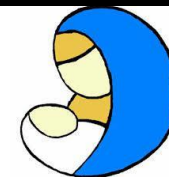




We Care, We Pray, We Work, We Play... in Jesus' Way



## **St Mary's RC Primary School Art Skills Progression**

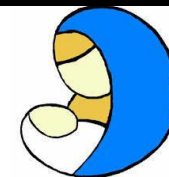
| EYFS                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Topic                      | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Expressive Arts and Design | <p>Children in reception:</p> <ul style="list-style-type: none"><li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li><li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li><li>• Create collaboratively, sharing ideas, resources and skills.</li><li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li><li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li><li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li><li>• Develop storylines in their pretend play.</li><li>• Explore and engage in music making and dance, performing solo or in groups.</li></ul> <p>Early Learning Goals</p> <p>Creating with Materials</p> <ul style="list-style-type: none"><li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li><li>• Share their creations, explaining the process they have used.</li><li>• Make use of props and materials when role playing characters in narratives and stories.</li></ul> <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"><li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li><li>• Sing a range of well-known nursery rhymes and songs.</li><li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li></ul> |

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Pope Francis



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## St Mary's RC Primary School Art Skills Progression

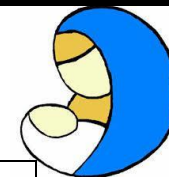
| Year 1                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Topic                                                           | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <u>Summer – sculpture</u><br><br>What is sculpture?             | To look at 3D shapes and sculpture and discuss similarities and differences between subjects and use of different materials<br>To begin to explore different materials used in making sculptures<br>To begin to use artistic language<br>To develop their observation skills<br>To pull, stretch, mould, weave, squeeze (manipulate) materials to create 3D shapes<br>To think of other materials and ways of developing ideas in 3 D<br>To work well with others and in a group situation<br>To look at their work, express an opinion about their work and say what could have made it better.<br>Look at and recreate work in the style of a famous artist |
| <u>Autumn – self portraits</u><br><br>What is special about me? | Look at art from different artists and be able to discuss similarities and differences<br>Experiment with mark making<br>Develop skills of observation and recording through drawing in a variety of media<br>To identify and understand the structure of the human face<br>To begin to work collaboratively<br>To use brushes and paint with confidence and purpose<br>To understand colour making<br>To experiment with different techniques<br>To look at and evaluate their own work thinking about possible changes to improve it<br>Look at and recreate work in the style of a famous artist                                                           |

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## **St Mary's RC Primary School Art Skills Progression**

### Spring - Weaving

What materials can we use to weave?

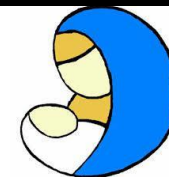
Investigate and understand a range of tactile surfaces and their potential for weaving  
Use words to describe their knowledge and experiences  
Identify and sort different materials  
Explore different methods of joining and fastening and how they change appearances  
Use colouring materials to change appearances  
To become more familiar with tools , techniques and the potential for making art through the use of different materials  
Understand the basic principles and range of weaving techniques  
To become more aware of different forms of art, artists and designers  
How to weave on a simple framework  
Discover different looms for weavings  
Extend their manipulative skills  
Experiment with different methods of applying colour  
Evaluate their work and identify next steps to improve it  
Look at and recreate work in the style of a famous artist

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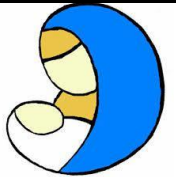
| Year 2                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Topic                              | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <u>Art</u><br>Picture This         | To record from first hand visual experiences and to use imagination in developing ideas<br>Try out tools, materials and techniques and to link art with other activities<br>To use digital creativity to enhance their work<br>To extend their experiences of cutting, arranging and sticking, exploring shape and scale<br>To work well with others and in a group situation<br>To look at their work, express an opinion about their work and say what could have made it better.<br>Look at and recreate work in the style of a famous artist |
| <u>Art</u><br>Self portraits       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <u>Art</u><br>Can buildings speak? | Record the similarities and differences of surface textures used in buildings<br>Build on discoveries and extend them into patterns<br>Increase manipulative skills<br>An understanding about the differences and similarities in buildings from different places and times and to increase their specific language of art and architecture<br>To develop drawing skills<br>To draw using a different scale<br>To apply previous knowledge to create a group mural<br>To work together sharing ideas<br>To try out different tools and media     |

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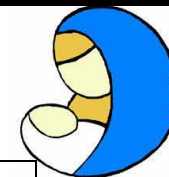
| Year 3                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Topic                    | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Investigating patterns   | <ul style="list-style-type: none"><li>To compare the similarities and differences in textile patterns from different cultures and their uses</li><li>To extend their art vocabulary</li><li>Explore ways of making and creating their own patterns</li><li>Increase their understanding of IT in real design situations</li><li>To apply their experiences using different materials and method</li><li>To increase their control and confidence using materials and techniques and making changes to their work.</li><li>To work well with others and in a group situation</li><li>To look at their work, express an opinion about their work and say what could have made it better.</li><li>Look at and recreate work in the style of a famous artist</li></ul>                                                                   |
| Portraying Relationships | <ul style="list-style-type: none"><li>Learn to talk about and reflect On individual relationships from looking at visual stimuli</li><li>Identify and talk about relationships and why they were made</li><li>Extend the use of art vocabulary</li><li>Extend observation and recording skills</li><li>Interpret the proportion, movements and expression of the human figure</li><li>To develop the use of line drawing</li><li>Develop paintings from figure drawings</li><li>To develop knowledge of scale</li><li>To develop use of colour using different media and techniques</li><li>To work well with others and in a group situation</li><li>To look at their work, express an opinion about their work and say what could have made it better.</li><li>Look at and recreate work in the style of a famous artist</li></ul> |

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## **St Mary's RC Primary School Art Skills Progression**

Can we change places?

Develop their knowledge and understanding of designing and making sculpture to fit in with the environment

Identify ways in which the environment affects us

To decide how art has been used to improve a place

Collect information through drawing, exploring texture and shape, and discussing plans with other pupils and adults

Work well together and extend their art vocabulary

Work together to design a sculpture for a specific place

Understand how recycling materials can be used to make art

Learn the skills about joining and fastening and attaching securely

Work with and manipulate a range of different materials to make a sculpture

To look at their work, express an opinion about their work and say what could have made it better.

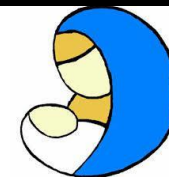
Look at and recreate work in the style of a famous artist

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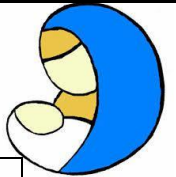
| Year 4                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Topic                  | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Autumn 1 - Viewpoints  | <p>Ask questions and make observations about starting points and exercise personal choice</p> <p>Collect information from a variety of sources to help them develop ideas on dreams and fantasy</p> <p>Explore ideas for a story working in small groups</p> <p>Use photographic and video techniques to illustrate and communicate ideas</p> <p>Use print making as an alternative technique to realise their plans</p> <p>How to make a print</p> <p><b>To</b> work collaboratively</p> <p>To look at and evaluate their own work thinking about possible changes to improve it</p> <p>Look at and recreate work in the style of a famous artist</p>                                                                                           |
| Spring 1 - Journeys    | <p>Question and make thoughtful observations about paintings of journeys by famous artists.</p> <p>Question and make thoughtful observations about starting points and stimulus for their own work , and develop ideas using a sketch book.</p> <p>Use lines, shapes, patterns and textures to describe their experience through practical work.</p> <p>To investigate and combine visual and tactile qualities of materials and processes and to match these qualities to their ideas about a journey.</p> <p>To work with a range of materials and methods to make a picture.</p> <p>To look at and evaluate their own work thinking about possible changes to improve it</p> <p>Look at and recreate work in the style of a famous artist</p> |
| Summer 1 – Take a seat | <p>Interpret individual ideas</p> <p>Develop the design process</p> <p>Develop drawing and observation skills</p> <p>Discuss design and purpose</p> <p>An awareness of design elements functional and decorative</p> <p>Interpret group plans in 3 dimensions</p> <p>To manipulate , change and apply different materials</p> <p>To extend their understanding of the potential of materials</p> <p>To develop more control of materials and tools</p> <p>Use art and design vocabulary</p>                                                                                                                                                                                                                                                      |

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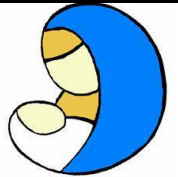
|  |                                                                                                                                                                                                                                                                                                |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>Recognise the role of designers, the purpose of design and the relevance to our daily lives</p> <p>To work collaboratively</p> <p>To look at and evaluate their own work thinking about possible changes to improve it</p> <p>Look at and recreate work in the style of a famous artist</p> |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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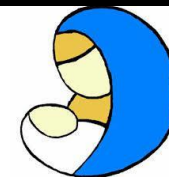
| Year 5                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Topic                                                                                       | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Sketching – objects and meaning Henri Matisse (Autumn 1)<br><br>Talking Textiles (Autumn 2) | To question and make thoughtful observations about starting points for their work<br>To investigate and combine visual and tactile qualities of materials- matching it to purpose of their work<br>Design a visual story using sequencing<br>Create a visual story using sequencing and a range of textile materials<br>Work collaboratively together<br>To look at their work, express an opinion about their work and say what could have made it better.<br>Look at and recreate work in the style of a famous artist                                                                                                                                                        |
| Containers for Soap (Spring 2)                                                              | To collect information about containers<br>To understand there is a wide range of containers and techniques used in making them.<br>To explore ideas for making containers through learning about contemporary Designers and through observational drawing<br>To use a variety of methods to design, make and decorate a container for soap<br>To investigate the texture and form of containers using clay<br>Use a variety of new vocabulary<br>To work well with others and in a group situation<br>To look at their work, express an opinion about their work and say what could have made it better.<br>Look at and recreate work in the style of a famous artist/designer |

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## **St Mary's RC Primary School Art Skills Progression**

| Year 6                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Topic                           | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Autumn 1<br>People In Action    | Make observations of figures in action and record them in their sketch books<br>Look at the work of different artists, identifying the different ways in which people in action are represented<br>To analyse and compare portraits from different times, where facial expressions are represented, and draw their own in sketchbooks<br>Experiment overlapping images of same figures to create the illusion of movement<br>To look at and evaluate their own work thinking about possible changes to improve it<br>Look at and recreate work in the style of a famous artist |
| Spring 1<br>What a performance! | To explore the work of artists and designers in relation to costume and head dresses<br>To explore the place of visual and tactile elements in the designing<br>To work collaboratively and share ideas<br>Explore starting points<br>To identify and select appropriate materials<br>To identify appropriate joining and fastening techniques<br>To recognise the relevant elements of colour, texture, pattern, line shape and form<br>To develop control of tools and techniques<br>To interpret their ideas into 3 D form                                                  |
| Summer 1<br>A Sense of Place    | To collect visual information and make observations and in the local environment<br>To select and record by sketching first hand observations from the local environment<br>Use a variety of methods to apply colour in making a painting<br>To reflect on their work and develop it further by working with other methods and materials<br>To look at and evaluate their own work thinking about possible changes to improve it<br>Look at and recreate work in the style of a famous artist                                                                                  |

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