

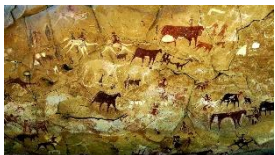






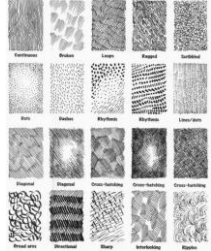
St Joseph's and St Gregory's Progression of Skills and Knowledge in Art

The document below sets out the way in which the Art curriculum will be covered at St Joseph's at St Gregory's Primary School. For information on EYFS please see the separate planning document.

Line	Shape	Form	Space	Colour	Texture	Tone
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn						
Artist & Stimulus	Giuseppe Arcimboldo: Italian Summer 	The monument (Wren's Column) – Robert Hooke 	Cave paintings 	Nefertari's tomb 	Titian: Bacchus and Ariadne 	Stephen Whiltshire: The Queen's Diamond Jubilee 
Final Piece	Printing self-portrait	create a clay sculpture inspired by stimulus	Create a picture of a modern day pose inspired by cave paintings in charcoal	Recreate using collage	Watercolour myth painting	Pencil drawing of a significant event in Britain since 1948 from the photo file.
NC Objectives	<ul style="list-style-type: none"> To use drawing and painting to develop and share their ideas and imagination To develop a wide range of art and design techniques in using colour, shape and space About the work of a range of artists, describing the differences and similarities and making links to their own work. 	<ul style="list-style-type: none"> To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and 	<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] 	<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] 	<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. 	<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]







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		making links to their own work.				• About great artists, architects and designers in history.
Component Knowledge and Skills	<ol style="list-style-type: none"> 1. Stimulus response – linked to substantive thread 2. Mixing colours – how to create secondary colours using yellow, red and blue. 3. Shapes of a face – composition of the face and shapes of features. Pencil drawing 4. Printing practice – understanding how much paint, the pressure to use and hand shape/grip. 5. Create final piece 6. Evaluate – link between my work and Guiseppe Arcimboldo 	<ol style="list-style-type: none"> 1. Stimulus response – linked to substantive thread. 2. Clay techniques – rolling a ball, rolling a snake, squeezing, pulling and pinching, carving details with tools, smoothing with fingers, creating holes or hollows with tools, joining pieces together. 3. Doric columns 4. Design a monument to celebrate a special event e.g. harvest, Divali, Jesus birth. 5. Evaluate – link between my work and Robert Hooke 	<ol style="list-style-type: none"> 1. Stimulus response – linked to substantive thread. 2. Experimenting with charcoal 3. Charcoal techniques – pressure, blending and smudging layering 4. Take photos of modern day poses to inspire final piece 5. Create final piece 6. Evaluate – link between my work and stimulus 	<ol style="list-style-type: none"> 1. Stimulus response – linked to substantive thread. 2. Shape – identification and usage 3. Colour – how is it used to create contrast and impact? 4. Viewfinder – focus in on one section to recreate for final piece – these can then go together to create a larger artwork 5. Evaluate – link between my work and the stimulus 	<ol style="list-style-type: none"> 1. Stimulus response – linked to substantive thread. 2. Artist study – Titian 3. Water colour skills – wet on wet, wet on dry, different brushes, relief (salt and masking tape), scumbling, graduated 4. Design watercolour based upon known myth 5. Create final piece 6. Evaluate – link between my work and substantive threads referencing stimulus. 	<ol style="list-style-type: none"> 1. Stimulus response – linked to substantive thread. 2. Artist study – Stephen Wiltshire 3. Sketching skills – continuous, broken, loops, ragged, scribbles, dots, dashes, rhythmic, diagonal, dots and dashes, cross hatching, broad arcs, interlocking, ripples. 4. Plan and create final piece – perspective 5. Evaluate – link between my work and substantive thread referencing stimulus. 

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Core Vocabulary (substantive threads also included as star words for each unit)	Primary Colours, Secondary colours, Composition, printing, pressure, plan, evaluate	technique, squeezing, pulling, pinching, carving, smoothing, joining, design, compare	pressure, blend, smudge, inspired,	hieroglyphics, narrative, *shape names*, contrast, impact, collaborate	wet on wet, wet on dry, brush type, relief, scumbling, graduated	continuous, broken, loops, ragged, scribbles, dots, dashes, rhythmic, diagonal, broad arcs, interlocking, ripples.
Substantive Thread	Shape Space Colour	Form Shape	Line Shape	Shape Colour Line	Space Tone	Texture Line Tone
Spring						
Artist & Stimulus	Sally West: Beach Studies 	Marcus Gheeraerts the younger – Queen Elizabeth 	Yayoi Kusama: Mushrooms 	Saxon Brooches 	LS Lowry: Coming from the mill 	Benin Bronzes 
Final Piece	collage of a beach scene	Drawing of self as king/queen	Surrealist picture of fruit/veg - paint	Create an ink stamp inspired by a Saxon brooch	Lowry inspired picture of the brick works in oil paints	Clay sculpture inspired by Benin Oba's and the animals that represent them
NC Objectives	<ul style="list-style-type: none"> To use a range of materials creatively to design and make products To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<ul style="list-style-type: none"> 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, 	<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 	<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 	<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 	<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







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	<ul style="list-style-type: none"> 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>line, shape, form and space</p> <ul style="list-style-type: none"> 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>[for example, pencil, charcoal, paint, clay]</p> <ul style="list-style-type: none"> About great artists, architects and designers in history. 	<p>[for example, pencil, charcoal, paint, clay]</p> <ul style="list-style-type: none"> About great artists, architects and designers in history. 	<p>[for example, pencil, charcoal, paint, clay]</p> <ul style="list-style-type: none"> About great artists, architects and designers in history. 	<p>with a range of materials [for example, pencil, charcoal, paint, clay]</p> <ul style="list-style-type: none"> About great artists, architects and designers in history.
Component Knowledge and Skills	<ol style="list-style-type: none"> Stimulus response – linked to substantive thread. Texture practice – ripping, curling, folding, rolling, cutting. Composition and perspective - using texture skills to fill spaces. Create final piece Evaluate linked to substantive thread 	<ol style="list-style-type: none"> Stimulus response – linked to substantive thread. Similarities and differences in royal portraits throughout the years What is tone and how do we create it? Take photos in a portrait style for own drawing Create final piece Evaluate linked to substantive thread 	<ol style="list-style-type: none"> Stimulus response – linked to substantive thread. Art Style study – surrealism -> Kusama, Magritte, Dali Fruit and vegetable sketching – observational Fruit and vegetable sketching – surreal Create final piece Evaluate linked to substantive thread 	<ol style="list-style-type: none"> Stimulus response – linked to substantive thread Lines – Celtic knots Shape – identification of geometric shapes Space – comparison of designs Design own print Carve stamp onto polystyrene blocks Create final piece Evaluate linked to substantive thread 	<ol style="list-style-type: none"> Stimulus response – linked to substantive thread. Artist study – Lowry Lines – create an outline sketch of the brickworks. Plan Lowry inspired artwork – perspective Create final piece Evaluate linked to substantive thread referencing stimulus 	<ol style="list-style-type: none"> Stimulus response linked to substantive thread. Movement and form – sketching the bare bones of the sculpture to show movement and inform planning Clay skills – recap and build upon previously taught skills, creating texture using tools and combining skills. Plan sculpture Create final piece Evaluate linked to substantive thread


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Core Vocabulary (substantive threads also included as star words for each unit)	texture, ripping, curling, folding, rolling, cutting, perspective	contrast, artist style, detail, shape, emotion	surrealism, realistic, sketch, observational drawing,	stamp, Celtic, geometric, symmetry	outline, landscape, scene, matchstick	movement, bare bones, slip, score
Substantive thread	Texture Colour Space	Line Tone	Colour Shape	Line Shape Space	Line colour	Form Shape Texture
Summer						
Artist & Stimulus	Henri Rousseau: Surprise! 	Ronnie Tjampitjinpa: Tingari Story at Walunguru 	Roman architecture: 	Inspired by the natural world: Norwegian Fjords 	Indian Architecture: Ustad-Ahmad Lahori 	Monet: The houses of Parliament 
Final Piece	recreate painting with oil pastels	print a repeated pattern with a range of materials	Architect plan of a roman inspired building in pencil	Create a watercolour landscape (river scene)	Charcoal sketch of the Taj Mahal.	Create a picture of a different landmark in the style of houses of parliament
NC Objectives	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> To use a range of materials creatively to design and make products 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 	<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, 	<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, 	<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] 	<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

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Component Knowledge and Skills	<ol style="list-style-type: none"> Stimulus response – linked to substantive threads Skill – using and blending oil pastels Viewfinder – create an area of foliage Choose own animal and practice using oil pastels Create own piece Evaluate – comparison with original 	<ol style="list-style-type: none"> Stimulus response – linked to substantive threads Artist study Look at repeating patterns Experiment printing different shapes using different tools eg. toilet rolls, pasta, string, cotton reels. Create a final piece Evaluate – comparison with original 	<ol style="list-style-type: none"> Stimulus response – look at the pictures linked to substantive threads Use clay to create architectural features arches, decorative columns, vaulted ceilings, monumental facades Evaluate the difficulties and successes of the different features. Design a building in the style of an architectural sketch based upon clay evaluations. 	<ol style="list-style-type: none"> Stimulus response – look at the pictures linked to substantive threads Skill – water colour painting – loading the brush, water paint ratio, shades and tints. Visit QP river and apply skill to paint section of the landscape - perspective. Creating final piece over time using layering Evaluate their own creative work linked all substantive threads 	<ol style="list-style-type: none"> Stimulus response – what is the story of the building and why is it so special? Skill - View finder each lesson a different section and texture with charcoal Plan and create final piece Evaluate linked to form and texture. 	<ol style="list-style-type: none"> Stimulus response – linked to substantive threads and emotive response Skills – retrieval practice of previously covered mediums Pastels and chalk Pencil colours/felt tips Paint Water colour Plan own piece thinking about composition and scale Create final piece

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						5. Evaluate linked to own personal style as an artist.
Core Vocabulary (substantive threads also included as star words for each unit)	blending, observe, light, dark, recreate	pattern, repetition, experimentation, tools, justify	architect, features, arches, columns, vaulted ceilings, monumental facades	Shade, tint, ratio, layering	memorial, purpose, shadow, hatching, cross hatching, contour, stippling, lifting	emotive response, retrieval, justify, mediums
Substantive thread	Space Line Colour	Colour Space	Form Texture Shape	Tone Colour	Form Texture	Colour Space