes variety of sizes</p> <p>Artist: Urban artists, Banksy, Imperial war Museum examples.</p> <p>Application: WW2 History link. https://www.iwm.org.uk/history/10-paintings-of-wartime-london</p>	<p>To use mix media to create a sculpture</p> <p>Media: Modroc and found materials.</p> <p>Application: Greek vases.</p> <p>Artists: Lucie Rie (British Ceramics Artist), Kate Malone, Maria Martinez</p> <p>Architecture:</p> <p>To explore the influence of Greek architecture.</p> <p>How has Greek architecture influenced modern architecture?</p> <p>(History Link)</p>	<p>Modroc Ceramicist Ceramic Constructing Assembling Scale</p>