



Our Lady School Curriculum – Progression Grid for the Art and Design Curriculum

Year R					
Unit/Topic	National Curriculum objectives	Sticky knowledge	New vocabulary	Skills	Final piece
<p>123... Good to be me! Celebrations</p>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function - Share their creations, explaining the process they have used - Make use of props and materials when role playing characters in narratives and stories. 	<p>Use tools and materials to explore their interests and develop their thinking. Develops own ideas by experimenting and exploring. To create an observational drawing (self-portrait). To explore different ways of joining materials whilst creating junk models. To explore painting using thin and thick brushes and selecting various colours. To explore colour mixing. To manipulate clay to create a thumb pot. To collage various materials to create a finished piece or art. Expresses and communicates their ideas to others.</p>	<p>Painting Brush strokes Joining Material Exploring Creating Colours Colour mixing Clay Thumb pot collage Tools</p>	<p>Designing Making Creating Texture Shaping Using tools effectively Using different materials Drawing Painting Imagination Exploration Joining</p>	<p>Create a self-portrait using a mirror to observe facial features. Clay thumb pot (Diwali lamp) Poppy collage Colour mixing firework painting.</p>
<p>What a Wonderful World Once Upon a Time</p>		<p>Continue to explore colour and how colours can be changed observation and experience. Develop observational drawing skills by creating line drawings. Uses various construction materials to make a telescope. Uses tools for a purpose including fine paint brushes. To become familiar with art from around the world.</p>	<p>Painting Brush strokes Joining Material Exploring Creating Colours Colour mixing Observational drawing Tools</p>		<p>Chinese writing Model telescope Water colour painting Face collage using different media.</p>



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		To explore various art genres including photography, tribal art, Japanese art and collage.			
Growing and changing All creatures great and small		Create a details observational drawing of a plant/creature. Use various joining methods to create a junk model monster. Use tools to mould malleable material to create a chosen effect. Talk about the creations they have made in weekly celebration times.	Painting Joining Mould Dough sculpture Material Exploring Creating Colours Observational drawing Tools		Observational drawing of a plant/creature Sal dough mini beast Fossil sculpture Junk model monster



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Year 1					
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Andy Goldsworthy	<ul style="list-style-type: none"> Use a range of materials creatively to design and make products. Use drawing, painting and sculpture to develop and share ideas, experiences and imagination. 	To become familiar with Andy Goldsworthy's work. To explore shape and form. To make choices when selecting their materials. To talk about their work.	Natural materials Primary colours Sculpture Statue Model Shapes	Portrait Henri Matisse Portrait Henri Matisse Portrait Henri Matisse	Creating a sculpture out of sticks, rocks, flowers from the playground.
Paper art	<ul style="list-style-type: none"> Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Learn about the work of artists, craft makers and designers, describing the differences between different practices and disciplines, and making links to their own work. 	To explore different types of paper. To make paper collage. To create beads from paper and make an object. To use papier mâché to make a sculpture.	Paper Origami Tissue paper Collage Papier mâché		Making poppies for Remembrance day.
Colour creation		To find out about primary colours. To learn how to mix primary colours to make secondary colours. To find out how to make light and dark shades of colour. To become familiar with Kandinsky's artwork and produce artwork in the same style.	Colours, Primary colours, Secondary colours Shades Abstract		Make a painting in the same style as Kandinski.
Portrait Henri Matisse		To become familiar with Henri Matisse's work. To explore shape and form. To revisit how to mix primary colours to make secondary colours. To produce artwork in the same style as Henry Matisse.	Portrait Painting Exploring Creating Colours Colour mixing Primary colours Secondary colours	Portrait Henri Matisse	Make a portrait in the same style as Henri Matisse



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Year 2					
Unit/Topic	National Curriculum objectives	Sticky knowledge	New vocabulary	Skills	Final piece
<u>Self portrait</u>	<ul style="list-style-type: none"> Use a range of materials creatively to design and make products. Use drawing, painting and sculpture to develop and share ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. 	<p>To investigate portraits by different artists.</p> <p>To use of objects to convey meaning in a portrait.</p> <p>To investigate a range of drawing media.</p> <p>To be able to record self-portraits from observation. To explore how colour can be used to convey moods and emotions.</p>	<p>Marks</p> <p>Lines</p> <p>Portrait</p> <p>Sad and happy colours</p> <p>Feelings and moods</p>	<p>Designing</p> <p>Making</p> <p>Creating lines and patterns</p> <p>Texture</p> <p>Shaping</p> <p>Drafting</p> <p>Using tools effectively</p> <p>Using different materials</p> <p>Drawing</p> <p>Painting</p>	<p>Create a clay portrait of themselves.</p>
<u>Giuseppe Arcimboldo</u>	<ul style="list-style-type: none"> Learn about the work of artists, craft makers and designers, describing the differences between different practices and disciplines, and making links to their own work. 	<p>To find out about the work of Arcimboldo.</p> <p>To explore and recreate Arcimboldo's Four seasons paintings. To select, arrange and use flowers to make portraits.</p> <p>To use paints or pastels to create animal portraits.</p> <p>To make appropriate decisions when selecting objects and images.</p>	<p>Self-portrait</p> <p>Seasons</p> <p>Objects elements</p>	<p>Imagination</p> <p>Exploration</p>	<p>Paint a portrait in the style of Arcimboldo..</p>
<u>Super sculpture</u>		<p>To use simple shapes to make sculptures of the human form.</p> <p>To create kinetic sculptures that move in the wind.</p> <p>To make a sculpture where light, shape and colour create an interesting effect.</p>	<p>Sculpture</p> <p>Colour</p> <p>Glass maker</p> <p>light</p>		<p>Make a colourful curvy sculpture inspired by Dale Chihuly..</p>
Portrait Edward Munch		<p>To investigate portraits by Edward Munch.</p> <p>To explore how colour can be used to convey moods and emotions.</p> <p>To find out about the work of Edward Munch and produce artwork in the same style</p>	<p>Portrait</p> <p>Self portrait</p> <p>Sad and happy colours</p> <p>Feelings and moods</p>		<p>Make a portrait in the style of Edward Munch</p>



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Year 3					
Unit/Topic	National Curriculum objectives	Sticky knowledge	New vocabulary	Skills	Final piece
<u>Journeys</u>	<ul style="list-style-type: none"> Experiment and increase awareness of different kinds of art, craft and design. Create sketch books to record their observations and use them to review and revisit ideas, Develop and improve their mastery of art and design techniques, including drawing, painting, and sculpture with a range of materials (for example, pencil, charcoal, paint and clay) 	<p>To investigate the use of symbols in Aboriginal art.</p> <p>To create a piece of artwork in the style of an Aboriginal journey.</p> <p>To identify different ways of representing objects and features for maps and journeys.</p> <p>To investigate the work of Paul Klee.</p> <p>To gather and use ideas to create a 'journey' artwork.</p>	<p>Aboriginal Symbols</p> <p>Colour patterns</p> <p>Symbols</p> <p>Maps</p>	<p>Designing</p> <p>Making</p> <p>Creating lines and patterns</p> <p>Texture</p> <p>Shaping</p> <p>Drafting</p> <p>Using tools effectively</p> <p>Using different materials</p> <p>Joining</p> <p>Refining techniques</p> <p>Drawing</p> <p>Painting</p>	<p>Create an Aboriginal painting.</p>
<u>Famous buildings</u>	<ul style="list-style-type: none"> Learn about great artists, architects, and designers in history. 	<p>To explore and examine famous buildings in a range of architectural styles around the world.</p> <p>To identify lines of symmetry in buildings and use them in their artwork to create effects.</p> <p>To design a building for a particular purpose.</p>	<p>Buildings</p> <p>Architects</p> <p>Design</p> <p>Patterns</p> <p>Symmetry</p>	<p>Imagination</p> <p>Exploration</p> <p>Evaluating and developing work</p>	<p>Draw a symmetrical picture of a famous building.</p>
<u>Seurat and Pointillism</u>		<p>To know who Georges Seurat is and what Pointillism is.</p> <p>To experiment with a range of Pointillist techniques.</p> <p>To mix colours to create secondary and tertiary colours.</p> <p>To use Pointillism to create effects such as shading and blend colours.</p> <p>To create their own piece of artwork in this style, evaluate their finished artwork and compare it to that of their peers.</p>	<p>Pointillism,</p> <p>Primary, secondary and tertiary colours</p> <p>Light and shadow effects</p>		<p>Paint a scene of a field in style of Seurat.</p>
Portrait Amedeo Modigliani		<p>To revise what are secondary colours and learn about tertiary colours.</p>	<p>Portrait</p> <p>Tint</p> <p>Tone</p> <p>Facial features</p>		<p>Paint a portrait in the style of Amedeo Modigliani</p>



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		To explore tint and tone shade and apply this in my paintings. To become familiar with Modigliani's art style. To create a portrait in the style of Modigliani.	Primary, secondary and tertiary colours		
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Year 4					
Unit/Topic	National Curriculum objectives	Sticky knowledge	New vocabulary	Skills	Final piece
<u>At the pantomime</u>	<ul style="list-style-type: none"> Experiment and increase awareness of different kinds of art, craft and design. Create sketch books to record their observations and use them to review and revisit ideas, Develop and improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint and clay) 	<p>To explore design features of a pantomime.</p> <p>To design and create a model set for a particular pantomime scene.</p> <p>To design costumes for pantomime Characters</p> <p>To design and produce a poster advertising a particular pantomime.</p>	<p>Pantomime</p> <p>Set</p> <p>Costumes</p> <p>Stitching, joining</p>	<p>Designing</p> <p>Making</p> <p>Creating lines and patterns</p> <p>Texture</p> <p>Shaping</p> <p>Drafting</p> <p>Using tools effectively</p> <p>Using different materials</p> <p>Joining</p> <p>Refining techniques</p>	Poster promoting a famous traditional tale.
<u>Can we change places?</u>	<ul style="list-style-type: none"> Learn about great artists, architects, and designers in history. 	<p>To investigate how the environment affects how we feel and how art can be used to improve a place.</p> <p>To collect visual information and to explore ideas for a site-specific sculpture.</p> <p>To use materials to create a sculpture and use finishing techniques to complete it.</p> <p>To evaluate a finished piece of artwork.</p>	<p>Sculptures, sculptor</p> <p>Reclaimed and recycled materials</p> <p>Papier mâché, Modroc</p>	<p>Drawing</p> <p>Painting</p> <p>Imagination</p> <p>Exploration</p> <p>Evaluating and developing work</p> <p>Generating</p> <p>Selecting</p> <p>Analysing</p> <p>Constructing</p>	Create a sculpture out recycling materials.
<u>Warhol and the Pop art movement</u>		<p>To find out who is Andy Warhol and explore the Pop art movement.</p> <p>To be able to use Warhol's blotted line technique to create artwork.</p> <p>To recreate Warhol's 'Campbell's Soup' artwork.</p> <p>To explore Warhol's portraits of celebrities.</p> <p>To create a self-portrait in the style of Andy Warhol.</p>	<p>Pop art movement</p> <p>Self portrait</p> <p>Printing</p> <p>Block printing inking roller</p> <p>Patterns</p>		Draw a shoe in the style of Andy Warhol.
Portrait Pablo Picasso		<p>To revise what are secondary colours.</p> <p>To learn about tertiary colours.</p>	<p>Portrait</p> <p>Abstract</p> <p>Cubism</p> <p>Subject</p>		Create a face in the style of Pablo Picasso.



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		To explore tints and tone shade and apply them in my paintings. To become familiar with cubism and Pablo Picasso.	Tint Tone		
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Year 5					
Unit/Topic	National Curriculum objectives	Sticky knowledge	New vocabulary	Skills	Final piece
<u>Cityscapes</u>	<ul style="list-style-type: none"> Experiment and increase awareness of different kinds of art, craft and design. Create sketch books to record their observations and use them to review and revisit ideas, Develop and improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials(for example, pencil, charcoal, paint and clay) 	<p>To use Pop art techniques and layering to create a 3D cityscape.</p> <p>To use a palette knife and paint to create textured cityscapes.</p> <p>To explore how to create reflections of cityscapes on water.</p> <p>To create a cityscape using any media of choice.</p>	<p>Charles Fazzino</p> <p>Abstract</p> <p>Cityscapes</p> <p>Silhouette</p>	<p>Designing</p> <p>Making</p> <p>Creating lines and patterns</p> <p>Texture</p> <p>Shaping</p> <p>Drafting</p> <p>Using tools effectively</p> <p>Using different materials</p> <p>Joining</p> <p>Refining techniques</p>	<p>Draw a mirror image of a famous building.</p>
<u>People in motion</u>	<ul style="list-style-type: none"> Learn about great artists, architects and designers in history. 	<p>To record from first-hand observation.</p> <p>To study facial expressions and techniques of artists when portraying movement.</p> <p>To create a montage to portray movement.</p> <p>To use printing to create movement art.</p> <p>To use the ideas gathered from different artists, methods and techniques to create a piece of movement art.</p>	<p>Motion</p> <p>Facial expression</p> <p>Montage</p>	<p>Drawing</p> <p>Painting</p> <p>Imagination</p> <p>Exploration</p> <p>Evaluating and developing work</p> <p>Generating</p> <p>Selecting</p> <p>Analysing</p> <p>Constructing</p>	<p>Create a montage to portray movement.</p>
<u>Leonardo da Vinci</u>		<p>To become familiar with Leonardo da Vinci was and the Renaissance period.</p> <p>To explore Leonardo da Vinci's portrait paintings and drawings techniques.</p> <p>To explore da Vinci's use of perspective and composition in his religious paintings.</p> <p>To explain how da Vinci's ideas influenced others during the Renaissance and modern day.</p>	<p>Renaissance</p> <p>Portrait painting</p> <p>Perspective and composition</p>		<p>Design a flying machine or a war machine in the style of Leonardo Da Vinci.</p>
Portrait Diego Velazquez		<p>To explore the use of texture in colour and applying this through the use of paint.</p>	<p>Tone</p> <p>Facial Features</p>		<p>Create a portrait in the style of Diego Velazquez</p>



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		<p>To colour for purposes. To show proportion of facial features. To mix colour and understanding the use of the colour wheel to do this. To become familiar with Velazquez's art style.</p>	<p>Shading Shape Colour mixing Baroque</p>		
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Year 6					
Unit/Topic	National Curriculum objectives	Sticky knowledge	New vocabulary	Skills	Final piece
<u>Illusions</u>	<ul style="list-style-type: none"> Experiment and increase awareness of different kinds of art, craft and design. Create sketch books to record their observations and use them to review and revisit ideas, 	<p>To explore how artists use foreshortening to give perspective and use trompe l'oeil to create illusions.</p> <p>To use perspective to create realistic interiors.</p> <p>To create optical art.</p>	<p>Foreshortening</p> <p>Perspective</p> <p>Trompe l'oeil</p> <p>Blivits</p>	<p>Designing</p> <p>Making</p> <p>Creating lines and patterns</p> <p>Texture</p> <p>Shaping</p> <p>Drafting</p> <p>Using tools effectively</p>	<p>Create an optical picture using illusions.</p>
<u>Famous fashions</u>	<ul style="list-style-type: none"> Develop and improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint and clay) Learn about great artists, architects and designers in history. 	<p>To explore British clothes designers.</p> <p>To understand that the materials and colours used affect the product design.</p> <p>To create their own designs based on the work of designers.</p> <p>Design a costume to fit a criteria.</p>	<p>British designers</p> <p>Milliners</p>	<p>Using different materials</p> <p>Joining</p> <p>Refining techniques</p> <p>Drawing</p> <p>Painting</p> <p>Imagination</p> <p>Exploration</p> <p>Evaluating and developing work</p>	<p>Design a new costume of Harry Potter.</p>
<u>Monet and the Impressionists</u>		<p>To explore what Impressionism is and how it began.</p> <p>To explore some of Monet's landscape paintings.</p> <p>Explore Monet's haystack series of paintings.</p> <p>Apply different artistic techniques to create artwork based on the garden at Giverny.</p>	<p>Impressionism</p> <p>Short brushstrokes</p>	<p>Generating</p> <p>Selecting</p> <p>Analysing</p> <p>Constructing</p>	<p>Paint a new version of the Garden of Giverny by Monet.</p>



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<p>Portrait Frida Khalo</p>		<p>To explore the use of texture in colour and applying this through the use of paint. To show shape and proportion of facial features. To become familiar with Khalo's art style. To explain the style work produced and how a famous artist has influenced it colour to express feelings.</p>	<p>Tone Facial Features Shading Shape Colour mixing Surrealism</p>		<p>Create a portrait in the style of Frida Khalo</p>
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