

# St. Gerard's Catholic Primary & Nursery

## Art & Design Progression 2021-2022

	Foundation	KS1		Lower KS2		UPPER KS2	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>DFE Purpose &amp; Aims</b>	<p><b>Purpose of study</b> 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><b>Aims</b> The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• produce creative work, exploring their ideas and recording their experiences</li> <li>• become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>• evaluate and analyse creative works using the language of art, craft and design</li> <li>• know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> </ul>						
<b>Progression Aims</b>	<ul style="list-style-type: none"> <li>• To develop their own ideas</li> </ul>	<p><b>Key stage 1</b> <b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>• to use a range of materials creatively to design and make products</li> <li>• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• 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.</li> </ul>	<p><b>Key stage 2</b> <b>Pupils should be taught</b> 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.</p> <p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>• about great artists, architects and designers in history</li> </ul>	<ul style="list-style-type: none"> <li>• to build up a vocabulary of practical experience with special attention to the environment</li> </ul>	<ul style="list-style-type: none"> <li>• to consider challenges (self-imposed or other) and respond to them, selecting appropriate tools and materials</li> </ul>		

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	<ul style="list-style-type: none"> <li>▪ Confidence in selecting and using materials and working on processes that interest them.</li> <li>▪ Talk about their paintings, designs, drawings and art forms.</li> </ul>	tools and materials <ul style="list-style-type: none"> <li>▪ To motivate communication and expression of personal ideas through introduction of sketchbook</li> </ul>	<ul style="list-style-type: none"> <li>▪ To foster an inventive and lively attitude together with the ability to persevere through problems to a conclusion</li> <li>▪ To build up experience of tools and materials and to extend expectation of the nature of art</li> <li>▪ To foster tactile and visual discrimination and awareness</li> </ul>	<ul style="list-style-type: none"> <li>▪ to foster the ability to recognise and discuss different approaches to their own and other people's work</li> <li>▪ to develop listening and reading skills and consider the nature of design</li> <li>▪ design and make for different purposes</li> </ul>		<ul style="list-style-type: none"> <li>▪ working through problems to have some understanding of the nature and possibilities of art and design experiences</li> </ul>	
<b>Vocabulary</b>	<b>Line</b> -Straight, curved, long, short, wavy, thick, thin, scribble, zig-zag, <b>Pattern</b> - repeating, spotted, striped, <b>colour</b> , primary, secondary, bright, colour-mixing, <b>Texture</b> - rough, smooth, bumpy, soft, hard, <b>Tone</b> - light, dark, 2D, 3D, <b>Shape &amp; Form</b> - flat, curved	<b>Line</b> -Diagonal, horizontal, vertical, horizontal, cross-hatching. <b>Pattern</b> - criss-cross, symmetrical, simple, spaced, busy, complex <b>Colour</b> - complementary, contrasting, cool, warm, shade. <b>Texture</b> - prickly, shiny, flat, furry, hairy, <b>Tone</b> - strong tone, tint, shade, soft, harsh tone, <b>Shape &amp; Form</b> - regular, coiled, twisted, rounded, proportioned.		<b>Line</b> -Undulating, continuous, solid, parallel, swift, delicate, flowing, <b>Pattern</b> - broken pattern, chequered, ornate, tessellated, geometrical, intricate, concentric. <b>Colour</b> - bold, vibrant, subtle, pale, earthy, translucent, opaque, neutral, sombre, pastel. <b>Texture</b> - fine, uneven, raised, coarse, glossy, jagged, pitted, matt. <b>Tone</b> - subtle, contrasting, dramatic, graduated, highlight, shadow, mid-tone, broken, varied. <b>Shape &amp; Form</b> - angular, bulbous, asymmetrical, forked, geometric, irregular, tapering, sweeping, curvaceous, elongated.			

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<b>Vocabulary Skills</b>	<ul style="list-style-type: none"> <li>▪ Talk about colours.</li> <li>▪ Recognise and talk about how textures feel.</li> <li>▪ Discuss patterns and shapes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Describe colours</li> <li>▪ Descriptive words based on touching, looking and feelings – hard, soft, rough, smooth, cold, warm, happy and sad etc.</li> <li>▪ Discussion of art and design forms Generating more vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>▪ extension of colour vocabulary</li> <li>▪ linking colour to items e.g. raspberry, pillar box red etc.</li> <li>▪ organisation words – repeat, overlap, symmetry, regular, irregular etc.</li> <li>▪ words describing visual and tactile qualities</li> <li>▪ description of artefacts and discussion comment on each others' work</li> </ul>	<ul style="list-style-type: none"> <li>▪ understanding the meaning of matching, dark and light, hot and cold, colours, lines, shades, contrasts</li> <li>▪ technical terms used in processes</li> <li>▪ naming techniques and tools, sculpting, modelling, wearing, hanging, pottery, relief, construction, manuscript, calligraphy, print, engraving etc.</li> <li>▪ building listening and reading skills needed in or to understand challenges and problems</li> <li>▪ fostering ability to organise words to plan, annotate and describe some design processes</li> <li>▪ evaluating every product, own and others' improve own work</li> </ul>		<ul style="list-style-type: none"> <li>▪ understanding the meaning of matching, dark and light, hot and cold, colours, lines shades, contrasts</li> <li>▪ technical terms used in processes</li> <li>▪ naming techniques and tools, sculpting, modelling, wearing, hanging, pottery, relief construction, manuscript, calligraphy, print, engraving etc.</li> <li>▪ building listening and reading skills needed in or to understand challenges and problems</li> <li>▪ fostering ability to organise words to plan, annotate and describe some design processes</li> <li>▪ evaluating every product</li> <li>▪ design the ideas to suit intention</li> <li>▪ adapt and improve own work for purpose and meaning</li> </ul>	
<b>Exploring and Developing Ideas</b>	<p>Children develop their own ideas Through explorations, they find out and make decisions about how media and materials can be combined and changed.</p> <p><b>Children in Reception will be learning to:</b></p> <ul style="list-style-type: none"> <li>▪ create collaborati</li> </ul>	<ul style="list-style-type: none"> <li>▪ Work purposefully responding to colours, shapes, materials etc.</li> <li>▪ Create simple representations of people and other things.</li> <li>▪ Recognise that ideas can be expressed in art work.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Try out different activities and make sensible choices about what to do next.                             <ul style="list-style-type: none"> <li>• Use drawing to record ideas and experiences.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Gather and review information, references and resources related to their ideas and intentions.</li> <li>▪ Use a sketchbook for different purposes, including recording observation, planning and shaping ideas.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Select and use relevant resources to develop their ideas.</li> <li>▪ Use sketchbooks and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. For example, sketchbooks will show several different versions of an idea and how research has led to improvements in</li> </ul>	<ul style="list-style-type: none"> <li>▪ Engage in open ended research and exploration in the process of initiating and developing their own personal ideas.</li> <li>▪ Confidently use sketchbooks for a variety of purposes including: recording observations,</li> </ul>	<ul style="list-style-type: none"> <li>▪ Independently develop a range of ideas which show curiosity, imagination and originality.</li> <li>▪ Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. For example, sketchbooks will show in advance how work will be produced and how the qualities</li> </ul>

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	<p>vely, sharing ideas, resources and skills</p> <p><b>3 and 4-year-olds will be learning to:</b></p> <ul style="list-style-type: none"> <li>develop their own ideas and then decide which materials to use to express them</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with an open mind.</li> </ul>			<p>their proposed outcome.</p>	<p>develop ideas; testing materials; planning and recording information.</p>	<p>of materials will be used</p>
<b>Evaluating and Developing Work</b>	<p>Being imaginative, talk about the ideas &amp; processes, which have led them to make designs or images. They can talk about features of their own and others' work, recognising the differences between them and the</p>	<p>Recognise and describe key features of their own and other's work. Show interest in and describe what they think about the work of others. To use drawing, painting and sculpture to develop and share their ideas,</p>	<p>When looking at creative work express clear preferences and give some reasons for these. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p>	<p>Take time to reflect (annotate in their sketchbooks) upon what they like and dislike about their work in order to improve it. Adapt their work based on these views.</p>	<p>Regularly reflect upon their own work (annotate in their sketchbooks) and use comparisons with the work of others (pupils and artists) to identify how to improve. Adapt their work and review the improvements.</p>	<p>Regularly analyse and reflect on their progress taking account of what they hoped to achieve. Compare to artists and skills and recognise how to adapt and improve using thoughtful observation.</p>	<p>Provide a reasoned evaluation of both their own and professionals' work, which takes into account the starting points, intentions and context behind the work. Be able to discuss adaptation and improvements.</p>

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	<p>strengths of others.</p> <p><b>Children in Reception will be learning to:</b></p> <ul style="list-style-type: none"> <li>▪ return to and build on their previous learning, refining ideas and developing their ability to represent them</li> </ul>	<p>experiences and imagination.</p>					
<b>Digital Media</b>	<ul style="list-style-type: none"> <li>▪ Lines – use a drawing program on the computer and invite the children to draw lines using the computer mouse or on the interactive wb or I Pads Talk with them about the different lines they</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use a simple graphics package to create images and effects with:               <ul style="list-style-type: none"> <li>- lines;</li> <li>- shapes</li> <li>- colours and texture</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Experiment with digital media to use a wide range of tools to create different textures, lines and tones, colours and shapes</li> <li>▪ Investigate different methods of designing; including drawing and use of ICT. Decide on methods, materials and processes</li> <li>▪ Record visual information using</li> </ul>	<ul style="list-style-type: none"> <li>▪ Record and collect visual information using digital cameras and video recorders.</li> <li>▪ Present recorded visual images using software.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use ICT art software to make art works by               <ul style="list-style-type: none"> <li>▪ cropping, cutting and pasting their own images.</li> <li>▪ Make digital artworks that respond to or extend work in other areas of the curriculum.</li> <li>▪ Collect images from internet to use as inspiration and store in a folder.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Take digital photos, thinking about angle, light, position and distance.</li> <li>▪ Create an art presentation on a theme or artist.</li> <li>▪ Look at and talk about artists using digital media.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Record, collect and store visual information using digital cameras etc.</li> <li>▪ Present recorded visual images using software e.g. Photostory, PowerPoint.</li> <li>▪ Use a graphics package to create and manipulate new images.</li> <li>▪ Be able to Import an image (scanned, retrieved, taken) into a graphics package.</li> </ul>

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	can make – straight, wiggly, zigzag etc.		digital cameras, video recorders.		<ul style="list-style-type: none"> <li>▪ Create images, video and sound recordings and</li> <li>▪ explain why they were created.</li> </ul>		<ul style="list-style-type: none"> <li>▪ Understand that a digital image is created by layering.</li> <li>▪ Create layered images from original ideas.</li> </ul>
<b>Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)</b>	<p>– Begin to use a variety of drawing tools</p> <p>– Use drawings to tell a story</p> <p>Investigate different lines</p> <p>– Explore different textures</p> <p>Encourage accurate drawings of people</p> <p><b>3 and 4-year-olds will be learning to:</b></p> <ul style="list-style-type: none"> <li>▪ create closed shapes with continuous lines and begin to use these shapes to represent objects</li> <li>▪ draw with increasing complexity</li> </ul>	<p>– Extend the variety of drawings tools</p> <p>– Explore different textures</p> <p>– Observe and draw landscapes</p> <p>– Observe patterns</p> <p>– observe anatomy (faces, limbs)</p>	<p>– experiment with tools and surfaces</p> <p>– draw a way of recording experiences and feelings</p> <p>– discuss use of shadows, use of light and dark</p> <p>– Sketch to make quick records</p>	<p>– Experiment with the potential of various pencils</p> <p>– close observation</p> <p>– Draw both the positive and negative shapes</p> <p>– initial sketches as a preparation for painting</p> <p>– accurate drawings of people – particularly faces</p>	<p>– Identify and draw the effect of light</p> <p>– scale and proportion</p> <p>– accurate drawings of whole people including proportion and placement</p> <p>– Work on a variety of scales</p> <p>– computer generated drawings</p>	<p>– effect of light on objects and people from different directions</p> <p>– interpret the texture of a surface</p> <p>– produce increasingly accurate drawings of people</p> <p>– concept of perspective</p>	<p>– effect of light on objects and people from different directions</p> <p>– interpret the texture of a surface</p> <p>– produce increasingly accurate drawings of people</p> <p>– concept of perspective</p>

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	<p>and detail, such as representing a face with a circle and including details</p> <ul style="list-style-type: none"> <li>▪ use drawing to represent ideas like movement or loud noises</li> <li>▪ show different emotions in their drawings and paintings, like happiness, sadness, fear</li> <li>▪ show different emotions in their drawings – happiness, sadness, fear</li> </ul>						
<b>Colour (painting, ink, dye, textiles,</b>	Experimenting with and using primary colours	<ul style="list-style-type: none"> <li>– name all the colours</li> <li>– mixing of colours</li> </ul>	<ul style="list-style-type: none"> <li>– Begin to describe colours by objects</li> <li>– Make as many tones</li> </ul>	<ul style="list-style-type: none"> <li>– colour mixing</li> <li>– Make colour wheels</li> <li>– Introduce</li> </ul>	<ul style="list-style-type: none"> <li>– colour mixing and matching; tint, tone, shade</li> <li>– observe colours</li> </ul>	<ul style="list-style-type: none"> <li>– hue, tint, tone, shades and mood</li> <li>– explore the use</li> </ul>	<ul style="list-style-type: none"> <li>– hue, tint, tone, shades and mood</li> <li>– explore the use of texture in colour</li> </ul>

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<b>pencils, crayon, pastels)</b>	<ul style="list-style-type: none"> <li>- Naming</li> <li>- mixing (not formal)</li> <li>- Learn the names of different tools that bring colour</li> <li>- Use a range of tools to make coloured marks on paper</li> </ul> <p><b>3 and 4-year-olds will be learning to:</b></p> <ul style="list-style-type: none"> <li>▪ explore colour and colour mixing</li> </ul>	<ul style="list-style-type: none"> <li>- Find collections of colour</li> <li>- applying colour with a range of tools</li> </ul>	<ul style="list-style-type: none"> <li>of one colour as possible (using white)</li> <li>- Darken colours without using black</li> <li>- using colour on a large scale</li> </ul>	<ul style="list-style-type: none"> <li>different types of brushes</li> <li>- techniques- apply colour using dotting, scratching, splashing</li> </ul>	<ul style="list-style-type: none"> <li>- suitable equipment for the task</li> <li>- colour to reflect mood</li> </ul>	<ul style="list-style-type: none"> <li>of texture in colour</li> <li>- colour for purposes</li> <li>--</li> </ul>	<ul style="list-style-type: none"> <li>- colour for purposes</li> <li>- colour to express feelings</li> </ul>
<b>Texture (textiles, clay, sand, plaster, stone)</b>	<ul style="list-style-type: none"> <li>- Handling, manipulating and enjoying using materials</li> <li>- Sensory experience</li> <li>- Simple collages</li> <li>- simple weaving</li> </ul> <p><b>3 and 4-year-olds will be learning to:</b></p>	<ul style="list-style-type: none"> <li>- weaving</li> <li>- collage</li> <li>- Sort according to specific qualities</li> <li>- how textiles create things</li> </ul>	<ul style="list-style-type: none"> <li>- overlapping and overlaying to create effects</li> <li>- Use large eyed needles – running stitches</li> <li>- Simple appliqué work</li> <li>- Start to explore other simple stitches</li> <li>- collage</li> </ul>	<ul style="list-style-type: none"> <li>- Use smaller eyed needles and finer threads</li> <li>- weaving</li> <li>- Tie dying, batik</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Use a wider variety of stitches</li> <li>- observation and design of textural art</li> <li>- experimenting with creating mood, feeling, movement-</li> <li>- compare different fabrics</li> </ul>	<ul style="list-style-type: none"> <li>- use stories, music, poems as stimuli</li> <li>- Select and use materials</li> <li>- embellish work</li> <li>- fabric making</li> <li>- artists using textiles</li> </ul>	<ul style="list-style-type: none"> <li>- Develops experience in embellishing</li> <li>- Applies knowledge of different techniques to express feelings</li> <li>- Work collaboratively on a larger scale</li> </ul>

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	<ul style="list-style-type: none"> <li>▪ explore different materials freely, to develop their ideas about how to use them and what to make</li> </ul>						
<b>Form (3D work, clay, dough, wire, paper sculpture, mod roc )</b>	<ul style="list-style-type: none"> <li>– Handling, feeling, enjoying and manipulating materials</li> <li>– Constructing</li> <li>– Building and destroying</li> <li>– Shape and model</li> </ul>	<ul style="list-style-type: none"> <li>– Construct</li> <li>– Use materials to make known objects for a purpose</li> <li>– Carve</li> <li>– Pinch and roll coils and slabs using a modelling media.</li> <li>– Make simple joins</li> </ul>	<ul style="list-style-type: none"> <li>– Awareness of natural and man-made forms</li> <li>– Expression of personal experiences and ideas</li> <li>– to shape and form from direct observation (malleable and rigid materials)</li> <li>– decorative techniques</li> <li>– Replicate patterns and textures in a 3-D form</li> <li>– work and that of other sculptors</li> </ul>	<ul style="list-style-type: none"> <li>– Shape, form, model and construct ( malleable and rigid materials)</li> <li>– Plan and develop</li> <li>– understanding of different adhesives and methods of construction</li> <li>– aesthetics</li> </ul>	<ul style="list-style-type: none"> <li>– Plan and develop</li> <li>– Experience surface patterns / textures</li> <li>– Discuss own work and work of other sculptors</li> <li>– analyse and interpret natural and manmade forms of construction</li> </ul>	<ul style="list-style-type: none"> <li>– plan and develop ideas</li> <li>– Shape, form, model and join</li> <li>– observation or imagination</li> <li>– properties of media</li> <li>– Discuss and evaluate own work and that of other sculptors</li> </ul>	<ul style="list-style-type: none"> <li>– plan and develop ideas</li> <li>– Shape, form, model and join</li> <li>– observation or imagination</li> <li>– properties of media</li> <li>– Discuss and evaluate own work and that of other sculptors</li> </ul>
<b>Printing (found materials, fruit/veg, wood blocks,</b>	<ul style="list-style-type: none"> <li>– Rubbings</li> <li>– Print with variety of objects</li> <li>– Print with block colours</li> </ul>	<ul style="list-style-type: none"> <li>– Create patterns</li> <li>– Develop impressed images</li> <li>– Relief printing</li> </ul>	<ul style="list-style-type: none"> <li>– Print with a growing range of objects</li> <li>– Identify the different forms printing takes</li> </ul>	<ul style="list-style-type: none"> <li>– relief and impressed printing</li> <li>– recording textures/patterns</li> <li>– monoprinting</li> <li>– colour mixing through</li> </ul>	<ul style="list-style-type: none"> <li>– Use sketchbook for recording textures/patterns</li> <li>– Interpret environmental and manmade patterns</li> </ul>	<ul style="list-style-type: none"> <li>– combining prints</li> <li>– design prints</li> <li>– make connections</li> <li>– discuss and evaluate own work and</li> </ul>	<ul style="list-style-type: none"> <li>– Builds up drawings and images of whole or parts of items using various techniques</li> <li>– Screen printing</li> <li>– Explore printing techniques used by various artists</li> </ul>

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<b>press print, lino, string)</b>				overlapping colour prints	– modify and adapt print	that of others	
<b>Pattern ( paint, pencil, textiles, clay, printing)</b>	<ul style="list-style-type: none"> <li>– repeating patterns</li> <li>– irregular painting patterns</li> <li>– Simple symmetry</li> </ul>	<ul style="list-style-type: none"> <li>– Awareness and discussion of patterns</li> <li>– repeating patterns</li> <li>– symmetry</li> </ul>	<ul style="list-style-type: none"> <li>– Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning</li> <li>– natural and manmade patterns</li> <li>– Discuss regular and irregular</li> </ul>	<ul style="list-style-type: none"> <li>– pattern in the environment</li> <li>– design</li> <li>– using ICT</li> <li>– make patterns on a range of surfaces</li> <li>– symmetry</li> </ul>	<ul style="list-style-type: none"> <li>– Explore environmental and manmade patterns</li> <li>– tessellation</li> </ul>	<ul style="list-style-type: none"> <li>– Create own abstract pattern to reflect personal experiences and expression</li> <li>– create pattern for purposes</li> </ul>	<ul style="list-style-type: none"> <li>– Create own abstract pattern to reflect personal experiences and expression</li> <li>– create pattern for purposes</li> </ul>
<b>Knowledge about artists</b>	<p>Have opportunities to meet and work with professional artists. Describe a picture created by an artist. Experiment with a technique that an artist uses.</p> <p><b>Children in Reception will be learning to:</b></p> <ul style="list-style-type: none"> <li>▪ explore, use and refine a variety of artistic effects to</li> </ul>	<p>Look at and talk about the work of artists who use different kinds of techniques including drawing, collage, use of ICT, etc. Create a piece of art in the style of an artist</p>	<p>Discuss and describe the work of notable artists, artisans and designers. Use some of the studied artists to create pictures in the style of their works, copying techniques to reproduce the art work.</p>	<p>Replicate some of the techniques used by notable artists, artisans and designers. Look at and talk about the work of artists.</p>	<p>Create original pieces that are influenced by the studies of notable artists, artisans and designers. Look at and talk about the work of artists who use different mediums and identify what techniques may have been used.</p>	<p>Show and explain the influence of notable artists, artisans and designers within their work. Look at and talk critically about and get inspiration from the work of artists using a variety of approaches to all aspects of art.</p>	<p>Create original pieces that show a range of influences and styles from notable artists, artisans and designers. Show how the work of those studied was influential in both society and to other artist</p>

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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	express their ideas and feelings						
<b>Suggested Artists</b>	<p>Michelle Stitzlein (Recycling- Butterflies)</p> <p>John Dyer Van Gogh- Harvest Lights- Festival of Light</p> <p>Van Gogh (Starry Night)</p> <p>Georgia O'Keeffe Klimt Manet Robbie Honey</p> <p>Art Cars</p> <p>Heather Collins (Textile Art) David Hockney (Reflections)</p>	<p>Stained glass window artists</p> <p>Kandinsky- Winter Landscape</p> <p>Kandinsky- Winter Landscape</p> <p>David Best</p> <p>David Best</p>	<p>Pablo Picasso Gandhi Art</p> <p>Lowry John Atkinson Grimshaw William Morris</p> <p>David Abbey Paige Christopher Columbus Art</p> <p>Monet Snow Paintings</p> <p>Joe Morse Bill Hall</p>	<p>Henri Rousseaux Thomas Hill- Wire Sculpture Andy Goldsworthy Zaria Forman</p> <p>Mayan Art in The Met Mayan Sculpture Mayan Masks</p> <p>Cave Paintings Iron Age hill forts Tribal Art</p> <p>Maggi Hambling Hokusai- The Great Wave of Kanagawa</p> <p>Snowboard Designs Artwork The Drum Bridge and Yuhi Hill at Meguro by Hiroshige (1857)</p>	<p>Andy Warhol Jason Mecier Cleo Mussi (mosaics) Gaudi (mosaics)</p> <p>Caitlin Hackett Edmund Dulac Warwick Goble Henri Matisse- Icarus Dilon Redon (Pegasus, The Cyclops)</p> <p>Metalwork Craft Jewellery, clothes. (dye) etc Anglo-Saxon Settlements</p> <p>Ernie Barnes</p>	<p>Portrait Artists</p> <p>Norse Art</p> <p>Van Gogh (Starry Night) Luke Jerram (Earth Artwork) Peter Thorpe</p> <p>Greek Sculptures</p> <p>Ancient Greek Art Ancient Rome Art</p>	<p>Christopher Nevinson Guy Denning</p> <p>David Abbey Paige</p> <p>Admiral Richard Brydges Beechey (British, 1808–1895), <i>Captain Markham's Most Northerly</i></p> <p><i>Encampment, 1877</i>, oil on paper, National Maritime</p> <p>Clay Sculpture Artists</p> <p>Olympic Logos design from each year</p>

<p><b>Suggested Artists (Cross-curricular core subjects)</b></p>	<ul style="list-style-type: none"> <li>• Klee</li> <li>• Alex Kohnahin</li> <li>• Ellsworth Kelly</li> <li>• M.C. Escher The Waterfall</li> <li>• R. BOSCH "The Da Vinci Curve"</li> <li>• R. FATHAUER "Scorpion, Diamondback, and Phoenix"</li> <li>• J. SIMS "3-D Tree,</li> <li>• J. SIMS "Seeing Pi"</li> <li>• Simon Beck</li> <li>• Leonardo Da Vinci</li> </ul>	<p><b>Suggested Books (Cross-curricular core subjects)</b></p>	<ul style="list-style-type: none"> <li>• Celebrate! #WORLDTESSELLATIONTUESDAY</li> <li>• This is Not Another Maths Book</li> <li>• 13 Ways to Integrate Art &amp; Math</li> <li>• Colour Zoo</li> <li>• Seeing Symmetry</li> <li>• Math at the Art Museum</li> <li>• Mysterious Patterns</li> <li>• Geometric Origami</li> <li>• Swirl by Swirl</li> <li>• Grandfather Tang's Story</li> <li>• Patterns of the Universe</li> <li>• Matisse's Magical Trail</li> <li>• Elmer</li> <li>• I am an Artist</li> <li>• Getting to know the world's greatest artists: Pablo Picasso</li> <li>• 13 Artists Children Should Know</li> <li>• Women Artists A-Z</li> <li>• Artist Books for Children</li> <li>• Dancing Through Fields of Colour</li> </ul>
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<p><b>Covid-19 Updates</b></p>	<ul style="list-style-type: none"> <li>• Art resources are to be wiped down and sanitized after every use so that they are clean and safe for the next bubble to use;</li> <li>• Staff to use the sanitizing bucket provided in each class with Milton or cleaning product provided in cleaning the box. This is the responsibility of the staff members in each bubble after each use to ensure that art equipment is sanitary again;</li> <li>• Class teachers could set an art activity/ task in each remote learning pack. This should be linked to the class topic and can be cross curricular. This is to ensure that a broad and balanced curriculum is still being taught when remote learning is taking place;</li> <li>• Disposable aprons and table covers are to be used;</li> <li>• Teachers will formatively assess the ability of the children in their class at the start of the year. Children will focus on the key skills for the year group that they are now in if the teacher assesses the children to be able to 'cope' with their year group's skills. The skills across years are repetitive but increase and progress with the level of accuracy, detail and difficulty;</li> <li>• Art should now be particularly cross-curricular where possible. Maths and English skills can be taught through art to enable these core subjects and skills to be covered. This should be a focus to ensure that art is still a priority during this time where other needs of the children are of a particular focus</li> <li>• Mental health and well-being to also be a focus during art lessons.</li> </ul>
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**School  
Development  
Plan 2021-22**

**Quality of Education**

- After and during formatively assessing the ability of pupils, ensure that skills are taught at appropriate level for each child so that learning is highly engaging. Ensure that previous year group skills are secure before introducing current year group skills.
- Have a particular focus on ensuring that learning is cross curricular so that maths skills, writing skills and reading skills are embedded through Art & Design by appropriate use of sketchbooks and by continuing to work through a series of lessons that build up to a final piece, using skills learnt, before evaluating their own work. This is to ensure children are making expected or accelerated progress in the subject area against their EOY targets. Attainment of all groups will be raised across each cohort to meet targets with a focus on Art & Design skills being learnt.
- Ensure that children are making links across subjects by comparing artists and skills to provide children with the opportunity to develop their love of reading and writing through this.
- Ensure that the teaching is relevant to the children and their needs. Children may need to use skills from a previous year group, first. They may also need a focus on mental health and well-being as well as Maths and English skills. Children must understand the value of the skills acquired. This is to ensure that children have an understanding of the need of artist research, technique development, design and evaluation throughout their work.
- Ensure that correct vocabulary, with a challenging element for some, is used in all lessons. Class teachers to use the 'Vocabulary' booklet, which is broken down into key stages, provided by the subject lead. Sketchbooks are to be further developed, this year, to incorporate key vocabulary and show that children understand each key word by annotating and reflecting on their own work, peer work and the work of artists and designers.

**Leadership and Management**

- partake in appropriate online CPD that will help develop both expertise in the subject area and in the role of a subject coordinator.
- Ensure that teachers are using a range of artists and designers taken from the 'Suggested Artists' document.
- Ensure that Art & Design is being taught effectively throughout the year through cross-curricular themes, as well as through specific teaching above and beyond the statutory requirements using studies of chosen artists and designers that are role models and representative of our Values.
- To develop cross-curricular learning with Art & Design by planning specific events e.g. Whole-School Maths with Art week. Each class to have an artist, who uses maths in their work, to study for the week. Subject leader to liaise with curriculum lead and maths lead for this.
- Partake in online subject leadership CPD and disseminate this learning to all staff.
- deliver CPD and to support other staff member with delivery of the subject area e.g. use of sketchbooks

- Ensure that assessment is used diagnostically to inform the learning and curriculum and that learning is differentiated, accessible and challenging for all children.
- To continue to develop role as subject leader to have a thorough understanding of attainment and progress within the subject area. Subject leaders will champion their subject to ensure that the children have a variety of opportunities to develop the appropriate subject-specific skills. To continue to embed assessment practices to form accurate judgements to ensure the progression of all children. They will start with a clear policy which will drive practice.
- Subject leaders will liaise with EYFS to help improve the Good Level of Development (GLD) for those in receipt of Early Years Pupil Premium (EYPP) and to ensure that attainment is at in line with their peers/National Data.

### **Quality of Early Years Provision**

- Ensure that all children in EYFS have opportunities to engage in exploration and learning about the world and their locality in equal measures to other areas of learning and
- Embed core subject skills (Maths & English) with Art & Design in EYFS
- Ensure that EYFS are fulfilling opportunities for cross-curricular learning

### **Behaviour and Attitudes**

- Art & Design can be used to support children's mental health and wellbeing
- Art & Design is planned by class teachers around their topic, through a series of lessons to make children want to attend school in order to complete their art cycle
- Ensure that all children are incentivised to learn Art & Design skills and develop their knowledge about artists, designers and all aspects of Design & Technology. The series of lessons will ensure that the learning is appropriate to their attainment and conducive to maximise progression through the curriculum. Learning styles and interests are catered for each year. Pupil's voice is vital to know why the children want to participate and feel excited about this subject area.

### **Personal Development**

- Ensure that the delivery and pedagogical styles for all learning develop the skills required to develop problem solving, positive, inquisitive children who are always prepared to ask questions, think in depth, find connections and enjoy challenge.
- Develop self-belief and confidence in art & design concepts and POS.
- Ensure that PSHE, R.E and B.V are embedded through all lessons.
- Ensure that maths, reading and writing are embedded through all lessons
- Ensure that other subjects such as history and geography are embedded through lessons

## Assessment:

**A = Exceeding expectations:** Pupils who are exceeding the expectations will typically be providing evidence of achievement which consistently extends their learning beyond the confines of the task. They are working in ways which show deeper understanding and mastery and which are above the norm for their year expectations and program of study. Assessment in each of the strands could be described as:

### SKILLS:

- Showing greater: complexity; research; observation; originality; perception; aspiration; creativity.
- Showing greater: technique; skill; control; complexity; mastery; quality; judgement; creativity.
- Showing greater: judgement; autonomy; independence; perception; subtlety.

### KNOWLEDGE

- Showing greater: breadth; contextual understanding; explanation; judgement.

**E1/E2= Meeting expectations:** Pupils who are meeting the expectations in full will typically be providing consistent evidence of achievement which shows that they have

understood and confidently achieved the assessment criteria. They are working at a level which is appropriate for their year expectations and program of study.

### WT1,2,3 or SB= Not yet meeting expectations:

Pupils who have yet to meet the expectations in full will typically be providing evidence of achievement which is consistently less resolved and confident than their year expectations and program of study,