**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.
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| **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
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| **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.
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**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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