



Progression of Art and Design in St Pius X 2020-2021

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Curriculum Intent of Art in St Pius X

At the heart of art, we recognise that all children should have opportunities to express their creativity. Through the St Pius X curriculum, which is thematic in design, we aim to teach through a wide range of first-hand learning experiences and exploit the opportunities to develop children's creativity through comparison and the focus on significant people, artwork and movements. In line with the National Curriculum, we intend to allow children to develop their proficiency in art first through the focus on themselves and exploring art by developing their use in a range of key materials.

Big Ideas in Art



Creativity

Within the big idea of creativity, there are three main aspects including creation, generating ideas and evaluation.

Materials



Within the big idea of materials, there are four main aspects including malleable materials; paper and fabric; paint; pencil, ink, charcoal and pen, and printing.



Nature

Within the big idea of nature, the aspect focus is on natural art.

Humankind



Within the big idea of humankind, the aspect focus is on human form.



Place

Within the big idea of comparison, the aspect focus is on comparing and contrasting.

Comparison



Significance

Within the big idea of significant individuals, the aspect focus is on significant people, artwork and movements.

Big Idea – Creativity



	<u>Year Group</u>	<u>Learning Intention</u>	<u>Knowledge</u>	<u>Coverage</u>
Creation	Year 1	Design and make art to express ideas.	Ideas can be created through observation (looking closely), imagination (creating pictures in the mind) and memory (remembering experiences from the past).	Rio de Veda (Sum2)
	Year 2	Select the best materials and techniques to develop an idea.	Materials and techniques that are well suited to different tasks include ink; smooth paper and polystyrene blocks for printing; hard and black pencils and cartridge paper for drawing lines and shading; poster paints, large brushes and thicker paper for large, vibrant paintings and clay, clay tools and slip for sculpting.	Wriggle and Crawl (Spr2) Bounce (Sum1) Coastline (Sum2)
	Year 3	Use and combine a range of visual elements in artwork	Visual elements include colour, line, shape, form, pattern and tone.	Urban Pioneers (Sum1) Mighty Metals (Sum2)
	Year 4	Develop techniques through experimentation to create different types of art.	Materials, techniques and visual elements, such as line, tone, shape, pattern, colour and form, can be combined to create a range of effects.	I Am Warrior (Aut1) Traders and Raiders (Aut2) Road Trip USA (Sum2)
	Year 5	Produce creative work on a theme, developing ideas through a range of preliminary sketches or models.	Preliminary sketches and models are usually simple line drawings or trial pieces of sculpture that are created to explore ideas and techniques and plan what a final piece of art will look like.	Time Traveller (Spr1) Pharaohs (Sum1)
	Year 6	Create innovative art that has personal, historic or conceptual meaning.	In conceptual art, the idea or concept behind a piece of art is more important than the look of the final piece.	Inuit ILP within Frozen Kingdoms (Spr1) A Child's War (Sum2)
Generation of Ideas	Year 1	Communicate their ideas simply before creating artwork.	Discussion and initial sketches can be used to communicate ideas and are part of the artistic process.	Street View KRP within School Days (Spr1)
	Year 2	Make simple sketches to explore and develop ideas.	A sketch is a quickly-produced or unfinished drawing, which helps artists develop their ideas.	Wriggle and Crawl (Spr2)
	Year 3	Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.	Preliminary sketches are quick drawings that can be used to inspire a final piece of artwork. They are often line drawings that are done in pencil.	Prehistoric Pots ILP within Through the Ages (Aut1) Ammonite ILP within Rocks, Relics & Rumbles (Aut2) Urban Pioneers (Sum1)
	Year 4	Create a series of sketches over time to develop ideas on a theme or mastery of a technique.	Artists use sketching to develop an idea over time.	Playlist (Spr2)
	Year 5	Review and revisit ideas and sketches to improve and develop ideas.	Ways to review and revisit ideas including annotating sketches and sketchbook pages, practising and refining techniques and making models or prototypes of the finished piece.	Sow, Grow and Farm (Aut1)
	Year 6	Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art.	A mood board is an arrangement of images, materials, texts and pictures that can show ideas or concepts. A montage is a set of separate images that are related to each other and placed together to create a single image.	Revolution (Aut2) Inuit ILP within Frozen Kingdoms (Spr1)

Evaluation	<u>Year Group</u>	<u>Learning Intention</u>	<u>Knowledge</u>	<u>Coverage</u>
	Year 1	Say what they like about their own or others' work using simple artistic vocabulary.	Aspects of artwork that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings the artwork creates.	Funny Faces and Fabulous Features IEP within Childhood (Spr1) Street View KRP within School Days (Spr2)
	Year 2	Analyse and evaluate their own and others' work using artistic vocabulary.	Aspects of artwork to analyse and evaluate include subject matter, colour, shape, form and texture.	Still Life IEP within Movers and Shakers (Spr1) Bounce (Sum1)
	Year 3	Make suggestions for ways to adapt and improve a piece of artwork.	.Suggestions for improving or adapting artwork could include aspects of the subject matter, structure and composition; the execution of specific techniques or the uses of colour, line, texture, tone, shadow and shading.	Prehistoric Pots within Through the Ages (Aut1) Urban Pioneers (Sum1)
	Year 4	Give constructive feedback to others about ways to improve a piece of artwork.	Constructive feedback highlights strengths and weaknesses and provides information and instructions aimed at improving one or two aspects of the artwork, which will improve the overall piece.	Vista ILP within Misty Mountain Sierra (Sum1)
	Year 5	Compare and comment on the ideas, methods and approaches in their own and others' work.	Ideas are the new thoughts and messages that artists have put into their work. Methods and approaches are the techniques used to create art.	Time Travellers (Spr1)
	Year 6	Adapt and refine artwork in light of constructive feedback and reflection.	Strategies used to provide constructive feedback and reflection in art include using positive statements relating to how the learning intentions have been achieved; asking questions about intent, concepts and techniques used and providing points for improvement relating to the learning intention.	Revolution (Aut2) Inuit ILP within Frozen Kingdoms (Spr1)

Big Idea – Materials



	Year Group	Learning Intention	Knowledge	Coverage
Malleable Materials	Year 1	Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing.	Malleable materials include rigid and soft materials, such as clay, plasticine and salt dough.	Street View IEP within School Days (Spr2)
	Year 2	Press objects into a malleable material to make textures, patterns and imprints.	Malleable materials, such as clay, plasticine or salt dough, are easy to shape. Interesting materials that can make textures, patterns and imprints include tree bark, leaves, nuts and bolts and bubble wrap.	Bounce (Sum1)
	Year 3	Create a 3-D form using malleable or rigid materials, or a combination of materials.	Malleable materials, such as clay, papier-mâché and Modroc, are easy to change into a new shape. Rigid materials, such as cardboard, wood or plastic, are more difficult to change into a new shape and may need to be cut and joined together using a variety of techniques.	Prehistoric Pots KRP within Through the Ages (Aut1) Ammonite ILP within Rocks, Relics & Rumbles (Aut2) Gods and Mortals (Spr1) Mighty Metals (Sum2)
	Year 4	Use clay to create a detailed 3-D form.	Techniques used to create a 3-D form from clay include coiling, pinching, slab construction and sculpting. Carving, slip and scoring can be used to attach extra pieces of clay. Mark making can be used to add detail to 3-D forms.	I Am Warrior! (Aut1)
	Year 5			Pharaohs (Sum1)
	Year 6	Create a 3-D form using malleable materials in the style of a significant artist, architect or designer.	A 3-D form is a sculpture made by carving, modelling, casting or constructing.	Inuit ILP within Frozen Kingdoms (Spr1) Hola Mexico!
Paper and Fabric	Year 1	Use textural materials, including paper and fabric, to create a simple collage.	Collage is an art technique where different materials are layered and stuck down to create artwork.	Funny Faces and Fabulous Features KRP within Childhood (Spr1) Rio de Veda (Sum2)
	Year 4	Weave natural or man-made materials on cardboard looms, making woven pictures or patterns.	Warp and weft are terms for the two basic components used in loom weaving. The lengthwise warp yarns are fixed onto a frame or loom, while the weft yarns are woven horizontally over and under the warp yarns.	Misty Mountain Sierra (Sum1) Road Trip USA (Sum2)
	Year 5	Use a range of stitches to add detail and texture to fabric or mixed-media collages.	Stitches include running stitch, cross stitch and blanket stitch.	Time Traveller (Spr1)
	Year 6	Combine the qualities of different materials including paper, fabric and print techniques to create textural effects.	Materials have different qualities, such as rough or smooth, hard or soft, heavy or light, opaque or transparent and fragile or robust. These different qualities can be used to add texture to a piece of artwork.	Darwin's Delights (Aut1) Revolution (Aut2) A Child's War (Sum2)
Paint	Year 1	Identify and use paints in the primary colours.	The primary colours are red, yellow and blue.	The Enchanted Woodland (Aut1) Street View within School Days (Spr2)
	Year 2	Identify and mix secondary colours.	The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together.	Beat Band Boogie! (Aut2) Still Life KRP within Movers and Shakers (Spr1)
	Year 3	Identify, mix and use contrasting coloured paints.	Examples of contrasting colours include red and green, blue and orange, purple (violet) and yellow. They are obviously different to one another and are opposite each other on the colour wheel.	Flow (Spr2)
	Year 4	Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting.	Warm colours include orange, yellow and red. They remind the viewer of heat, fire and sunlight. They can make people feel happy and they look like they are in the foreground of a picture. Cool colours include blue, green and magenta. Cool colours remind the viewer	Vista ILP within Misty Mountain Sierra (Sum1)

			of water, ice, snow and the sky. They can make people feel calm or lonely and they recede into the background of a picture.	
	Year 5	Mix and use tints and shades of colours using a range of different materials, including paint.	A tint is a colour mixed with white, which increases lightness, and a shade is a colour mixed with black, which increases darkness.	Sow, Grow and Farm (Aut1)
	Year 6	Use colour palettes and characteristics of an artistic movement or artist in artwork.	Different artistic movements often use colour in a distinctive way. Expressionist artists use intense, non-naturalistic colours. Impressionist artists use complementary colours. Fauvist artists use flat areas or patches of colour. Naturalist artists use realistic colours.	Inuit ILP within Frozen Kingdoms (Spr1)
Pencil, ink, charcoal and pen	Year 1	Use soft and hard pencils to create different types of line.	Soft pencils create darker lines and are marked with a B for black. Hard pencils create lighter lines and are marked with an H for hard. Different types of line include zigzag, wavy, curved, thick and thin.	Bright Lights, Big City (Sum1)
	Year 2			
	Year 3	Add tone to a drawing by using linear and cross hatching, scumbling and stippling.	Hatching, cross-hatching and shading are techniques artists use to add texture and form.	Ammonite within Rocks, Relics & Rumble (Aut1) Urban Pioneers (Sum1)
	Year 4	Use the properties of pen, ink and charcoal to create a range of effects in drawing.	Pen and ink create dark lines that strongly contrast with white paper. Pen and ink techniques include hatching (drawing straight lines in the same direction to fill in an area), cross-hatching (layering lines of hatching in different directions), random lines (drawing lines of a variety of shapes and lengths) and stippling (using small dots). Light tones are created when lines or dots are drawn further apart and dark tones are created when lines or dots are drawn closer together.	Vista ILP in Misty Mountain Sierra (Sum1)
	Year 6	Use line and tone to draw perspective.	Line is the most basic element of drawing and can be used to create outlines, contour lines to make images three-dimensional and for shading in the form of cross-hatching. Tone is the relative lightness and darkness of a colour. Different types of perspective include one-point perspective (one vanishing point on the horizon line), two-point perspective (two vanishing points on the horizon line) and three-point perspective (two vanishing points on the horizon line and one below the ground, which is usually used for images of tall buildings seen from above).	Darwin's Delights (Aut1)
Printing	Year 1	Make simple prints and patterns using a range of liquids including ink and paint.	A print is a shape or image that has been made by transferring paint, fabric paint, ink or other media from one surface to another.	Enchanted Woodland (Aut1)
	Year 2	Use the properties of various materials, such as clay or polystyrene, to develop a block print.	A block print is made when a pattern is carved or engraved onto a surface, such as clay or polystyrene, covered with ink, and then pressed onto paper or fabric to transfer the ink. The11 block can be repeatedly used, creating a repeating pattern.	Beat Band Boogie! (Aut2)
	Year 3	Make a two-colour print.	A two-colour print can be made in different ways, such as by inking a roller with two different colours before transferring it onto a block, creating a full print then masking areas of the printing block before printing again with a different colour or creating a full print then cutting away areas of the printing block before printing again.	Ammonite ILP within Rocks, Relics and Rumble (Aut1)
	Year 4	Combine a variety of printmaking techniques and materials to create a print on a theme.	Different printmaking techniques include monoprinting, engraving, etching, screen printing and lithography.	Traders and Raiders (Spr1)
	Year 5	Add text or photographic samples to a print.	Some artists use text or photographic images to add interest or meaning to a print.	Stargazers (Aut2)
	Year 6	Use the work of a significant printmaker to influence artwork.	Printmakers create artwork by transferring paint, ink or other art materials from one surface to another.	Darwin's Delights (Aut1) Revolution (Aut2)

Big Idea – Nature



	<u>Year Group</u>	<u>Learning Intention</u>	<u>Knowledge</u>	<u>Coverage</u>
Creation	Year 1	Make transient art and pattern work using a range of natural materials.	Transient art is moveable, non-permanent and usually made of a variety of objects and materials. Natural materials, such as grass, pebbles, sand, leaves, pine cones, seeds and flowers, can be used to make transient art.	The Enchanted Woodland (Aut1) Bright Lights, Big City (Sum1)
	Year 2	Draw, paint and sculpt natural forms from observation, imagination and memory.	Natural forms are objects found in nature and include flowers, pine cones, feathers, stones, insects, birds and crystals.	Still Life KRP within Movers and Shakers (Spr1) Coastline (Sum2)
	Year 3	Use nature and natural forms as a starting point for artwork.	Nature and natural forms can be used as a starting point for creating artwork.	Ammonite ILP within Rocks, Relics & Rumble (Aut1)
	Year 4			Vista ILP within Misty Mountain Sierra (Sum1)
	Year 6	Create art inspired by or giving an environmental message.	Environmental art addresses social and political issues relating to natural and urban environments.	A Child's War (Sum2)

Big Idea – Humankind



Human Form	<u>Year Group</u>	<u>Learning Intention</u>	<u>Knowledge</u>	<u>Coverage</u>
	Year 1	Represent the human face, using drawing, painting or sculpture, from observation, imagination or memory with some attention to facial features.	A human face includes features, such as eyes, nose, mouth, forehead, eyebrows and cheeks.	Childhood (Spr1) Funny Faces and Fabulous Features KRP within Childhood (Spr1)
	Year 4	Explore and develop art that uses the human form to create a narrative, using ideas from contemporary or historical starting points.	Art can be developed that depicts the human form to create a narrative.	I Am Warrior (Aut1)
	Year 5	Explore and create expression in portraiture.	A portrait is a picture of a person that can be created through drawing, painting and photography. Artistic movements or artists that communicate feelings through portraiture include the Expressionists.	Time Traveller (Spr1) Scream Machine (Spr2)

Big Idea – Place



Landscapes	<u>Year Group</u>	<u>Learning Intention</u>	<u>Knowledge</u>	<u>Coverage</u>
	Year 1	Draw or paint a place from memory, imagination or observation.	Drawings or paintings of locations can be inspired by observation (looking closely), imagination (creating pictures in the mind) and memory (remembering places from the past).	Bright Lights, Big City (Sum1)
	Year 3	Draw, paint or photograph an urban landscape.	An urban landscape is a piece of artwork that shows a view of a town or city.	Urban Pioneers (Sum1)
	Year 4	Choose an interesting or unusual perspective or viewpoint for a landscape.	Art can display interesting or unusual perspectives and viewpoints.	Vista ILP within Misty Mountain Sierra (Sum1)

Big Idea – Comparison



Compare and Contrast	<u>Year Group</u>	<u>Learning Intention</u>	<u>Knowledge</u>	<u>Coverage</u>
	Year 1	Identify similarities and differences between two or more pieces of art.	Similarities and differences between two pieces of art include the materials used, the subject matter and the use of colour, shape and line.	Street View KRP within School Days (Spr2)
	Year 2	Describe similarities and differences between artwork on a common theme.	Common themes in art include landscapes, portraiture, animals, streets and buildings, gardens, the sea, myths, legends, stories and historical events.	Still Life KRP within Movers and Shakers (Spr1)
	Year 3	Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time.	Explorations of the similarities and differences between pieces of art, structures and products from the same genre could focus on the subject matter, the techniques and materials used or the ideas and concepts that have been explored or developed.	Gods and Mortals (Aut2) Urban Pioneers (Sum1)
	Year 4	Compare and contrast artwork from different times and cultures.	Artwork has been used at different times and in different cultures to express ideas about storytelling, religion and intellectual satisfaction. Similarities and differences between artwork can include the subject matter, style and use of colour, texture, line and tone.	Vista ILP within Misty Mountain Sierra (Sum1) Road Trip USA! (Sum2)
	Year 5	Describe and discuss how different artists and cultures have used a range of visual elements in their work.	Visual elements include line, light, shape, colour, pattern, tone, space and form.	Time Traveller (Spr1)
	Year 6	Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art.	Perspective is the representation of 3-D objects on a 2-D surface. Abstraction refers to art that doesn't depict the world realistically. Figurative art is modern art that shows a strong connection to the real world, especially people. Conceptual art is art where the idea or concept behind the piece is more important than the look of the final piece.	Inuit ILP within Frozen Kingdoms (Spr1)

Big Idea – Significance



Significant people, artwork and movements	<u>Year Group</u>	<u>Learning Intention</u>	<u>Knowledge</u>	<u>Coverage</u>		
				<u>Artists</u>	<u>Designers</u>	<u>Craft Makers (KS1)</u> <u>Architects (KS2)</u>
	Year 1	Describe and explore the work of a significant artist.	Words relating to colour, shape, materials and subject matter can be used to explore works by significant artists.	Art in nature – Andy Godsworthy (Enchanted Woodland, Aut1) Portraits – choice of Pablo Picasso's Dora Maar or Blue Marilyn by Andy Warhol (Funny Faces and Fabulous Features KRP within Childhood Spr1) Extraordinary talents, e.g. drawing from memory – Stephen Wiltshire (Bright Lights, Big City, Sum1)	Family Celebrations – Jeannie Baker (Memory Box, Aut1)	
	Year 2	Explain why a painting, piece of artwork, body of work or artist is important.	Works of art are important for many reasons: they were created by famous or highly skilled artists; they influenced the artwork of others; they clearly show the features of a style or movement of art; the subject matter is interesting or important; they show the thoughts and ideas of the artist or the artist created a large body of work over a long period of time.	Still life – choice of Paul Cezanne and Vincent van Gogh (Still Life KRP within Movers & Shakers, Spr1) Contemporary art – Sol Le Witt and Ik Mo Kim (Bounce, Sum1) Art in nature – Hokusai and Claude Monet (Coastline, Sum2)	Mesopotamian Clay Balls – Designer unknown (Bounce, Sum1)	Contemporary art installation – Nike Savvas' Room Full of Balls (Bounce, Sum1)
	Year 3	Work in the style of a significant artist, architect or designer.	The work of significant artists, architects and designers has distinctive features, including the subject matter that inspires them, the movement to which they belong and the techniques and materials they have used.	Urban art/graffiti – Banksy (Urban Pioneers, Sum1)	Beaker pottery (Tribal Tales, Aut1) Ammonite Slice sculpture – Mark Reed (Ammonite KRP within Rocks, Relics and Rumbles, Aut2) Easter Island carvings – Unknown (Gods and Mortals, Spr1)	
	Year 4	Explain the significance of art, architecture or design from history and create work inspired by it.	Historical works of art are significant because they give the viewer clues about the past through the symbolism, colours and materials used.	Jazz inspired art – Paul Klee and Wassily Kandinsky (Playlist, Spr2) Landscapes – choice of Claude Monet, Vincent Van Gogh, Alexej von Jawlensky OR Paul Gauguin (Vista in Misty Mountain Sierra, Sum1)	Celtic and Roman coins – unknown (I am Warrior, Aut1) Boudicca sculptures in the style of Alberto Giacometti (I am Warrior, Aut1) Weaving – The Adi tribe in the Himalayas (Misty Mountain Sierra) and Native America Navajo tribe (Road Trip USA, Sum2)	West Stow Anglo Saxon house – unknown Anglo-Saxon architect (Traders and Raiders, Spr1)

	Year 5	Investigate and develop artwork using the characteristics of an artistic movement.	Artistic movements include Expressionism, Realism, Pop Art, Renaissance and Abstract.	<p>Still Life - choice of Michaelangelo Merisi de Cavaggio, Mary Cassatt, Vincent Van Gogh or Claude Monet (Sow, Grow and Farm, Aut1)</p> <p>Clock imagery – Salvador Dali (Time Traveller, Spr1)</p> <p>Portraits – Leonardo da Vinci and Johannes Vermeer (Time Traveller, Spr1)</p>	Tutankhamun's death mask – unknown (Pharaohs, Sum1)	
	Year 6	Explain the significance of different artworks from a range of times and cultures and use elements of these to create their own artworks.	Works of art can be significant for many reasons. For example, they are created by key artists of an artistic movement; have influenced other artists; have a new or unique concept or technique or have a famous or important subject.	<p>Shells – Charles Darwin (Darwin Delights, Aut1)</p> <p>The First Council of Queen Victoria – Sir David Wilkie (Revolution, Aut2)</p> <p>Victoria Pre-Raphaelite artists – choice of John Everett Milais, Edward Robert Hughes, John William Waterhouse OR Dante Gabriel Rossetti. (Revolution, Aut2)</p> <p>Inuit art – Kenojuak Ashevak (Inuit in Frozen Kingdoms, Spr1)</p>	<p>Botanical drawing and prints – Walter Hood Fitch and Charles Darwin (Darwin's Delights, Aut1)</p> <p>Wallpaper and fabric prints – William Morris and Christopher Dresser (Revolution, Aut2)</p> <p>Animal sculptures - Adalberto Álvarez Marines (Hola Mexico!)</p>	Maya Stelae – Unknown (Hola Mexico, Sum1)