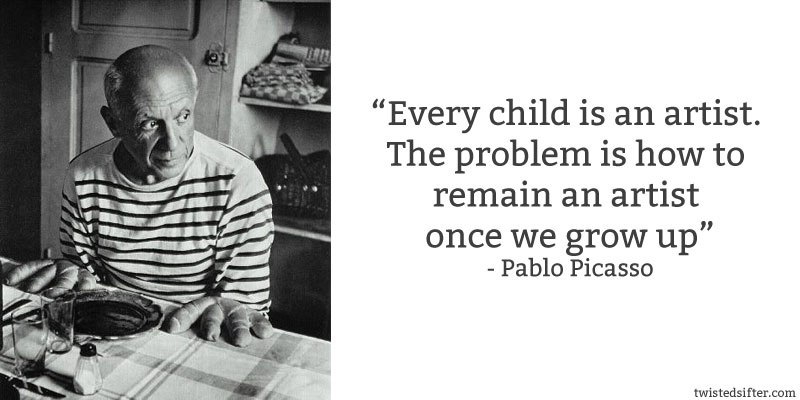
**St Mary’s R.C Primary**





**Art & Design Progression Map and End Points**

**St Mary’s R.C. Primary**

**Art Curriculum Progression and End Points**

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| **End of EYFS** | | **End of KS1** | **End of Lower KS2** | **End of Upper KS2** |
| **To develop ideas** | * Create collaboratively * Share ideas, resources and skills. * Explore, use and refine a variety of artistic effects to express their ideas and feelings * Pupils can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. * Pupils can share their creations, explaining the process they have used. * Pupils can make use of props & materials when role playing characters in narratives & stories. | * Respond to ideas and starting points. * Explore ideas and collect visual information. * Explore different methods and materials as ideas develop. | * Develop ideas from starting points throughout the curriculum. * Collect information, sketches and resources. * Adapt and refine ideas as they progress. * Explore ideas in a variety of ways. * Comment on artworks using visual language. | * Develop and imaginatively extend ideas from starting points throughout the curriculum. * Collect information, sketches and resources and present ideas imaginatively in a sketchbook. * Use the qualities of materials to enhance ideas. * Spot the potential in unexpected results as work progresses. * Comment on artworks with a fluent grasp of visual language. |
| **To master techniques** | **Painting**   * Continue to explore colour and colour mixing using appropriate techniques. * To know the primary colours and that mixing these will create a new colour * Explore using different tools for painting   **Sculpture**   * To know how to join materials to create a model and use material to finish the design * To know how to mould different resources to make a sculpture e.g. clay * Use techniques such as paper folding, rolling and cutting   **Drawing**   * To know a pencil can create different lines * To draw with increasing complexity and detail * To explore coloured pencils for different effects   **Print**   * Explore the use of repeating or overlapping shapes. * Use print from the environment (e.g. wrapping paper) as a stimulus * Explore using objects to create prints * Explore techniques to make prints e.g. rub and stamp | **Painting**   * Use thick and thin brushes. * Mix primary colours to make secondary. * Add white to colours to make tints and black to colours to make tones. * Create colour wheels.   **Sculpture**   * Use a combination of shapes. * Include lines and texture. * Use rolled up paper, straws, paper, card and clay as materials. * Use techniques such as rolling, cutting, moulding and carving.   **Drawing**   * Draw lines of different sizes and thickness. * Colour (own work) neatly following the lines. * Show pattern and texture by adding dots and lines. * Show different tones by using coloured pencils.   **Print**   * Use repeating or overlapping shapes. * Mimic print from the environment (e.g. wallpapers). * Use objects to create prints (e.g. fruit, vegetables or sponges). * Press, roll, rub and stamp to make prints.   **Collage**   * Use a combination of materials that are cut, torn and glued * Sort and arrange materials * Use a combination of materials that are cut, torn and glued * Mix materials to create texture * Sort and arrange materials   **Textiles**   * Use weaving to create a pattern * Use plaiting * Join materials using glue and/or a stitch * Use dip dye techniques   **Digital Media**   * Use a wide range of tools to create different textures, lines, tones and colours and shapes | **Painting**   * Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. * Mix colours effectively. * Use watercolour paint to produce washes for backgrounds then add detail. * Experiment with creating mood with colour.   **Sculpture**   * Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). * Include texture that conveys feelings, expression or movement. * Use clay and other mouldable materials. * Add materials to provide interesting detail.   **Drawing**   * Use different hardnesses of pencils to show line, tone and texture. * Annotate sketches to explain and elaborate ideas. * Sketch lightly (no need to use a rubber to correct mistakes). * Use shading to show light and shadow. * Use hatching and cross hatching to show tone and texture.   **Print**   * Use layers of two or more colours. * Replicate patterns observed in natural or built environments. * Make printing blocks (e.g. from coiled string glued to a block). * Make precise repeating patterns.   **Collage**   * Select and arrange materials for a striking effect * Use coiling, overlapping, tessellation, mosaic and montage * Ensure work in precise * Use coiling, overlapping, tessellation, mosaic and montage   **Textiles**   * Shape and stitch materials * Colour fabric * Create weavings * Use basic cross stitch and back stitch * Quilt, pad and gather fabric   **Digital Media**   * Create images, video and sound recordings and explain why they were created | **Painting**   * Sketch (lightly) before painting to combine line and colour. * Create a colour palette based upon colours observed in the natural or built world. * Use the qualities of watercolour and acrylic paints to create visually interesting pieces. * Combine colours, tones and tints to enhance the mood of a piece. * Use brush techniques and the qualities of paint to create texture. * Develop a personal style of painting, drawing upon ideas from other artists.   **Sculpture**   * Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. * Use tools to carve and add shapes, texture and pattern. * Combine visual and tactile qualities. * Use frameworks (such as wire or moulds) to provide stability and form.   **Drawing**   * Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). * Use a choice of techniques to depict movement, perspective, shadows and reflection. * Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). * Use lines to represent movement.   **Print**   * Build up layers of colours. * Create an accurate pattern, showing fine detail. * Use a range of visual elements to reflect the purpose of the work.   **Collage**   * Mix textures (rough and smooth, plain ad patterned) * Combine visual and tactile quantities * Use ceramic mosaic materials and techniques   **Textiles**   * Show precision in techniques * Combine previously learned techniques to create pieces * Choose a range of stitching techniques |
| **To take inspiration from the greats (classic and modern)** | * Explore the work of some famous artists e.g. Van Gogh and use these pictures as a stimulus | * Describe the work of notable artists, artisans and designers. * Use some of the ideas of artists studied to create pieces. | * Replicate some of the techniques used by notable artists, artisans and designers. * Create original pieces that are influenced by studies of others. | * Give details (including own sketches) about the style of some notable artists, artisans and designers. * Show how the work of those studied was influential in both society and to other artists. * Create original pieces that show a range of influences and styles. |

**St Mary’s RC Primary**

**Art Curriculum Progression and End Points**

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| **Year 1** | **Year 2** | **Year 3** |
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| **Year 4** | **Year 5** | **Year 6** |
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