



English Martyrs Catholic Voluntary Academy

We grow and learn, with the gifts we have been given, following in the footsteps of Jesus.

WHOLE SCHOOL ART CURRICULUM PROGRESSION

Intent : Following the national curriculum for art our intent is that all our children : -

- – will follow a high quality art and design education which will engage, inspire and challenge pupils to experiment, invent and create their own works of art. Pupils will learn through an understanding and developing knowledge of skills linked to drawing, colour, texture, form, printing and pattern. Pupils will be able to generate ideas to produce their own work and build on their knowledge of a number of artists from different genders, cultures and artistic styles.
- should know how art and design both reflect and shape our history, and contribute to the culture and creativity of our country and the wider world. Pupils will develop their own creativity and curiosity through a willingness to experiment with different styles and media and show a growing appreciation of art and design as a source of inspiration and fulfilment.
- Will have the opportunities to develop and extend skills and an opportunity to express their individual interests, thought and ideas through the skills they have acquired. Pupils will utilise the skills they have learnt and the knowledge they have acquired to create their own pieces of work to both emulate a particular style or artist but also to produce their own interpretation.

EYFS – Our Art curriculum learning journey begins in the EYFS expressive arts and design curriculum.

ELG :

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;

The children will explore these skills and knowledge through a variety of means – Daily opportunities to create and be imaginative through continuous provision, focused adult led creative and artistic activities allowing the children to experience and learn different artistic techniques and skills.

Drawing - Use drawings to tell a story, To encourage accurate representation of people and faces.

Sculpture - Handling, manipulating and enjoying using materials. Creating junk model structures. **Textiles** – simple weaving

Printing - Print with variety of objects such as sponges, stamps, natural materials such as leaves and bark

Painting - Use a range of tools to make coloured marks on paper , name the primary colours. **Collage** – To produce simple collages using magazines, natural materials.

Key Knowledge

KEY KNOWLEDGE KS1

To know:

- To explain what he/she likes about the work of others
- To know the names of tools, techniques and elements used.
- To try out different activities and select the appropriate technique
- To give reasons for his/her preferences
- To know that different artistic works are made by craftspeople from different cultures and times.
Awareness of natural and man-made forms

KEY KNOWLEDGE LOWER KS2

- Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas
- Experiment with different materials to create a range of effects and use these techniques in the completed piece of work
- Explain what he/she likes or dislikes about their work
- Know about some of the great artists, architects and designers in history and describe their work
- * To understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours.
- Use taught technical skills to adapt and improve his/her work
- Articulate how he/she might improve their work using technical terms and reasons as a matter of routine
- Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied

KEY KNOWLEDGE UKS2

- Develop different ideas which can be used and explain his/her choices for the materials and techniques used
- Evaluate his/her work against their intended outcome
- Select ideas based on first hand observations, experience or imagination and develop these through open ended research
 - Refine his/her use of learnt techniques
- Adapt his/her own final work following feedback or discussion based on their preparatory ideas
- Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts
- Explain and justify preferences towards different styles and artists

Key Skills		
Advent Term units	KEY SKILLS	KEY VOCABULARY
Year 1	<p>Element – Painting (Year 1 and 2 objectives)</p> <p>To be able to:</p> <ul style="list-style-type: none"> • To identify primary and secondary colours by name • To explore mark making using a variety of tools, including different brush sizes and types. • To represent things observed, remembered or imagined using colour/tools in two and three dimensions. • Mix and match colours to artefacts and objects. • To work on different scales. • Name different types of paint and their properties. 	Primary colours Secondary colours 2D 3D Object Water colours Oil paint Poster paint
Year 2	<p>Element – Drawing (Year 1 and 2 objectives)</p> <p>To be able to do:</p> <ul style="list-style-type: none"> . To use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, chalk to represent objects in lines. . To experiment with tones using pencils, chalk or charcoal. . To explore different techniques involved in drawing such as shading thick and thin lines, patterns and shapes as well as using different surfaces to draw on. • 	Pastels Charcoal Line Shading Pattern Portrait Self portrait
Year 3	<p>Element – Painting (Year 3 and 4 objectives)</p> <p>To be able to:</p> <ul style="list-style-type: none"> • Create different effects by using a variety of tools, including brush thickness and techniques such as bleeds, washes, scratches and splashes. • Mix colours and know which primary colours make secondary colours • To begin to experiment with colour for effect and mood. 	Names of primary and secondary colours Foreground Middle ground Background Blend Washes Scratches splashes

Year 4	<p>Element – Drawing (Year 3 and 4 objectives)</p> <p>To be able to:</p> <ul style="list-style-type: none"> • Explore shading, using different media • Draws familiar objects with correct proportions • Use sketchbooks to collect and record visual information • Experiment with different grades of pencil and other implements to draw different forms and shapes • Begin to show an awareness of objects having a third dimension. • 	<p>Shading Proportions 3D Tone</p>
Year 5	<p>Element – Painting (Year 5 and 6 objectives)</p> <p>To be able to:</p> <ul style="list-style-type: none"> • Mix colours to express mood, divide foreground from background or demonstrate tones • Use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds • Work with complementary colours (colours opposite on colour wheel, red-green, yellow-purple, blue-orange) • Be able to identify primary, secondary, complementary and contrasting colours. • Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. • Mix and match colours to create atmosphere and light effects. • Work from a variety of sources including observation, photographs and digital images. • Work in a sustained and independent way to create a detailed drawing. • Use a sketchbook to collect and develop ideas. Use different techniques for different purposes i.e. shading, hatching within their own work. 	<p>Foreground Background Stippling Complementary Contrasting Observation Atmosphere effects</p>

Year 6	<p>Element – Drawing (Year 5 and 6 objectives)</p> <p>To be able to:</p> <ul style="list-style-type: none"> • Use line, tone and shading to represent things seen, remembered or imagined in three dimensions • Begin to develop an awareness of composition, scale and proportion in their work • Use simple perspective in their work using a single focal point and horizon • Work from a variety of sources including observation, photographs and digital images. • Work in a sustained and independent way to create a detailed drawing. • Use a sketchbook to collect and develop ideas. Use different techniques for different purposes i.e. shading, hatching within their own work. 	Tone Shade Horizon observe
Lent Term Units	KEY SKILLS	KEY VOCABULARY
Year 1	<p>Element – Printing (Year 1 and 2 objectives)</p> <p>To be able to:</p> <ul style="list-style-type: none"> • Make marks in print using found objects and basic tools such as sponges and stamps and use these to create repeating patterns • Use a variety of techniques including carbon printing, relief, press and fabric printing and rubbings 	Sponge Stamp Rubbings Fabric Print
Year 2	<p>Element – Textiles (Year 1 and 2 objectives)</p> <p>To be able to do:</p> <ul style="list-style-type: none"> • To sort, cut and shape fabrics and experiment with ways of joining them. 	Fabric Running stitch Weaving Plaiting

	<ul style="list-style-type: none"> • To develop techniques to join fabrics and apply decorations such as a running or over stitch • To explore a variety of techniques, including weaving and plaiting. • To explore decorating and embellishing their textiles to add colour and effect. • 	Textiles woven
Year 3	<p>Element – Printing (Year 3 and 4 objectives)</p> <p>To be able to:</p> <ul style="list-style-type: none"> • Create printing blocks using relief or impressed techniques • To use a variety of techniques e.g. marbling and silkscreen printing 	Block printing Relief printing Marbling Silkscreen
Year 4	<p>Element – Textiles (Year 3 and 4 objectives)</p> <p>To be able to:</p> <ul style="list-style-type: none"> • Add detail to work using different types of stitch, including cross-stitch • Print on fabrics using tie-dyes or batik • Use a wider variety of stitches • Experimenting with creating mood, feeling and movement. • Compare different fabrics. 	Cross stitch Tie dye Batik
Year 5	<p>Element – Printing (Year 5 and 6)</p> <p>To be able to:</p> <ul style="list-style-type: none"> • Create intricate printing patterns by simplifying and modifying sketchbook designs • Return to work over longer periods of time and use a wider range of materials • To have opportunities to make printing blocks and tiles. • To reflect on their choice of colour for prints and develop their accuracy with patterns. 	

Year 6	<p>Element – Textiles (Year 5 and 6)</p> <p>To be able to:</p> <ul style="list-style-type: none"> • To continue to develop stitching techniques • Experiment with using layers and overlays to create new colours/textures • Return to work over longer periods of time and use a wider range of materials • Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices • Select and use materials to embellish work. 	embellish
Pentecost Term Units	KEY SKILLS	KEY VOCABULARY
Year 1	<p>Element – Collage (Year 1 and 2 objectives)</p> <p>To be able to:</p> <ul style="list-style-type: none"> • Cut, glue and trim material to create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines • He/she is able to make textured collages from a variety of media and by folding, crumpling and tearing materials 	Primary colours Secondary colours 2D 3D Object Water colours Oil paint Poster paint
Year 2	<p>Element – Sculpture (Year 1 and 2 objectives)</p> <p>To be able to:</p> <ul style="list-style-type: none"> • Make structures by joining simple objects together • Experiment with basic tools on rigid and flexible materials • Use materials to make known objects for a purpose • Replicate patterns and textures in a 3-D form 	Material Fabric Collage Crumpling Folding tearing
Year 3	<p>Element – Collage (Year 3 and 4 objectives)</p> <p>To be able to:</p> <ul style="list-style-type: none"> • create a collage using overlapping and layering 	Cross stitch Tie dye Batik

	<ul style="list-style-type: none"> • Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques • To experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage. 	
Year 4	<p>Element – Sculpture (Year 3 and 4 objectives)</p> <p>To be able to:</p> <ul style="list-style-type: none"> • Compare and recreate form of natural and manmade objects • Plan a sculpture through drawing and other preparatory work • They experiment with joining and construction, asking and answering questions such as, ‘How can it go higher?’ • To begin to understand more about decorating sculptures and adding expression through texture. • To use a variety of tools to support the learning of techniques and to add detail. 	<p>Form</p> <p>Natural</p> <p>Manmade</p> <p>texture</p>
Year 5	<p>Element – Collage (Year 5 and 6 objectives)</p> <p>To be able to:</p> <ul style="list-style-type: none"> • To add collage to a drawn, painted or printed background using a range of media, different techniques, colours and textures • To experiment with mixing textures and with sorting and arranging materials with purpose to create effect. 	embellish
Year 6	<p>Element – Sculpture (Year 5 and 6 objectives)</p> <p>To be able to:</p> <ul style="list-style-type: none"> • To develop skills in using clay, including slabs, coils and slips • To produce intricate patterns and textures in a malleable media • To experiment with joining and constructing • To become more reliant on their own ideas and knowledge of sculpture during the planning and designing process. 	

