



All Saints' Catholic Primary School

Art

Curriculum Progression

OUR CURRICULUM INTENT

- ❖ We have designed an ambitious curriculum for all pupils that develops their knowledge, creativity, curiosity and skills-base. Utilising our location within North-West Durham, we deliver a curriculum that draws upon our rich history, cultural heritage and local resources.
- ❖ Our school life holds Gospel Values at its centre – this is evident within our curriculum delivery; we prioritise themes of fairness, integrity, compassion and responsibility and have high standards of all pupils in all subjects.
- ❖ Our curriculum is taught sequentially and systematically across each year group and assessments are used to inform current knowledge and future planning. Depending upon the individual needs of different cohorts or groups of pupils, the curriculum is adapted to ensure all children can access it and progress within it. Regardless of year group or subject, individual learning as well as collaborative learning is supported as part of a positive, hard working ethos.
- ❖ Prior learning is built upon with links made between old and new concepts. Meaningful learning is embedded throughout educational visits and creative activity and opportunity.
- ❖ When the children leave our school, we expect them to be confident learners who have a sound understanding of their place within our local community, our wider location and our global family. As a school, we are proud that our curriculum follows national policy but is also flexible and responsive to current issues.
- ❖ Our intention is for our pupils to be inspired to pursue knowledge and celebrate diversity in all areas.



ART RATIONALE

- ❖ We have designed an ambitious art curriculum; as a school, we believe that art is a vital and integral part of children's education. It provides them with opportunities to develop a range of ways in which they can share and express their individual creativity, whilst learning about and making links with a wide spectrum of different types of art in our society.
- ❖ Our school life holds Gospel Values at its centre – this is evident in art where learning contributes to children's personal development in creativity, independence, judgement and self-reflection. Moreover, it enables pupils to develop a natural sense of wonder and curiosity about the world around them.
- ❖ Within the curriculum, there is a focus in developing proficiency in drawing, painting, understanding colour and shade and sculpture, with the overall aim of developing a rigorous understanding, critical awareness and inspiration of art and design. We intend for our progressive curriculum to develop children's critical abilities and understanding of their own and others' cultural heritages through studying a diverse range of male and female artists and designers throughout history.
- ❖ Our art curriculum is taught sequentially and systematically across each year group and assessments are used to inform current knowledge and future planning. Depending upon the individual needs of different cohorts or groups of pupils, the curriculum is adapted to ensure all children can access it and progress within it. Children develop their understanding of the visual language of art with effective teaching and carefully planned sequences of lessons and experiences. Understanding of the visual elements of art and design (line, tone, texture, colour, pattern, shape, 3D form) is developed by providing an accessible and engaging curriculum which will enable children to reach their full potential.

For each individual subject document which shows progression throughout and across each year group, please access the One Drive or see each subject coordinator.

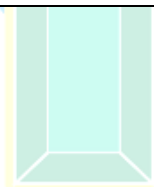


All Saints' Catholic Primary School

Art Intent

Year One Art

Autumn Term	Spring Term	Summer Term
How can we create a self-portrait in the style of famous artists?	How can we mix paint to different effects?	What objects can we use to create prints?
<p>Drawing – Self Portrait</p> <ul style="list-style-type: none"> To observe and draw a self-portrait To use colours to portray emotion in a portrait To create a Pop Art portrait in the style of Andy Warhol To draw an abstract portrait in the style of Picasso 	<p>Painting – Colour, Pattern, Texture, Line, Form and Space</p> <ul style="list-style-type: none"> To talk about Piet Mondrian and make a collage in primary colours To talk about Jackson Pollock and create a drip painting using primary colours To talk about the artist Robert Delaunay and create a painting using warm and cool colours 	<p>Printing – Colour and Texture</p> <ul style="list-style-type: none"> To talk about William Morris and show examples of his prints To use different materials for printing. (sponges, fruit and blocks) To use rolling and pressing to print <p>Collage – Texture, Line, Shape, Form & Space</p> <ul style="list-style-type: none"> To sort and arrange materials To use a combination of materials that have been cut, torn and glued to add texture
Vocabulary	Vocabulary	Vocabulary
Pop art, self- portrait, colours, emotion, Andy Warhol, observe, draw, cubism, abstract	Pierre Mondrian, collage, primary colours (red, blue and yellow), Jackson Pollock, drip painting, Robert Delaunay, painting, warm, cool, colour	William Morris, prints, printing, materials, rolling, pressing, collage, texture, line, shape, form, space
Prior Knowledge	Prior Knowledge	Prior Knowledge
EYFS curriculum	EYFS curriculum	EYFS curriculum
Future Knowledge	Future Knowledge	Future Knowledge
Year Two spring	Year Four spring	Year Four autumn



Year Two Art

Autumn Term	Spring Term	Summer Term
What do sculptures do and can I do the same?	How is the work of Norman Cornish different to that of Henri Matisse?	How can I make a paper placemat?
<p>Sculpture</p> <ul style="list-style-type: none"> To sculpt with different materials using line, shape, form and space To create a sculpture of a lighthouse in the style of Brendan Jamison 	<p>Drawing</p> <ul style="list-style-type: none"> To use lines of varying thickness to draw a portrait in the style of Norman Cornish To use charcoal to recreate a drawing of working in the pit in the style of Norman Cornish and Henri Matisse To use pastels to draw people in the style of Norman Cornish and Henri Matisse 	<p>Textiles – Colour, Pattern and Texture</p> <ul style="list-style-type: none"> To use ideas from the work of artists and craft-makers to creatively make a paper placemat To use materials creatively to decorate the paper placemat
Vocabulary	Vocabulary	Vocabulary
Sculpture, lighthouse, Brendan Jamison	Portrait, charcoal, style, pastel, Norman Cornish, Henri Matisse	Pattern, texture, decorative
Prior Knowledge	Prior Knowledge	Prior Knowledge
EYFS curriculum	Year One autumn	EYFS curriculum
Future Knowledge	Future Knowledge	Future Knowledge
Year Three autumn	Year Three summer	Year Six summer

Year Three Art

Autumn Term	Spring Term	Summer Term
How did the Egyptians use art?	Who was Georges Seurat and how did he paint?	Who influenced art in Europe?
<p>Drawing</p> <ul style="list-style-type: none"> To draw hieroglyphics using pencils and chalk To paint hieroglyphics by adding sand to paint to create a different texture <p>Sculpture To use clay to make a 'Death Mask' and practise using joining techniques to create detail</p>	<p>Painting – Pointillism</p> <ul style="list-style-type: none"> To learn about Georges Seurat and other pointillist painters To experiment with textures and effects To explore tint and tone and apply this to paintings To replicate techniques used by pointillist artists To create a piece of art in the pointillism style inspired by the work of other artists. 	<p>European Artists</p> <ul style="list-style-type: none"> To learn about artists, architects and designers throughout history. To improve drawings skills using pencil To record observations and use them to review and revisit ideas To find out about the work of Michelangelo, Rembrandt, Le Corbusier, Coco Chanel and Salvador Dali
<p>Throughout Key Stage Two children can:</p> <ul style="list-style-type: none"> use sketchbooks to record ideas; explore ideas from first-hand observations; question and make observations about starting points, and respond positively to suggestions; adapt and refine ideas; use key vocabulary to demonstrate knowledge & understanding of line, pattern, texture, form, record, detail, question, observe, refine. 		
Vocabulary	Vocabulary	Vocabulary
Clay, mould, decorate, paint, Hieroglyphics, pastels, sand, paint, texture, symbols, mural	Pointillism, texture, effect, tine, tone, paint, technique, Seurat, Signac, Van Gogh, Lemmen,	Sketch, describe, portrait, evaluate, European artists: Dali; Chanel, Rembrandt; Michelangelo; Kiefer, Corbusier
Prior Knowledge	Prior Knowledge	Prior Knowledge
Year Two autumn/spring	Year Two spring	Year One autumn
Future Knowledge	Future Knowledge	Future Knowledge
Year Five summer	Year Four spring	Year Five autumn

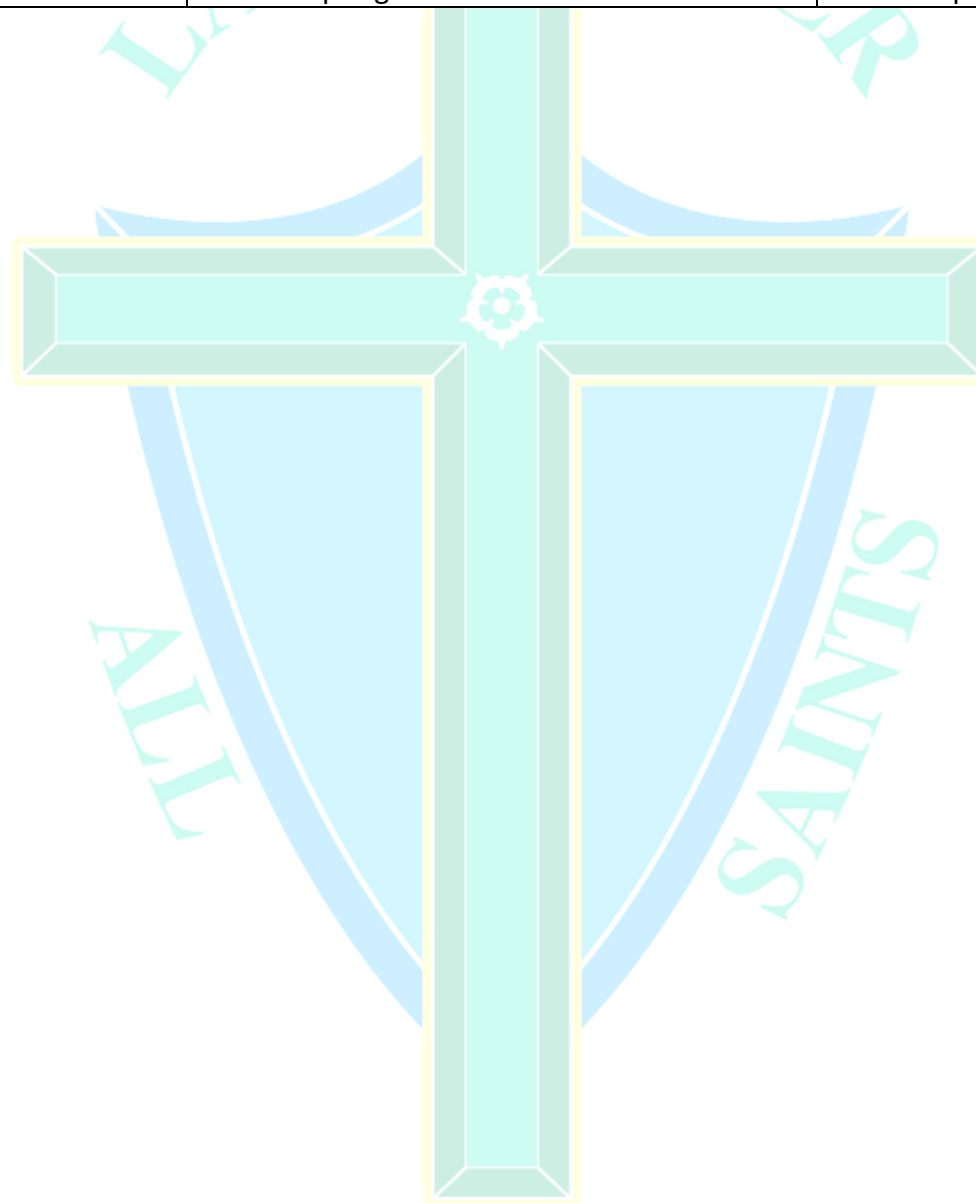
Year Four Art

Autumn Term	Spring Term	Summer Term
How do we print repeated patterns?	How can we change paint?	How can we use different materials to create effects?
<p>Printing To create an accurate print design</p> <ul style="list-style-type: none"> To print using at least four colours <p>Sketch Books / Drawing</p> <ul style="list-style-type: none"> To draw an Egyptian god or goddess and express their likes and dislikes about the subject To recreate the image of an original building over the ruins in pencil showing line, tone and texture 	<p>Painting</p> <ul style="list-style-type: none"> To mix colours effectively using primary and secondary colours To mix colours using tint and shade To create different textures and effects with paint To use varied brush techniques to create shapes, patterns and lines <p>Sketch Books/Drawing</p> <ul style="list-style-type: none"> To experiment with the style used by Paul Cezanne 	<p>Ancient Greece - Collage</p> <ul style="list-style-type: none"> To select colours and materials to create effect, giving reasons for their choices To refine work as they go to ensure precision To learn and practise a variety of techniques e.g. overlapping, tessellation, mosaic and montage To use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern and mosaic
<p>Throughout Key Stage Two children can:</p> <ul style="list-style-type: none"> use sketchbooks to record ideas; explore ideas from first-hand observations; question and make observations about starting points, and respond positively to suggestions; adapt and refine ideas; use key vocabulary to demonstrate knowledge & understanding of line, pattern, texture, form, record, detail, question, observe, refine. 		
Vocabulary	Vocabulary	Vocabulary
Printing block, paint, evenness, repeating patterns, colour, sketch, proportion, lightly, sketch, vertical, horizontal	Primary and Secondary colours, tint, shade, texture and effect, water colours	Collage, materials, overlapping, tessellation, mosaic, montage, texture, shape, form, pattern
Prior Knowledge	Prior Knowledge	Prior Knowledge
Year Two summer	Year Three spring	Year Two summer
Future Knowledge	Future Knowledge	Future Knowledge
Year Six autumn	Year Five autumn	Year Six autumn

Year Five Art

Autumn Term	Spring Term	Summer Term
What drawing techniques can I use?	Who was Alfred Wallis and how can we use paint to create his style?	What did the Ancient Greeks use masks for and how were they designed?
<p>Drawing</p> <ul style="list-style-type: none"> Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching, shading Depict movement and perspective in drawings To use a variety of materials and select the most appropriate To use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait and graffiti 	<p>Painting</p> <p>To create a colour palette, demonstrating mixing techniques</p> <ul style="list-style-type: none"> To use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces To use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists <p>Work of other artists</p> <ul style="list-style-type: none"> To give detailed observations about notable artists, artisans and designers' work To offer facts about notable artists, artisans and designers' lives 	<p>Sculpture</p> <ul style="list-style-type: none"> To plan and design a sculpture (use materials other than clay to create a 3D sculpture) mod roc over 3D cardboard masks. Link to artists who make masks: Calixte Dakpogan, Romauld Hozume, Jozef Mrva, Bertjan Pot Use tools and materials to carve, add shape, add texture and pattern Develop cutting and joining skills, e.g. using coils, slabs and slips Use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram and cast
<p>Throughout Key Stage Two children can:</p> <ul style="list-style-type: none"> use sketchbooks to record ideas; explore ideas from first-hand observations; question and make observations about starting points, and respond positively to suggestions; adapt and refine ideas; <p>use key vocabulary to demonstrate knowledge & understanding of line, pattern, texture, form, record, detail, question, observe, refine.</p>		
Vocabulary	Vocabulary	Vocabulary
Sketch, light, dark, shading, shadows, stippling, hatching, cross-hatching, smudging, perspective	Shape, colour, mix, line, blend, tone, watercolour, acrylic	Mask, sculpture, 3D, tools, texture, pattern, Mayan, important events, cutting, joining

Prior Knowledge	Prior Knowledge	Prior Knowledge
Year Three summer	Year Four autumn	Year Three autumn
Future Knowledge	Future Knowledge	Future Knowledge
Year Six spring	Year Six spring	Year Six spring



Year Six Art

Autumn Term	Spring Term	Summer Term
What is a collage?	What is an architect?	How can textiles be used to create a useful product?
<p>Collage</p> <ul style="list-style-type: none"> To plan and design a collage To add collage to a painted or printed background To create and arrange accurate patterns To use a range of mixed media To use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange and fix 	<p>Exploring and developing ideas</p> <ul style="list-style-type: none"> To learn about great architects through time Review and revisit ideas in their sketchbooks To use key vocabulary to demonstrate knowledge and understanding in this strand; sketchbook, develop, refine, texture, shape, form, pattern and structure To offer feedback using technical vocabulary To think critically about their art and design work 	<p>Textiles</p> <ul style="list-style-type: none"> To experiment with a range of media by overlapping and layering in order to create texture, effect and colour To add a personal design to a product To use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave and pattern
<p>Throughout Key Stage Two children can:</p> <ul style="list-style-type: none"> use sketchbooks to record ideas; explore ideas from first-hand observations; question and make observations about starting points, and respond positively to suggestions; adapt and refine ideas; <p>use key vocabulary to demonstrate knowledge & understanding of line, pattern, texture, form, record, detail, question, observe, refine.</p>		
Vocabulary	Vocabulary	Vocabulary
collage, print, pattern, media, shape, form, arrange, fix	develop, refine, texture, shape, form, pattern and structure, think critically Sir Christopher Wren, Antonia Gaudi, Zaha Hadid, Frank Gehry also Renaissance and Art Deco architecture	overlap, layering, texture, effect, decoration, fabric, weave, pattern
Prior Knowledge	Prior Knowledge	Prior Knowledge
Year Four summer	Year Five spring	Year Four autumn
Future Knowledge	Future Knowledge	Future Knowledge

