



Together We Can

WHOLE SCHOOL CURRICULUM INTENT

We deliver a broad and balanced curriculum that meets the needs of all our pupils within the school community. We ensure our pupils achieve their full potential and with a growth mindset and resilience, based on our belief that 'we learn to love, we love to learn' Our curriculum is driven by:

- ❖ A strong moral purpose based on Christ's teachings of tolerance, respect, and empathy**
- ❖ High expectations where everyone encourages pupils to be aspirational and reach their potential**
- ❖ A wide range of opportunities for our pupils to be confident, articulate young people with strong thinking and reasoning skills and a lifelong love for learning**
- ❖ Passionate staff who empower pupils to be confident with English and Maths skills and in a range of other subjects**
- ❖ Preparing pupils with the skills and knowledge to thrive in a fast-changing world**
- ❖ Teaching our pupils about their local, national, and global community and encouraging them to know they can make a difference**



FEDERATION OF ST JOSEPH'S INFANT, JUNIOR AND NURSERY SCHOOLS

PROGRESSION PLAN FOR KNOWLEDGE AND SKILLS

ART

INTENT STATEMENT – VISION

At St Joseph's we value Art and Design as an important part of the broad and balanced curriculum. Art and Design provides the children with the opportunity to take part in a range of artistic activities that develop and extend their skills using a range of media and materials. Children will learn the skills of drawing, painting, printing, textiles, collage, 3D work and digital art and have the opportunity to explore and express a range of creative ideas. Children are introduced to a range of famous artists and will develop a knowledge and understanding of their styles. They will be able to think critically and evaluate pieces of artwork.

IMPLEMENTATION – How this will be achieved

The teaching and application of Art and Design curriculum at St Joseph's is based on the National Curriculum and supported by the Learning Challenge scheme of work. Children are taught Art and Design as part of their termly topic work and it is intricately linked wherever possible to either English or one of the foundation subject topics e.g. History, Geography or Science. The knowledge and skills that children develop through each topic are mapped out for each year group and ensure they show progression. The focus on knowledge ensures children learn about different artists/crafts people or designers and the context of their artwork. The skills allow the children the opportunity to use their creativity and imagination by developing their drawing, painting, printing, collage, textiles, sculpture and use of media.

IMPACT – How it is to be monitored

Art is monitored through work scrutiny, lesson observations, discussions with pupils and monitoring of planning. Classroom displays reflect the children's pride, creativity, and sense of achievement in their artwork and this is also shown through the creative outcomes across the curriculum.

Knowledge, Skills and Understanding breakdown for ART

YEAR GROUP 1

<p><u>Drawing</u></p> <ul style="list-style-type: none"> • Communicate something about themselves in their drawing. • Create moods in their drawings. • Draw using a variety of tool e.g. Pencils, crayons, pastels, felt-tips, charcoal, chalk etc. • Draw lines of different shapes and thickness, using 2 different grades of pencil. • Explore the use of line, shape and colour. • Use a sketchbook to gather and collect artwork. <p>Piet Mondrian</p>	<p><u>Painting</u></p> <ul style="list-style-type: none"> • Communicate something about themselves in their painting. • Create moods in their paintings. • Use different brush sizes. • Paint a picture of something they can see. • Name and use the primary and secondary colours. • Create different textures e.g. Sawdust. <p>Starry Night – Van Gogh Marc Chagall Henri Rousseau Mark Rothko Jackson Pollock Robert Delaury</p>	<p><u>Printing</u></p> <ul style="list-style-type: none"> • Make marks in print with a variety of objects e.g. sponges, vegetables, and fruit. • Print onto paper and textile. • Design their own printing block. • Create a repeating pattern and recognise pattern in the environment. <p>Andy Goldsworthy</p>	<p><u>Textiles</u></p> <ul style="list-style-type: none"> • Sort threads and fabrics. • Group fabrics and threads by colour and texture. • Weave with fabric and thread. • How to thread a needle, cut, glue and trim fabric.
<p><u>3D</u></p> <ul style="list-style-type: none"> • Cut, roll and coil materials such as clay, dough or plasticine. • Add texture by using tools. • Make different kinds of shapes. • Explore sculptures with a range of malleable media e.g. clay. <p>Model Animals – Nick Mackman</p>	<p><u>Collage</u></p> <ul style="list-style-type: none"> • Cut and tear paper and card for their collages. • Gather and sort the materials they will need. • Create images from imagination, experience or observation. • Use a variety of media e.g. Photocopied material, fabric, plastic, tissue, magazines, crepe paper etc. <p>Nature collage – Richard Long</p>	<p><u>Media</u></p> <ul style="list-style-type: none"> • Use a simple painting program to create a picture. • Use tools like fill and brushes in a painting package. • Go back and change/edit their picture. 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Describe what they can see and like in the work of another artist/craft maker/designer. • Ask sensible questions about a piece of art. • Explore the similarities and differences within the work of an artist, craftspeople and designers in different times and cultures. • Review what they and others have done and say what they think and feel about it in their sketch books.
<p align="center">Additional notes and driver questions</p>		<p>Outdoor learning opportunities</p> <p>Nature collage/sculpture – Richard Long Andy Goldsworthy</p>	<p>Opportunities for visits</p>

Knowledge, Skills and Understanding breakdown for ART

YEAR GROUP 2

<p><u>Drawing</u></p> <ul style="list-style-type: none"> • Use three different grades of pencil in their drawing (4B, 8B, HB). • Use a variety of tools and layer different media e.g. Crayons, pastels, felt-tips, charcoal, ball pen. • Create different tones using light and dark. • Experiment with line, shape, colour, patterns and texture in their drawings. • Use a viewfinder to focus on a specific part of an artefact before drawing it. <p>Wassily Kandinsky</p>	<p><u>Painting</u></p> <ul style="list-style-type: none"> • Mix paint to create all the secondary colours. • Mix and match colours, predict outcomes. • Make tints by adding white and tones by adding black. • Experiment with tools and techniques e.g. Layering, mixing media, scraping through etc. • Work on a range of scales. <p>Paul Klee Piet Mondrian Edvard Munch African paintings – Martin Bulinya</p>	<p><u>Printing</u></p> <ul style="list-style-type: none"> • Create a print using a variety of materials, objects and techniques e.g. pressing, rolling, rubbing, and stamping. • Create a print like a designer. • Design patterns of increasing complexity and repetition <p>Pop Art ice cream - Andy Warhol</p>	<p><u>Sketchbooks</u></p> <ul style="list-style-type: none"> • Begin to demonstrate their ideas through photographs and in their sketch books. • Set out their ideas, using ‘annotation’ in their sketch books. • Keep notes in their sketch books as to how they have changed their work. • Review what they and others have done and say what they think and feel about it in their sketch books.
<p><u>3D/ Textiles</u></p> <ul style="list-style-type: none"> • Manipulate clay for a variety of purposes e.g. thumb pot, coil pot. • Experiment with, construct and join recycled, natural, and man-made materials. • Add line and shape to their work. • Use a variety of techniques E.g. Weaving, tie-dying, fabric crayons, wax, applique, embroidery etc. • Join fabric using glue and sewing. <p>Tony Cragg</p>	<p><u>Collage</u></p> <ul style="list-style-type: none"> • Use different kinds of materials on their collage and explain why they have chosen them. • Use repeated patterns in their collage. <p>Seaside - Alan Furneaux Henri Matisse Bridget Riley Kurt Schwitters</p>	<p><u>Media</u></p> <ul style="list-style-type: none"> • Create a picture independently. • Use simple IT mark-making tools, e.g. brush and pen tools. • Edit their own work. • Change their photographic images on a computer. 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Link colours to natural and man-made objects. • Say how other artist/craft maker/designer have used colour, pattern and shape. • Create a piece of work in response to another artist’s work. • Explore the similarities and differences within the work of an artist, craftspeople and designers in different times and cultures.
<p align="center">Additional notes and driver questions</p>		<p align="center">Outdoor learning opportunities</p>	<p align="center">Opportunities for visits</p>

Knowledge, Skills and Understanding breakdown for ART

YEAR GROUP 3

<p><u>Drawing</u></p> <ul style="list-style-type: none"> Plan, refine and alter drawings as necessary. Use their sketches to produce a final piece of work. Write an explanation of their sketch in notes. Use different grades of pencil shade, to show different lines, tones, texture, colour, shape and pattern. <p style="color: red; margin-top: 10px;">John Constable</p>	<p><u>Painting</u></p> <ul style="list-style-type: none"> Mix a variety of colours and know which primary colours make secondary colours. Experiment with different effects and textures e.g. blocking in colour, create a background using a wash, thickened paint etc. Use a range of brushes to create different effects. Work on different scales e.g. thin brush on a small picture etc. <p style="color: red; margin-top: 10px;">Paul Cezanne</p>	<p><u>Printing</u></p> <ul style="list-style-type: none"> Print using a variety of materials , objects and techniques e.g. layering. Make a printing block. Make a 2-colour print. <p style="color: red; margin-top: 10px;">Henri Matisse</p>	<p><u>Sketchbooks</u></p> <ul style="list-style-type: none"> Use sketch books to express feelings about a subject and to describe likes and dislikes. Make notes in sketch books about techniques used by artists. Suggest improvements to their work by keeping notes in their sketch books. Use sketchbooks to collect and record visual information from different sources.
<p><u>3D/ Textiles</u></p> <ul style="list-style-type: none"> Plan, design and make models. Add onto their work to create texture and shape. Create pop-ups. Use a variety of techniques e.g. printing, dying, quilting, weaving, embroidery, applique etc. Develop skills in stitching, cutting and joining. <p style="color: red; margin-top: 10px;">Roman pots</p>	<p><u>Collage</u></p> <ul style="list-style-type: none"> Experiment with a range of media e.g. overlapping, layering etc. Experiment using different colours. Experiment with different techniques e.g. mosaic, montage. 	<p><u>Media</u></p> <ul style="list-style-type: none"> Use the printed images they take with a digital camera and combine them with other media to produce artwork. Use IT programs to create a piece of work that includes their own work and that of others (using web). Use the web to research an artist or style of art. <li style="color: red;">Roman mosaics 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> Compare the work of different artists. Explore work from other cultures. Explore work from other periods of time. Begin to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work.
Additional notes and driver questions		Outdoor learning opportunities	Opportunities for visits

Knowledge, Skills and Understanding breakdown for ART

YEAR GROUP 4

<p><u>Drawing</u></p> <ul style="list-style-type: none"> Begin to show facial expressions and body language in their sketches. Identify and draw simple objects, and use marks and lines to produce texture. Organise line, tone, shape and colour to represent figures and forms in movement. Show reflections. Explain why they have chosen specific materials to draw with. Alter and refine drawings and describe changes using art vocabulary. <p style="color: red; margin-top: 10px;">Pablo Picasso</p>	<p><u>Painting</u></p> <ul style="list-style-type: none"> Create all the colours they need. Use more specific colour language e.g. tint, tone, shade etc Create mood in their paintings and use shading to create a mood/feeling. Plan and create different effects and textures with paint. <p style="color: red; margin-top: 10px;">Claude Monet Georgina O’Keffe Joseph Turner City Scape painting – Ben Johnson</p>	<p><u>Printing</u></p> <ul style="list-style-type: none"> Print using at least four colours. Create an accurate print design. Print onto different materials. 	<p><u>Sketchbooks</u></p> <ul style="list-style-type: none"> Use their sketch books to express their feelings about various subjects and outline likes and dislikes. Produce a montage all about themselves. Use their sketch books to adapt and improve their original ideas. Write notes about the purpose of their work in their sketch books.
<p><u>3D/ Textiles</u></p> <ul style="list-style-type: none"> Experiment with and combine materials and processes to design and make 3D form. Plan, design, make and adapt models. Begin to sculpt clay and other mouldable materials. Use early textile and sewing skills as part of a project. Match the tools to the material. Refine and alter ideas and explain choices using art vocabulary. <p style="color: red; margin-top: 10px;">Michael Brennand Wood</p>	<p><u>Collage</u></p> <ul style="list-style-type: none"> Use ceramic mosaic. Combine visual and tactile qualities. 	<p><u>Media</u></p> <ul style="list-style-type: none"> Present a collection of their work on a slide show. Create a piece of artwork which includes the integration of digital images they have taken. Combine graphics and text based on their research. 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> Experiment with different styles that artists have used. Explain art from other periods of history.
Additional notes and driver questions		Outdoor learning opportunities	Opportunities for visits

Knowledge, Skills and Understanding breakdown for ART

YEAR GROUP 5

<p><u>Drawing</u></p> <ul style="list-style-type: none"> Identify and draw simple objects, and use marks and lines to produce texture. Use shading to create mood and feeling. Organise line, tone, shape and colour to represent figures and forms in movement. Show reflections. Explain why they have chosen specific materials to draw with. <p>Victorian Silhouettes Friedensreich Hundertwasser Self-portraits – Lucian Freud</p>	<p><u>Painting</u></p> <ul style="list-style-type: none"> Demonstrate secure knowledge about primary and secondary, warm and cold, complimentary and contrasting colours. Create a range of moods in their paintings. Express their emotions accurately through their painting and sketches. Create imaginative work from a variety of sources. <p>David Hockney African pointillist – Chris Ofili</p>	<p><u>Printing</u></p> <ul style="list-style-type: none"> Print using a number of colours. Create an accurate print design that meets a given criteria. Print onto different materials. Explain different printing techniques. Build up layers and colours/textures. Organise work in terms of pattern, repetition, symmetry or random printing styles. <p>William Morris John Brunsdon Maurits Cornelis Escher Dale Devereaux Barker</p>	<p><u>Sketchbooks</u></p> <ul style="list-style-type: none"> Write notes in their sketch books as to how they might develop their work further. Use their sketch books to compare and discuss ideas with others.
<p><u>3D/ Textiles</u></p> <ul style="list-style-type: none"> Plan 3D form through drawing and other preparatory work. Experiment with and combine materials and processes to design and make 3D form. Sculpt clay and other mouldable materials. Use textile and sewing skills as part of a project, e.g. hanging, textile book, etc.? This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery. <p>Alberto Giacometti Jean Davey Winter</p>	<p><u>Collage</u></p> <ul style="list-style-type: none"> Use ceramic mosaic to produce a piece of art. Combine visual and tactile qualities to express mood and emotion. Use a range of media to create collage. <p>Dale Devereaux Barker</p>	<p><u>Media</u></p> <ul style="list-style-type: none"> Create a piece of artwork which includes the integration of digital images they have taken. Combine graphics and text based on their research. Scan images and take digital photos ,and use software to alter them, adapt them and create work with meaning. Create digital images with animation, video and sound to communicate their ideas. 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> Experiment with different styles which artists have used. Learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information.
<p>Additional notes and driver questions</p>		<p>Outdoor learning opportunities</p>	<p>Opportunities for visits</p>

Knowledge, Skills and Understanding breakdown for ART

YEAR GROUP 6

<p><u>Drawing</u></p> <ul style="list-style-type: none"> Sketches to communicate emotions and a sense of self with accuracy and imagination. Develop ideas using different or mixed media. Experiment with the different elements of art; line, tone, pattern, texture, form, space, colour and shape. Explain why they have combined different tools to create their drawings. Explain why they have chosen specific drawing techniques. <p style="color: red; font-size: small;">L S Lowry Fernand Léger Banksy</p>	<p><u>Painting</u></p> <ul style="list-style-type: none"> Create shades and tints using black and white. Show an awareness of how paintings are created (composition) Explain what their own style is. Use a wide range of techniques in their work. Explain why they have chosen specific painting techniques. <p style="color: red; font-size: small;">Patrick Caulfield</p>	<p><u>Printing</u></p> <ul style="list-style-type: none"> Be confident with printing on paper and fabric. Overprint using different colours. Look very carefully at the methods they use and make decisions about the effectiveness of their printing methods. Alter and modify work. <p style="color: red; font-size: small;">Patrick Caulfield</p>	<p><u>Sketchbooks</u></p> <ul style="list-style-type: none"> Sketch books contain detailed notes, and quotes explaining about their work and techniques. Compare their methods to those of others and keep notes in their sketch books. Combine graphics and text-based research of commercial design, for example magazines etc., to influence the layout of their sketch books. Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books.
<p><u>3D/ Textiles</u></p> <ul style="list-style-type: none"> Use different techniques, colours and textures when designing and making pieces of work. Create models on a range of scales. Create work which is open to interpretation by the audience. Include both visual and tactile elements in their work. <p style="color: red; font-size: small;">Henri Moore</p>	<p><u>Collage</u></p> <ul style="list-style-type: none"> Justify the materials they have chosen? Combine pattern, tone and shape. Use different techniques, colours and textures when designing and making pieces of work. <p style="color: red; font-size: small;">Gustav Klimt</p>	<p><u>Media</u></p> <ul style="list-style-type: none"> Use software packages to create pieces of digital art to design. Create a piece of art which can be used as part of a wider presentation. 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> Make a record about the styles and qualities in their work. Say what their work is influenced by. Include technical aspects in their work, e.g. architectural design.
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