

St. Gerard's Catholic Primary & Nursery School

Art & Design Progression Document 2022-2023

	Foundation	KS1		Lower KS2		UPPER KS2	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
DFE Purpose & Aims	<p>Purpose of study 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>Aims The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • produce creative work, exploring their ideas and recording their experiences • become proficient in drawing, painting, sculpture and other art, craft and design • techniques • evaluate and analyse creative works using the language of art, craft and design • know about great artists, craft makers and designers, and understand the historical and • cultural development of their art forms. 						
		<p>Key stage 1 Pupils should be taught:</p> <ul style="list-style-type: none"> ▪ 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. 		<p>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.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> ▪ 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 [for example, pencil, charcoal, paint, clay] ▪ about great artists, architects and designers in history 			
Progression Aims	<ul style="list-style-type: none"> ▪ To develop their own ideas ▪ Confidence in selecting 	<ul style="list-style-type: none"> ▪ To build confidence in approach o new situations, 	<ul style="list-style-type: none"> ▪ To generate work showing a personal response ▪ To experience 	<ul style="list-style-type: none"> ▪ to build up a vocabulary of practical experience with special attention to the environment 	<ul style="list-style-type: none"> ▪ to consider challenges (self-imposed or other) and respond to them, selecting appropriate tools and materials 		

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

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

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	<p>sharing ideas, resources and skills</p> <p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> develop their own ideas and then decide which materials to use to express them 	<ul style="list-style-type: none"> Experiment with an open mind. 			<p>their proposed outcome.</p>	<p>ideas; testing materials; planning and recording information.</p>	
Evaluating and Developing Work	<p>Being imaginative, talk about the ideas & 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 strengths of others.</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, experiences</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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	Children in Reception will be learning to: <ul style="list-style-type: none"> return to and build on their previous learning, refining ideas and developing their ability to represent them 	and imagination.					
Digital Media	<ul style="list-style-type: none"> 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 can make – straight, wiggly, zigzag etc. 	<ul style="list-style-type: none"> Use a simple graphics package to create images and effects with: <ul style="list-style-type: none"> lines; shapes colours and texture 	<ul style="list-style-type: none"> Experiment with digital media to use a wide range of tools to create different textures, lines and tones, colours and shapes Investigate different methods of designing; including drawing and use of ICT. Decide on methods, materials and processes Record visual information using digital cameras, video recorders. 	<ul style="list-style-type: none"> Record and collect visual information using digital cameras and video recorders. Present recorded visual images using software. 	<ul style="list-style-type: none"> Use ICT art software to make art works by cropping, cutting and pasting their own images. Make digital artworks that respond to or extend work in other areas of the curriculum. Collect images from internet to use as inspiration and store in a folder. Create images, video and sound recordings and explain why they were created. 	<ul style="list-style-type: none"> Take digital photos, thinking about angle, light, position and distance. Create an art presentation on a theme or artist. Look at and talk about artists using digital media. 	<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. Create layered images from original ideas.

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Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	<ul style="list-style-type: none"> – Begin to use a variety of drawing tools – Use drawings to tell a story Investigate different lines – Explore different textures Encourage accurate drawings of people <p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> ■ 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 	<ul style="list-style-type: none"> – Extend the variety of drawings tools – Explore different textures – Observe and draw landscapes – Observe patterns – observe anatomy (faces, limbs) 	<ul style="list-style-type: none"> – experiment with tools and surfaces – draw a way of recording experiences and feelings – discuss use of shadows, use of light and dark – Sketch to make quick records 	<ul style="list-style-type: none"> – Experiment with the potential of various pencils – close observation – Draw both the positive and negative shapes – initial sketches as a preparation for painting – accurate drawings of people – particularly faces 	<ul style="list-style-type: none"> – Identify and draw the effect of light – scale and proportion – accurate drawings of whole people including proportion and placement – Work on a variety of scales – computer generated drawings 	<ul style="list-style-type: none"> – effect of light on objects and people from different directions – interpret the texture of a surface – produce increasingly accurate drawings of people – concept of perspective 	<ul style="list-style-type: none"> – effect of light on objects and people from different directions – interpret the texture of a surface – produce increasingly accurate drawings of people – concept of perspective

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	including details <ul style="list-style-type: none"> use drawing to represent ideas like movement or loud noises show different emotions in their drawings and paintings, like happiness, sadness, fear show different emotions in their drawings – happiness, sadness, fear 						
Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	Experimenting with and using primary colours – Naming – mixing (not formal) – Learn the names of different tools that bring	– name all the colours – mixing of colours – Find collections of colour – applying colour with a range of tools	– Begin to describe colours by objects – Make as many tones of one colour as possible (using white) – Darken colours without using black – using colour on a	– colour mixing – Make colour wheels – Introduce different types of brushes – techniques- apply colour using dotting, scratching, splashing	– colour mixing and matching; tint, tone, shade – observe colours – suitable equipment for the task – colour to reflect mood	– hue, tint, tone, shades and mood – explore the use of texture in colour – colour for purposes – colour for purposes – –	– hue, tint, tone, shades and mood – explore the use of texture in colour – colour for purposes – colour to express feelings

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	<p>colour</p> <ul style="list-style-type: none"> – Use a range of tools to make coloured marks on paper <p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> ▪ explore colour and colour mixing 		<p>large scale</p>				
<p>Texture (textiles, clay, sand, plaster, stone)</p>	<ul style="list-style-type: none"> – Handling, manipulating and enjoying using materials – Sensory experience – Simple collages – simple weaving <p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> ▪ explore different materials freely, to develop their ideas about how to use them and 	<ul style="list-style-type: none"> – weaving – collage – Sort according to specific qualities – how textiles create things 	<ul style="list-style-type: none"> – overlapping and overlaying to create effects – Use large eyed needles – running stitches – Simple appliqué work – Start to explore other simple stitches – collage 	<ul style="list-style-type: none"> – Use smaller eyed needles and finer threads – weaving – Tie dying, batik – 	<ul style="list-style-type: none"> – Use a wider variety of stitches – observation and design of textural art – experimenting with creating mood, feeling, movement- – compare different fabrics 	<ul style="list-style-type: none"> – use stories, music, poems as stimuli – Select and use materials – embellish work – fabric making – artists using textiles 	<ul style="list-style-type: none"> – Develops experience in embellishing – Applies knowledge of different techniques to express feelings – Work collaboratively on a larger scale

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	what to make						
Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	<ul style="list-style-type: none"> – Handling, feeling, enjoying and manipulating materials – Constructing – Building and destroying – Shape and model 	<ul style="list-style-type: none"> – Construct – Use materials to make known objects for a purpose – Carve – Pinch and roll coils and slabs using a modelling media. – Make simple joins 	<ul style="list-style-type: none"> – Awareness of natural and man-made forms – Expression of personal experiences and ideas – to shape and form from direct observation (malleable and rigid materials) – decorative techniques – Replicate patterns and textures in a 3-D form – work and that of other sculptors 	<ul style="list-style-type: none"> – Shape, form, model and construct (malleable and rigid materials) – Plan and develop – understanding of different adhesives and methods of construction – aesthetics 	<ul style="list-style-type: none"> – Plan and develop – Experience surface patterns / textures – Discuss own work and work of other sculptors – analyse and interpret natural and manmade forms of construction 	<ul style="list-style-type: none"> – plan and develop ideas – Shape, form, model and join – observation or imagination – properties of media – Discuss and evaluate own work and that of other sculptors 	<ul style="list-style-type: none"> – plan and develop ideas – Shape, form, model and join – observation or imagination – properties of media – Discuss and evaluate own work and that of other sculptors
Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	<ul style="list-style-type: none"> – Rubbings – Print with variety of objects – Print with block colours 	<ul style="list-style-type: none"> – Create patterns – Develop impressed images – Relief printing 	<ul style="list-style-type: none"> – Print with a growing range of objects – Identify the different forms printing takes 	<ul style="list-style-type: none"> – relief and impressed printing – recording textures/patterns – monoprinting – colour mixing through overlapping colour prints 	<ul style="list-style-type: none"> – Use sketchbook for recording textures/patterns – Interpret environmental and manmade patterns – modify and adapt print 	<ul style="list-style-type: none"> – combining prints – design prints – make connections – discuss and evaluate own work and that of others 	<ul style="list-style-type: none"> – Builds up drawings and images of whole or parts of items using various techniques – Screen printing – Explore printing techniques used by various artists
Pattern (paint, pencil, textiles, clay, printing)	<ul style="list-style-type: none"> – repeating patterns – irregular painting patterns – Simple symmetry 	<ul style="list-style-type: none"> – Awareness and discussion of patterns – repeating patterns – symmetry 	<ul style="list-style-type: none"> – Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning – natural and 	<ul style="list-style-type: none"> – pattern in the environment – design – using ICT – make patterns on a 	<ul style="list-style-type: none"> – Explore environmental and manmade patterns – tessellation 	<ul style="list-style-type: none"> – Create own abstract pattern to reflect personal experiences and expression 	<ul style="list-style-type: none"> – Create own abstract pattern to reflect personal experiences and expression – create pattern for purposes

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			manmade patterns – Discuss regular and irregular	range of surfaces – symmetry		– create pattern for purposes	
Knowledge about artists	<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>Children in Reception will be learning to:</p> <ul style="list-style-type: none"> explore, use and refine a variety of artistic effects to express their ideas and feelings 	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	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.	Replicate some of the techniques used by notable artists, artisans and designers. Look at and talk about the work of artists.	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.	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.	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
Suggested Artists	Michelle Stitzlein	Stained glass window artists	Pablo Picasso Gandhi Art	Henri Rousseau Thomas Hill- Wire Sculpture Andy	Andy Warhol Jason Mecier Cleo Mussi (mosaics)	Portrait Artists Norse Art	Christopher Nevinson Guy Denning

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	(Recycling- Butterflies)	Kandinsky- Winter Landscape	Lowry John Atkinson Grimshaw William Morris	Goldsworthy Zaria Forman	Gaudi (mosaics)	Van Gogh (Starry Night) Luke Jerram (Earth Artwork) Peter Thorpe	David Abbey Paige
	John Dyer Van Gogh- Harvest Lights- Festival of Light	Kandinsky- Winter Landscape	David Abbey Paige Christopher Columbus Art	Mayan Art in The Met Mayan Sculpture Mayan Masks	Caitlin Hackett Edmund Dulac Warwick Goble Henri Matisse- Icarus Dilon Redon (Pegasus, The Cyclops)	Egyptian craftsmen	Admiral Richard Brydges Beechey (British, 1808– 1895), <i>Captain Markham's Most Northerly</i>
	Van Gogh (Starry Night)	David Best	Monet Snow Paintings	Cave Paintings Iron Age hill forts Tribal Art		Khaled Hafez- Egyptians	<i>Encampment</i> , 1877, oil on paper, National
	Georgia O'Keeffe Klimt Manet Robbie Honey	David Best	Joe Morse Bill Hall	Maggi Hambling Hokusai- The Great Wave of Kanagawa	Metalwork Craft Jewellery, clothes. (dye) etc Anglo- Saxon Settlements	Ramses Younan- The Egyptian Surrealist	Maritime
	Art Cars			Snowboard Designs Artwork The Drum Bridge and Yuhi Hill at Meguro by Hiroshige (1857)	Ernie Barnes	Cartouche	Clay Sculpture Artists
	Heather Collins (Textile Art) David Hockney (Reflections)					Hieroglyphics	Olympic Logos design from each year
						Art Ancient Rome Art	

Suggested Artists (Cross-

- Klee
- Alex Kohnahin
- Ellsworth Kelly

Suggested Books (Cross-

- Celebrate! #WORLDTESELLATIONTUESDAY
- This is Not Another Maths Book
- 13 Ways to Integrate Art & Math

curricular core subjects)	<ul style="list-style-type: none"> • M.C. Escher The Waterfall • R. BOSCH "The Da Vinci Curve" • R. FATHAUER "Scorpion, Diamondback, and Phoenix" • J. SIMS "3-D Tree, • J. SIMS "Seeing Pi" • Simon Beck • Leonardo Da Vinci 	curricular core subjects)	<ul style="list-style-type: none"> • Colour Zoo • Seeing Symmetry • Math at the Art Museum • Mysterious Patterns • Geometric Origami • Swirl by Swirl • Grandfather Tang's Story • Patterns of the Universe • Matisse's Magical Trail • Elmer • I am an Artist • Getting to know the world's greatest artists: Pablo Picasso • 13 Artists Children Should Know • Women Artists A-Z • Artist Books for Children • Dancing Through Fields of Colour
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