



St Gregory's Catholic Primary School

Art and Design

Curriculum Progression 2023

ST GREGORY'S CATHOLIC PRIMARY SCHOOL ART & DESIGN CURRICULUM PROGRESSION

Class 1 Cycle A	Autumn Term	Spring Term	Summer Term
Focus	Collage	Printing	Painting
Objectives	<p>I am beginning to identify different types and textures of materials for collage.</p> <p>I can explore how paper of varying thicknesses (tissue paper to card) and tearing or cutting it can create different effects.</p> <p>I can explore the relationship between drawing and collage and use graphite and pen to add detail/strengthen elements of the collage.</p> <p>I can select with thought from the resources provided and place and modify them with care to help represent an idea.</p> <p>I can begin to use appropriate language to describe colours, equipment and processes</p>	<p>I can explore simple printmaking, for example, using plasticine, found materials or quick print foam.</p> <p>I can experiment with repeated application using a variety of materials e.g. sponges, fruit, stamp blocks.</p> <p>I can search out found objects to be used as tools to press into plasticine to create texture and to understand notions of positive and negative.</p> <p>I can use rollers or the backs of spoons to create pressure to make a print.</p> <p>I can explore pattern, line, shape and texture through printing.</p>	<p>I can recognise primary colours and use an experiential approach to colour mixing to discover secondary colours</p> <p>I can apply paint to make a background wash using wide brushes and other tools.</p> <p>I can experiment with ways of applying paint including using different brushes and brushstrokes as well as wet and dry paint techniques.</p> <p>I can explore painting on different scales.</p> <p>I can explore applying paint with varied tools: fingers, sponges, pressing or smearing with flat plastic or card e.g. credit cards and with varied pressures as well as etching/scraping layers off with sticks.</p> <p>I can mix and apply colour to represent real life or convey my own mood and ideas.</p>
Inspiration	<p>Theme: Paper Collage</p> <p>Artists: Eric Carle, illustrator of <i>The Hungry Caterpillar</i></p>	<p>Theme: Experimenting with printing</p>	<p>Theme: Experimenting with colour</p> <p>Artists: Howard Hodgkin and Mimi Zaphiratos</p>
Exploring & Developing Ideas	<p>Introduce 'sketchbook' as being a place to record individual response to the world.</p> <p>Develop a sense of ownership about the sketchbook.</p> <p>Be given time and space to engage with the physical world to stimulate a creative response.</p> <p>Enjoy looking at artwork made by artists, craftspeople, architects and designers and finding elements which inspire.</p> <p>Generate ideas through playful, hands-on exploration of materials without being constricted towards a pre-defined outcome.</p>		
Evaluating & Developing Work	<p>Enjoy listening to other people's views about artwork made by others.</p> <p>Feel able to express and share an opinion about artwork.</p> <p>Share work with others in small groups and listen to what others think about what they have made.</p> <p>Talk to a peer or teacher about the artwork made and share what they have enjoyed during the process and what they like about the end result.</p>		

ST GREGORY'S CATHOLIC PRIMARY SCHOOL ART & DESIGN CURRICULUM PROGRESSION

Class 1 Cycle B	Autumn Term	Spring Term	Summer Term
Focus	Textiles	3-D	Drawing
Objectives	<p>I can explore how fabric can be manipulated e.g. by weaving, plaiting pulling thread and joining with glue or stitches.</p> <p>I understand how fabric can be deconstructed and reassembled in a new way e.g. weaving other fabrics through distressed hessian.</p> <p>I can explore weaving using different equipment e.g. grass through twigs and plastic strips or fabric strips/scarves woven through railings or a bicycle wheel.</p> <p>I can select, organise and use materials such as threads, wool, raffia, paper strips and natural materials to make a weaving.</p>	<p>I can use tools and media safely and with increasing confidence.</p> <p>I can shape, form, construct and model from observation and imagination using malleable and rigid materials.</p> <p>I can experiment with rolling, cutting, folding and joining materials.</p> <p>I can cut simple shapes from card and use them to construct architectural forms.</p> <p>I can use drawn, collaged and printed elements as surface decoration for the architectural forms.</p> <p>I can study architecture from different places and/or times to inspire my own artwork.</p>	<p>I can develop control over mark-making skills through experimentation with various drawing media: pencil, graphite, chalk, soft pastel, wax and charcoal on a range of surfaces.</p> <p>I can explore a variety of drawing stimuli, including close looking via observation from primary and secondary source material, drawing from memory and imagination.</p> <p>I can make larger scale drawings from observation and imagination.</p> <p>I can explore the use of line, shape, colour and texture. Use light and dark lines of varying thicknesses and use hatching, scribbling, stippling and blending to create a range of textures.</p> <p>I understand scale and simple perspective e.g. studying views of a street.</p> <p>I can explore dynamic, bold use of colour chalk pastel, experimenting with blending.</p>
Inspiration	<p>Theme: Weaving Artists: Sue Spooner, Lucy Poskitt, Michael Crompton and Maryanne Moodie.</p>	<p>Theme: Buildings Artists: Le Corbusier & Hundertwasser</p>	<p>Theme: Street Scenes Artists: Clare Caulfield, L.S. Lowry & Martin Ridyard</p>
Exploring & Developing Ideas	<p>Develop a 'sketchbook habit'.</p> <p>Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, collecting, sticking and writing notes.</p> <p>Build an understanding of what each material can do, how it can be constructed, being open during the process to unexpected ideas.</p> <p>Develop questions to ask when looking at artworks and/or stimuli: <i>Describe what you can see. What do you like? Why? How does it make you feel? What would you like to ask the artist?</i></p>		
Evaluating & Developing Work	<p>Suggest how an artwork may have been made.</p> <p>Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression. Use documenting the artwork as an opportunity for discussion about how to present work.</p>		

ST GREGORY'S CATHOLIC PRIMARY SCHOOL ART & DESIGN CURRICULUM PROGRESSION

Class 1 Cycle A	Autumn Term	Spring Term	Summer Term
Focus	Painting	Printing	Collage
Objectives	<p>I can apply and build upon colour-mixing and mark-making skills, thinking about how certain colour ranges and combinations affect the outcome.</p> <p>I can explore how early humans created paint/dyes using natural materials such as vegetation and spices e.g. onion skins, tea, coffee and beetroot.</p> <p>I can explore the effect of adding water, glue, and sawdust to paint.</p> <p>I can use varied application implements and techniques to create shapes, textures, patterns and lines.</p> <p>I can explore how to create different tints and shades (tones) of a colour by the addition of black and white.</p> <p>I can replicate patterns from observation e.g. animal prints, historical artefacts.</p>	<p>I can interpret stories, music, poems and other stimuli using mixed media.</p> <p>I can explore simple mono-printing techniques with carbon copy paper, using observational drawing skills and mark making skills directly onto the paper.</p> <p>I can apply different mark-making techniques using mono-printing, controlling line and pressure.</p> <p>I can experiment with pattern, line, shape and texture through printing on a variety of papers and taking rubbings from different objects.</p> <p>I can explore how printing can add interest to textile/collage.</p> <p>I have started to explore layering several prints of different colours, developing compositional ideas.</p> <p>I am continuing to explore pattern, line, colour, shape and texture, particularly through experimentation with printing from embossed wallpaper, fabrics and bubble wrap.</p>	<p>I can embellish surfaces using a variety of techniques including drawing, painting and printing to build complexity and represent the qualities of a surface or thing.</p> <p>I can experiment with overlapping and overlaying by placing objects in front or behind.</p> <p>I can understand how colour affects the 'visual weight' and how the size of a shape changes the feel of a composition.</p>
Inspiration	<p>Theme: Prehistoric Art</p> <p>Artists: Xgaoc'o X'are & Jan Tcego</p>	<p>Theme: Monoprinting & Collage in Illustration</p> <p>Artists: Clare Youngs & Chris Madden</p>	<p>Theme: The Style & Influence of Ancient Egyptian Art</p> <p>Artists: Ancient Egyptian Craftspeople & Gustav Klimt</p>
Exploring & Developing Ideas	<p>Looking back, thinking forwards and reflecting upon sketchbook work.</p> <p>Be given time and space to engage with the physical world to stimulate a creative response. Including found and manmade objects.</p> <p>Discuss artist's intention and reflect upon your response.</p> <p>Develop questions to ask when looking at artworks and/or stimuli: <i>What is the artist saying to us in this artwork? How might it inspire you in making your own art?</i></p> <p>Use growing knowledge of how materials and medium act to help develop ideas. Continue to generate ideas through playful making.</p>		
Evaluating & Developing Work	<p>Think about why the work was made as well as how.</p> <p>Make suggestions about other people's work, using things you have seen or experienced yourself.</p> <p>Discuss problems which came up and how they were solved.</p>		

ST GREGORY'S CATHOLIC PRIMARY SCHOOL ART & DESIGN CURRICULUM PROGRESSION

Class 2 Cycle B	Autumn Term	Autumn Term	Spring Term
Focus	Drawing	Textiles	3-D
Objectives	<p>I can select and use, with increasing confidence and control, a range of mark-making skills with various drawing media: pencil, graphite, chalk, soft pastel, wax and charcoal on a range of surfaces.</p> <p>I can explore shading, using different media to achieve a range of light and dark tones, including different grades of pencil.</p> <p>I can explore composition, thinking about space, scale and proportion.</p> <p>I can practice observational drawing from the figure, exploring careful looking, intention, seeing big shapes, drawing with gesture and quick sketching to record movement.</p> <p>I can explore the layering of media, drawing with coloured media descriptively and expressively to represent ideas and objects with increasing confidence.</p> <p>I can identify, use and explore the use of warm, cold colours and contrasting colours.</p>	<p>I can develop design through making skills and collaborative working skills through fashion design.</p> <p>I can explore paper, card and fabric manipulation skills to build 3d forms (cutting, crumpling, tearing, folding, fraying, knotting, fringing, twisting, plaiting, pulling threads and joining through pinning, stapling, gluing and/or stitching).</p> <p>I can discriminate between fabric materials to select and assemble a constructed form.</p> <p>I can alter a fabric's colour or texture by painting, printing and/or dyeing, using stencils, wax or string to resist.</p>	<p>I can work in a safe, organised way, taking care of equipment. Secure work to continue at a later date.</p> <p>I can use pinch, slab and coil techniques with clay.</p> <p>I can explore impressing, sgraffito and carving to produce desired surface patterns and textures.</p> <p>I can develop understanding of different ways of finishing work: paint & polish.</p> <p>I can enable my ideas for my own pot to evolve through a combination of design through making and drawn inspiration e.g. a design to celebrate modern culture/heroes.</p>
Inspiration	<p>Theme: Human Figures</p> <p>Artists: Keith Haring & Henri Matisse.</p>	<p>Theme: Art with Fabric</p> <p>Artists: Vivienne Westwood & Coco Chanel</p>	<p>Theme: Pottery</p> <p>Artists: Ancient Greek/Roman craftspeople & Grayson Perry, Magdalene Odundo, Elizabeth Fritsch.</p>
Exploring & Developing Ideas	<p>Make links between different ideas.</p> <p>Discuss how art from another time can provide a 'window' to that moment in history.</p> <p>Develop questions to ask when looking at artworks and/or stimuli:</p> <p><i>Which other senses can you bring to this artwork? If you could take this art work home, where would you put it and why?</i></p>		
Evaluating & Developing Work	<p>Think about what they might try next time in order to solve a problem that occurred.</p>		

Class 3 Cycle A	Autumn Term	Spring Term	Summer Term
Focus	Printing	Painting	Collage
Objectives	<p>I can design and create printing blocks inspired by the natural and man-made environment and its contents e.g. patterns in flowers, curtains, wallpaper.</p> <p>I can explore repeating patterns using rotation, symmetry and tessellation of positive and negative print blocks.</p> <p>I am continuing to explore pattern, line, colour, shape and texture in multi-layered block printing.</p> <p>I can create repeated patterns with precision.</p> <p>I can explore relief printing by cutting/etching/tearing into different surfaces including corrugated cardboard, mount board, erasers and foil.</p> <p>I am continuing to explore pattern, line, colour, shape and texture through relief printing.</p>	<p>I can create different effects by using a variety of tools and techniques such as dots, scratches and splashes, and applying paint in layers.</p> <p>I can create a colour palette using acrylic paint, demonstrating mixing techniques.</p> <p>I can use studies from close observation to help plan and realise paintings, using thumbnail studies and paint techniques to represent action, interaction or the 'impression' of a scene.</p> <p>I can show the effect of light and colour, texture and tone on natural and man-made objects.</p>	<p>I can explore expression of self through collage.</p> <p>I am encouraged to use sketches, photos, newspapers, magazines and the collection of found or meaningful objects and the application of different techniques to create a collage.</p> <p>I can select and use cutting tools and adhesives with care to achieve a specific outcome.</p> <p>I can select and use found materials with art media and adhesives, assembling them carefully to represent an idea.</p> <p>I can design and create a collaborative piece of artwork.</p>
Inspiration	<p>Theme: Natural & Man-made</p> <p>Artists: William Morris, Renee Mackintosh & Arts & Crafts Movement</p>	<p>Theme: Impressionism & Post-Impressionism</p> <p>Artists: Impressionists (Cezanne, Monet, Manet, Renoir, Degas) and post-impressionists (Van Gogh and Georges Seurat).</p>	<p>Theme: Portraiture using mixed media</p> <p>Artists: Hannah Hoch, Jason Mecier, Fred Tomaselli, Annegret Soltau, Ben Giles, Derek Gores, Dolan Geiman, Anne Marie Grgich</p>
Exploring & Developing Ideas	<p>Begin to see the sketchbook as a place which raises questions which can be explored/answered outside the sketchbook, so that the link between sketchbook and journey becomes understood.</p> <p>Annotate works of art to record techniques, colour use and compositional elements.</p> <p>Develop questions to ask when looking at artworks and/or stimuli: <i>Who or what else might you look at to help feed your creativity?</i></p>		
Evaluating & Developing Work	<p>Ask questions about process, technique, idea and outcome.</p> <p>Present work in retrospect to the class, in assembly or to parents. Share how other artists/artwork inspired you and how your work fits into larger context.</p>		

Class 3 Cycle B	Autumn Term	Spring Term	Summer Term
Focus	Textiles	Drawing	3-D
Objectives	<p>I can explore the use of paint, and flour or wax resist using batik.</p> <p>I can develop fabric embellishment skills by experimenting with, for example, stitches, beads, buttons, sequins and other mixed media material.</p>	<p>I can develop confident mark-making skills using a range of media to convey still life in response to light and dark, shadows and well-lit areas.</p> <p>I can study and respond to how artists have conveyed still life, focusing particularly on the work of Cubist artists.</p> <p>I can investigate the techniques of foreshortening and breaking down images into shapes.</p> <p>I can develop my own language for expressing myself by applying what techniques and knowledge I have learnt in the creation of a portrait.</p>	<p>I can work in a safe, organised way, taking care of equipment, securing work to continue at a later date.</p> <p>I can use recycled, natural and manmade materials, other than clay, to create sculptures, confidently and successfully joining.</p> <p>I can explore the relationship between sculpture and design through a sketchbook project which takes film/literature/drama as its starting point and facilitates an open-ended sculptural exploration, working at my own pace and following my own journey.</p> <p>I can allow my ideas to evolve for my own sculpture, through a combination of design through making and drawn inspiration</p>
Inspiration	<p>Theme: Batik</p> <p>Artists: Elisa Quevedo and other batik/fabric artists.</p>	<p>Theme: Cubist Art Movement</p> <p>Artists: Pablo Picasso, Georges Braque, de la Fresnaye. Fernand Leger & Juan Gris.</p>	<p>Theme: Sculpture</p> <p>Artists: Barbara Hepworth, Elizabeth Frink, Rachel Whiteread, David Oliveira & Alexander Calder</p>
Exploring & Developing Ideas	<p>Annotate works of art to record ideas and emotions, using this to inform design ideas and thumbnail drawings/designs.</p> <p>Complete extended sets of drawings and experiments in sketchbooks to plan paintings, prints or 3D pieces.</p> <p>Define and conduct their own research on area of interest in the development of their artwork e.g. identifying an artist, artist movement, approach or theme to explore in more detail.</p>		
Evaluating & Developing Work	<p>Express and share several opinions about artwork.</p> <p>Use documenting the artwork as an opportunity for discussion about how to present work as an artist/maker/designer would to a client.</p>		