

St Mary's Art, Craft and Design Curriculum

Progression in Knowledge and Skills

Discipline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<ul style="list-style-type: none"> ▪ Explore a range of drawing tools to make marks ▪ Begin to control the types of marks made with a range of media. ▪ Draw on different surfaces ▪ Explore different textures ▪ Draw from imagination ▪ Explore drawing from observation ▪ Investigate textures by describing, naming, rubbing and copying 	<ul style="list-style-type: none"> ▪ Experiment with media and surfaces ▪ Draw experiences and feelings ▪ Sketch to make records ▪ Begin to control marks made with different media ▪ Investigate tone by drawing light/dark lines using pencil ▪ Investigate textures and produce an expanding range of patterns 	<ul style="list-style-type: none"> ▪ Experiment with various pencils ▪ Draw from observation and imagination ▪ Experiment with mark making using alternative tools ▪ Create initial sketches for painting, print and collage ▪ Begin to draw with accuracy ▪ Work on a variety of scales ▪ Discuss shadows, light and dark ▪ Have an awareness of how pattern can be used to create texture 	<ul style="list-style-type: none"> ▪ Consider scale and proportion ▪ Create accurate observational drawings ▪ Identify and draw the effect of light ▪ Draw for a sustained period of time ▪ Develop techniques to create intricate patterns - range of media 	<ul style="list-style-type: none"> ▪ Work in a sustained and independent way to create an accurate, detailed drawing ▪ Develop key elements of their work (line, tone, pattern, texture) ▪ Begin to consider perspective ▪ Use different techniques for purpose e.g. different styles of shading ▪ Work from a variety of sources including observation and photographs to develop own work 	<ul style="list-style-type: none"> ▪ Select appropriate media and techniques to achieve a specific outcome ▪ Develop their own style ▪ Draw for a sustained period of time over a number of sessions ▪ Use tone in drawings to achieve depth ▪ Develop drawing with perspective and focal points ▪ Adapt drawings according to evaluations and discuss further developments
Painting	Spirals	Flora & Fauna		Typography & Maps		wave-bowls/
	Begin to explore and experiment with the primary	Begin to describe a range of colours	Lighten a colour by adding white	Begin to alter paint colour using white, grey and black	Mix colours with confidence, building	Select colour to express feelings

	<p>colours</p> <ul style="list-style-type: none"> ▪ Mix primary colours to create secondary colours ▪ Describe collections of colours ▪ Discuss and use warm and cold colours ▪ Describe favourite colours and why colours may be used for different purposes ▪ Explore a range of paint, brush sizes and tools 	<ul style="list-style-type: none"> ▪ Mix a range of secondary colours ▪ Talk about why they have selected colours for their artwork ▪ Begin to use different types of paint 	<ul style="list-style-type: none"> ▪ Darken / Lighten colours without using black / white (e.g. dilute with water) ▪ Explore a variety of media to create colour (paint, coloured pencil, ink, pastels etc) ▪ Demonstrate increasing control of the types of marks made to create certain effects using paint 	<ul style="list-style-type: none"> ▪ Observe colour and suggest why it has been used ▪ Select colour to reflect mood ▪ Explore different brush strokes and consider why / when they might be used ▪ Begin to discuss how they are influenced by the work of other artists 	<p>on previous knowledge</p> <ul style="list-style-type: none"> ▪ Select colour for purpose, explaining choices ▪ Discuss how colour can be used to express ideas, feelings and mood. ▪ Confidently control the types of marks made and experiment with different effects and textures 	<ul style="list-style-type: none"> ▪ Work in a sustained and independent way, developing own style ▪ Purposefully control the types of marks, brushstrokes used to create desired effect ▪ Use colours and brushstrokes to create atmosphere and light effects
3D shape and form	Making Birds	Be an Architect	Festival Feasts	Telling Stories	Architecture: Big or Small	Set Design
	<p>Enjoy handling, feeling and manipulating a range of materials</p> <ul style="list-style-type: none"> ▪ Construct using a range of media ▪ Cut shapes using scissors and other modelling tools in a safe way ▪ Build a construction using a variety of materials 	<p>Show an awareness that natural and human made materials can be used to create architecture</p> <ul style="list-style-type: none"> ▪ Discuss the different types of buildings in their locality ▪ Create models from imagination and direct observation 	<p>Plan, shape, mould and make constructions from Modroc</p> <ul style="list-style-type: none"> ▪ Modroc is a soft material that dries and sets hard ▪ Understand that making sculpture is challenging and its ok to take creative risks which can go wrong as well as right ▪ Show an awareness of how 	<p>Discuss the work of other makers and how they take inspiration from other artforms such as literature, drama and music</p> <ul style="list-style-type: none"> ▪ Understand that when we make sculpture with our fingers it's called modelling ▪ Clay is a soft material that dries and sets hard 	<ul style="list-style-type: none"> ▪ Use Design through Making process ▪ Create a piece of architecture which would make the world a better place. <p>Understand that architects and other artists have responsibilities towards society. Understand that artists can help</p>	<ul style="list-style-type: none"> ▪ Understand that set designers can design/make sets for theatres or for animation ▪ Understand that designers often create scaled models to test and share ideas with others. ▪ Use Design through Making, inspired by a brief, create a scale model "set" for a

		<ul style="list-style-type: none"> ▪ Use Design through Making process ▪ Join materials together and apply decorative techniques ▪ Discuss the work of other architects and relate these to their own ideas and designs 	texture, form and shape can be transferred from 2D to 3D ▪	<ul style="list-style-type: none"> ▪ An armature is an interior framework which supports a sculpture ▪ Produce more intricate surface patterns using a range of processes ▪ Adapt work when necessary and explain why. 	<p>shape the world for the better</p> <ul style="list-style-type: none"> ▪ Use a combination of materials, construction methods and tools. ▪ Reflect as part of the building process so that you can understand how your intention relates to the reality of what you are building ▪ Take inspiration from other architects 	<p>theatre production or an animation</p> <ul style="list-style-type: none"> ▪ Construct with a variety of media, using tools. ▪ Think about scale, foreground, background, lighting, texture, space, structure and intention. ▪ Evaluate and adapt work when necessary
Surface pattern and print (collage)	Simple Printmaking		Exploring Pattern	Exploring Pattern		Exploring Identity
	<ul style="list-style-type: none"> ▪ Understand prints are made by transferring an image from one surface to another. ▪ Take rubbings from textured surfaces: e.g. leaf, coin, tree bark ▪ Print pictures with a range of materials e.g. feet, reels, leaves 	<ul style="list-style-type: none"> ▪ Develop a range of cutting, tearing and fixing techniques to create a specific picture ▪ Cut out shapes by hand to create a relief ▪ Use scissors in a controlled way to cut with accuracy ▪ Has experience of different adhesives ▪ Experiment with pattern making 	<ul style="list-style-type: none"> ▪ Understand artists can work with pattern for different reasons ▪ Understand Surface Pattern Designers work to briefs to create patterns for products: Artists work with pattern to create paintings or other works ▪ Understand working with 	<ul style="list-style-type: none"> ▪ Develop mark making skills by deconstructing the work of artists. ▪ Understand that paint acts differently on different surfaces ▪ transfer drawing mark making skills into thread, using stitch to draw over the painted fabric. ▪ Make visual notes in sketchbook using 	<ul style="list-style-type: none"> ▪ Understand how historical artefacts can inspire contemporary artwork ▪ Use templates and explore imagery and symbolism ▪ Compare religious symbols ▪ Cut out shapes with precision and layer to create a relief 	<ul style="list-style-type: none"> ▪ Explore topics or themes children care about. ▪ Make visual notes to capture, consolidate and reflect upon the artists studied. ▪ Articulate fears, hopes and dreams. Think about what can be created (possibly working collaboratively) to share children's

	<ul style="list-style-type: none"> ▪ Begin to explore impressed printing e.g. with Styrofoam ▪ Understand relief prints are made when we print from raised images ▪ Begin to identify different forms of printing e.g. books, newspapers, fabric, wallpaper 	<p>using a range of media</p> <ul style="list-style-type: none"> ▪ Explore drawing patterns on different surfaces – paper and card 	<p>pattern uses lots of different concepts including repetition, sequencing, symmetry.</p> <ul style="list-style-type: none"> ▪ Use colour, composition, elements, line, shape to create pattern working with tessellations, repeat pattern or folding patterns. ▪ Design and create a repeated relief print considering background paper ▪ Collect and select textured papers to form a collaged background 	<p>the ‘Show me what you see’ technique</p> <ul style="list-style-type: none"> ▪ Understand the concept of still life and landscape painting 	<ul style="list-style-type: none"> ▪ Explore texture and depth using a range of cardboard ▪ Experiment with paint, brushes and sponges to create a textured, aged appearance ▪ Experiment with scale, making large, collaborative and small detailed pieces ▪ Evaluate and adapt work when needed 	<p>voices and passions with the world.</p> <ul style="list-style-type: none"> ▪ Explore how we can use layers (physical or digital) to explore and build portraits of themselves which explore aspects of background, experience, culture and personality. ▪ Make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help them explore. ▪ Use gel plates explore printing ▪ Combine different printing techniques within the same piece of artwork ▪ Use collage as a means of extending work from initial ideas ▪ Independently select a range of media to produce a collaged image
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