



Art and Design Progression St Mary's

Art Curriculum Intent...

At St Mary's, we aim to inspire pupils and develop their confidence to experiment and invent their own works of art. Our curriculum is designed to give pupils every opportunity to develop their knowledge and skills, nurture their talents and interests, express their ideas and thoughts about the world, as well as learning about the rich heritage and culture of the British Isles and beyond.

Exploring and using media and materials' focuses on how young children engage with the many materials and creative experiences presented to them. For children within the EYFS, this will be through their senses and whole-body movements, as they discover the properties of materials (what they can and can't do), and how they can express themselves through, for example, colour and materials. The development of children's artistic and cultural awareness supports their imagination and creativity. It is through this variety of experiences that children recreate their world and interpret their own ideas. This lies at the heart of creativity and expression and has many links to the other areas of learning. Children in EYFS will have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.

EYFS –Development Matters 2021 for detailed examples of how to support learning in EYFS

3-4 YEARS	RECEPTION
<p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none">Explore different materials freely, in order to develop their ideas about how to use them and what to make.Develop their own ideas and then decide which materials to use to express them.Join different materials and explore different textures.Create closed shapes with continuous lines, and begin to use these shapes to represent objects.Draw with increasing complexity and detail, such as representing a face with a circle and including details.Use drawing to represent ideas like movement or loud noises.Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.Explore colour and colour mixing. <p><u>Physical Development</u></p> <ul style="list-style-type: none">Use large-muscle movements to wave flags and streamers, paint and make marks.Choose the right resources to carry out their own plan.	<p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none">Explore, use and refine a variety of artistic effects to express their ideas and feelings.Return to and build on their previous learning, refining ideas and developing their ability to represent them.Create collaboratively, sharing ideas, resources and skills. <p><u>Physical Development</u></p> <ul style="list-style-type: none">Develop their small motor skills so that they can use a range of tools competently, safely and confidently.Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. <p><u>ELG: Creating with Materials</u></p> <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.✓ Share their creations, explaining the process they have used. <p><u>ELG: PD: Fine Motor Skills</u></p>

<ul style="list-style-type: none"> Use one-handed tools and equipment, for example, making snips in paper with scissors. <p>Use a comfortable grip with good control when holding pens and pencils.</p>		<p>✓ Use a range of small tools, including scissors, paintbrushes Begin to show accuracy and care when drawing.</p>				
AREA OF STUDY	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	<p>National Curriculum: Pupils should be taught to: - Use a range of materials creatively to design and make products - Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination develop a wide range of art and design techniques in using colour and pattern.</p>	<p>National Curriculum: Pupils should be taught to: - Create sketch books to record their observations and use them to review and revisit ideas - 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>				
Exploring and developing ideas	<ul style="list-style-type: none"> Record and explore ideas from first hand observations. Ask and answer questions about the starting points for their work. Develop their ideas – try things out, change their minds. <p>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</p>	<ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	<ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	<ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	<ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	
Evaluating and Developing Work	<ul style="list-style-type: none"> Review what they and others have done and say what they think and feel about it. <p>Identify what they might change in their current work or develop in future work.</p>	<ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in journal/ sketchbook. 	<ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in a journal/ sketchbook. 	<ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in a journal/ sketchbook. 	<ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in a journal/ sketchbook. 	
Drawing	<ul style="list-style-type: none"> Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. Control the types of marks made with the range of media <p>Lines and Marks</p>	<ul style="list-style-type: none"> Experiment with ways in which surface detail can be added to drawings. Use journals to collect and record visual information from different sources. <p>Draw for a sustained period of time at an appropriate level.</p>	<ul style="list-style-type: none"> Experiment with ways in which surface detail can be added to drawings. Use journals to collect and record visual information from different sources. <p>Draw for a sustained period of time at an appropriate level.</p>	<ul style="list-style-type: none"> Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing. Develop close observation skills using a variety of view finders. 	<ul style="list-style-type: none"> Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing. Develop close observation skills using a variety of view finders. 	

	<ul style="list-style-type: none"> Name, match and draw lines/marks from observations. Invent new lines. <p>Draw on different surfaces with a range of media. Know that 'composition' means how things are arranged on the page.</p> <p>Form and Shape</p> <ul style="list-style-type: none"> Observe and draw shapes from observations. Draw shapes in between objects. <p>Invent new shapes.</p> <p>Tone</p> <p>Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.</p> <p>Texture</p> <ul style="list-style-type: none"> Investigate textures by describing, naming, rubbing, copying. 	<p>Lines and Marks</p> <ul style="list-style-type: none"> Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. <p>Experiment with different grades of pencil and other implements to create lines and marks.</p> <p>Form and Shape</p> <ul style="list-style-type: none"> Experiment with different grades of pencil and other implements to draw different forms and shapes. <p>Begin to show an awareness of objects having a third dimension.</p> <p>Tone</p> <ul style="list-style-type: none"> Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way. <p>Texture</p> <ul style="list-style-type: none"> Create textures with a wide range of drawing implements. <p>Apply a simple use of pattern and texture in a drawing.</p>	<ul style="list-style-type: none"> Use a journal to collect and develop ideas. Identify artists who have worked in a similar way to their own work. <p>Lines, Marks, Tone, Form and Texture</p> <ul style="list-style-type: none"> Use dry media to make different marks, lines, patterns and shapes within a drawing. Experiment with wet media to make different marks, lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching within their own work. <p>Start to develop their own style using tonal contrast and mixed media</p> <p>Perspective and Composition</p> <ul style="list-style-type: none"> Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. <p>Show an awareness of how paintings are created i.e. Composition.</p>
Painting	<ul style="list-style-type: none"> Use a variety of tools and techniques including different brush sizes and types. Mix and match colours to artefacts and objects. Work on different scales. Experiment with tools and techniques e.g. layering, mixing media, scrapping through. Name different types of paint and their properties. <p>Colour</p> <ul style="list-style-type: none"> Identify primary and secondary colours by name. Mix primary shades and tones. Mix secondary colours. Create shades of a colour and choose and justify colours for purpose. <p>Know that the primary colours are red, yellow and blue.</p>	<ul style="list-style-type: none"> Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. Work on a range of scales e.g. thin brush on small picture etc. Create different effects and textures with paint according to what they need for the task. <p>Colour</p> <ul style="list-style-type: none"> Mix colours and know which primary colours make secondary colours. Use more specific colour language. <p>Mix and use tints and shades. Know that complementary colours appear opposite each other</p>	<ul style="list-style-type: none"> Develop a painting from a drawing. <ul style="list-style-type: none"> Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. <ul style="list-style-type: none"> Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. <p>Colour</p> <ul style="list-style-type: none"> Mix and match colours to create atmosphere and light effects. <p>Be able to identify and work with complementary and contrasting colours.</p>

	<p>Know that primary colours can be mixed to make secondary colours:</p> <ul style="list-style-type: none"> ● Red + yellow = orange ● Yellow + blue = green ■ ● Blue + red = purple <p>Know that different amounts of paint and water can be used to mix hues of secondary colours.</p> <p>Know that colours can be mixed to 'match' real life objects or to create things from your imagination.</p> <ul style="list-style-type: none"> ■ Know that colour can be used to show how it feels to be in a particular place, e.g. the seaside Texture ■ Create textured paint by adding sand, plaster. 	<p>on the colour wheel, and when placed next to each other, a strong contrast or 'clash' is created.</p> <p>Know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.</p> <p>Analyse and describe colour and painting techniques in artist's work.</p> <p>Manipulate colour for print.</p> <p>To know that adding black to a colour creates a shade.</p> <p>To know that adding white to a colour creates a tint.</p>	<p>Select and mix more complex colours to depict thoughts and feelings.</p> <p>Mix and apply colours to represent still life objects from observation.</p> <p>Express feelings and emotions through colour.</p> <p>Study colours used by Impressionist painters</p> <p>To know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.</p> <p>To know that a 'monochromatic' artwork uses tints and shades of just one colour.</p> <p>To know that colours can be symbolic and have meanings that vary according to your culture or background, e.g. red for danger or for celebration</p>
Digital Media	<ul style="list-style-type: none"> ■ Explore ideas using digital sources i.e. internet, ■ Record visual information using digital cameras, video recorders. ■ Use a simple graphics package to create images and effects with: <ul style="list-style-type: none"> - lines by changing the size of brushes in response to ideas; - shapes using eraser, shape and fill tools; and - colours and texture using simple filters to manipulate and create images. ■ Use basic selection and cropping tools. 	<ul style="list-style-type: none"> ■ Record and collect visual information using digital cameras and video recorders. ■ Present recorded visual images using software. ■ Use a graphics package to create images and effects with; lines by controlling the brush tool with increased precision. ■ Change the type of brush to an appropriate style. ■ Create shapes by making selections to cut, duplicate and repeat. <p>Experiment with colours and textures by using effects and simple filters to manipulate and create images for a purpose.</p>	<ul style="list-style-type: none"> ■ Record, collect and store visual information using digital cameras etc. ■ Present recorded visual images using software e.g. Photostory, Powerpoint. ■ Use a graphics package to create and manipulate new images. ■ Be able to Import an image (scanned, retrieved, taken) into a graphics package. ■ Understand that a digital image is created by layering. <p>Create layered images from original ideas.</p>
Printing	<ul style="list-style-type: none"> ■ Print with a range of hard and soft materials e.g. corks, pen barrels, sponge. ■ Make simple marks on rollers and printing palettes. ■ Take simple prints i.e. mono –printing. 	<ul style="list-style-type: none"> ■ Create printing blocks using a relief or impressed method. ■ Create repeating patterns. 	<ul style="list-style-type: none"> ■ Create printing blocks by simplifying an initial journal idea. ■ Use relief or impressed method.

	<ul style="list-style-type: none"> ▪ Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils. ▪ Build repeating patterns and recognise pattern in the environment. ▪ Create simple printing blocks with press print. ▪ Design more repetitive patterns. <p>Colour</p> <ul style="list-style-type: none"> ▪ Experiment with overprinting motifs and colour. <p>Texture</p> <p>Make rubbings to collect textures and patterns.</p>	<p>Print with two colour overlays.</p>	<ul style="list-style-type: none"> ▪ Create prints with three overlays. <p>Work into prints with a range of media e.g. pens, colour pens and paints.</p>
Textiles	<ul style="list-style-type: none"> ▪ Match and sort fabrics and threads for colour, texture, length, size and shape. ▪ Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. ▪ Cut and shape fabric using scissors/snips. ▪ Apply shapes with glue or by stitching. ▪ Apply decoration using beads, buttons, feathers etc. ▪ Create cords and plaits for decoration. <p>Colour</p> <ul style="list-style-type: none"> ▪ Apply colour with printing, dipping, fabric crayons. ▪ Create and use dyes i.e. onion skins, tea, coffee. <p>Texture</p> <p>Create fabrics by weaving materials i.e. grass through twigs.</p>	<ul style="list-style-type: none"> ▪ Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. ▪ Match the tool to the material. ▪ Develop skills in stitching, cutting and joining. ▪ Experiment with paste resist. 	<ul style="list-style-type: none"> ▪ Use fabrics to create 3D structures. ▪ Use different grades of threads and needles. ▪ Experiment with batik techniques. ▪ Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.
3D	<ul style="list-style-type: none"> ▪ Manipulate malleable materials in a variety of ways including rolling and kneading. ▪ Explore sculpture with a range of malleable media. ▪ Manipulate malleable materials for a purpose, e.g. pot, tile. ▪ Understand the safety and basic care of materials and tools. <p>Know that pieces of clay can be joined using the 'scratch and slip' technique.</p> <p>Know that a clay surface can be decorated by pressing into it or by</p> <ul style="list-style-type: none"> ▪ joining pieces on. <p>Form</p>	<ul style="list-style-type: none"> ▪ Plan, design and make models from observation or imagination. ▪ Join clay adequately and construct a simple base for extending and modelling other shapes. ▪ Create surface patterns and textures in a malleable material. ▪ Use papier mache to create a simple 3D object. <p>To know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).</p> <ul style="list-style-type: none"> ▪ To know that organic forms can be abstract 	<ul style="list-style-type: none"> ▪ Shape, form, model and construct from observation or imagination. ▪ Use recycled, natural and man-made materials to create sculptures. ▪ Plan a sculpture through drawing and other preparatory work. ▪ Develop skills in using clay including slabs, coils, slips, etc. ▪ Produce intricate patterns and textures in a malleable media. <p>To know that an art installation is often a</p>

	<ul style="list-style-type: none"> Experiment with constructing and joining recycled, natural and manmade materials. Use simple 2-D shapes to create a 3-D form. <p>Texture Change the surface of a malleable material e.g. build a textured tile.</p>	<p>To know that using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>Know that simple structures can be made stronger by adding layers, folding and rolling.</p>	<p>room or environment in which the viewer 'experiences' the art all around them.</p> <p>To know that the size and scale of three-dimensional art work changes the effect of the piece.</p> <p>To know that the surface textures created by different materials can help suggest form in two-dimensional art work</p>
Collage	<ul style="list-style-type: none"> Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc. Arrange and glue materials to different backgrounds. Sort and group materials for different purposes e.g. colour texture. Fold, crumple, tear and overlap papers. Work on different scales. <p>Colour Collect, sort, name match colours appropriate for an image.</p> <p>Shape Create and arrange shapes appropriately.</p> <p>Texture Create, select and use textured paper for an image</p>	<ul style="list-style-type: none"> Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. Use collage as a means of collecting ideas and information and building a visual vocabulary. 	<ul style="list-style-type: none"> Add collage to a painted, printed or drawn background. Use a range of media to create collages. Use different techniques, colours and textures etc. when designing and making pieces of work. <p>Use collage as a means of extending work from initial ideas</p>

