



Progression of Art and Design in St Pius X 2021-2022

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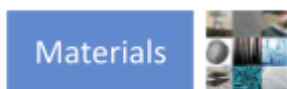
Curriculum Intent

At the heart of Art, we believe that all children deserve the opportunity to feel confident and proud of themselves within Art. We recognise that the majority of children who enter St Pius X do not have the same starting points in comparison to some schools nationally and realise the impact this has on the readiness to learn in art. Starting at Nursery, we hope to provide experiences which will ensure children are ready for the demands and expectations of Art and Design within the National Curriculum. Through the St Pius X curriculum, which is thematic in design, we aim to teach through a wide range of first-hand learning experiences 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. Through the focus on skills and knowledge, we believe this will develop children's confidence in Art and Design.

Big Ideas in Art



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



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.



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



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



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



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

Big Idea – Creativity

	Year Group	Skills	Knowledge	Coverage
C r e a t i o n	Nursery	Use a range of media, tools and techniques to create images, express ideas and show different emotions.		Dangerous Dinosaurs (Spr2) Sunshine and Sunflowers (Sum1) Puddles and Rainbows Sunshine and Sunflowers Big Wide World Long Ago
	Reception	Create art in different ways on a theme, to express their ideas and feelings.	Different types of art include painting, drawing, collage, textiles, sculpture and printing.	Me and My Community Starry Night Winter Wonderland Dangerous Dinosaurs Puddles and Rainbows Sunshine and Sunflowers Shadows and Reflections
	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).	Funny Faces and Fabulous Features Rain and Sunrays
	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.	Coastline
	Year 3	Use and combine a range of visual elements in artwork	Visual elements include colour, line, shape, form, pattern and tone.	Contrast and Complement Ammonite Mosaic Masters
	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.	Warp and Weft Contrast and Complement II Animal Statues, Statuettes and Figurines, Islamic Art
	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.	Tints, Tones and Shades Line, Light and Shadows Nature's Art
	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.	
G e n e r a t i o	Reception	Communicate their ideas as they are creating artwork.		Starry Night (Spr1) Starry Night Marvellous Machines Long Ago
	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.	Rain and Sunrays Street View
	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.	Still Life Flower Head Portraits and Poses

n o f i d e a s	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 Contrast and Complement Ammonite
	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.	Contrast and Complement II Islamic Art
	Year 5	Review and revisit ideas and sketches to improve and develop ideas.	Ways to review and revisit ideas include annotating sketches and sketchbook pages, practising and refining techniques and making models or prototypes of the finished piece.	Line, Light and Shadows Nature's Art Mixed Media
	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.	Trailblazers, Barrier Breakers Tints, Tones and Shades II Inuit Environmental Artists Bees, Beetles and Butterflies

E v a l u a t i o n	<u>Year Group</u>	<u>Skills</u>	<u>Knowledge</u>	<u>Coverage</u>
	Reception	Share their creations with others, explaining their intentions and the techniques and tools they used.		Dangerous Dinosaurs (Spr2) Puddles and Rainbows
	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 Mix It Rains and Sunrays Street View
	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 Mix It Flower Head Portraits and Poses
	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 Contrast and Complement People and Places Mosaic Masters Beautiful Botanicals
	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.	Warp and Weft Contrast and Complement Vista Animal Statues, Statuettes and Figurines Islamic Art
	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.	Taotie Tints, Tones and Shades Line, Light and Shadows Nature's Art Mixed Media Expression
	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 Skillss have been achieved; asking questions about intent, concepts and techniques used and providing points for improvement relating to the Skills.	Tints, Tones and Shades Inuit Distortion and Abstraction Bees, Beetles and Butterflies

Big Idea – Materials

	Year Group	Skills	Knowledge	Coverage
Malleable Materials	Nursery	Explore ways of changing the shape or texture of malleable materials.		Exploring Autumn
	Reception	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.	Exploring Autumn Me and My Community (Aut1) Once Upon a Time (Aut2) Sparkle and Shine Starry Night (Spr1) Winter Wonderland Dangerous Dinosaurs (Spr2) Puddles and Rainbows Sunshine and Sunflowers (Sum1) Shadows and Reflections Big Wide Worlds (Sum2) Moving On Splash!
	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
	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.	Mix It Flower Head
	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 Ammonite
	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.	Animal Statues, Statuettes and Figurines Islamic Art
	Year 5	Create a relief form using a range of tools, techniques and materials. Relief sculpture projects from a flat surface, such as stone.	High relief sculpture clearly projects out of the surface and can resemble a freestanding sculpture. Low relief, or bas-relief sculptures do not project far out of the surface and are visibly attached to the background.	Taotie Nature's Art
	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 Environmental Artists
	Year 7	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 Environmental Artists
Paper	Reception	Cut, tear, fold and stick a range of papers and fabrics.	Papers and fabrics can be used to create art, including tearing, cutting and sticking	Me and My Community (Aut1) Once Upon a Time (Aut2) Sparkle and Shine Puddles and Rainbows
	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

a n d F a b r i c		I can fold in half carefully and know where to glue so my card will pop up.		Easter card moveable progression
	Year 2	I can cut a shape carefully so that it will form a pop up card.		Flower Head Easter card moveable progression
	Year 3	I can cut two shapes carefully so that it will form a dual pop up card.		Beautiful Botanicals Easter card moveable progression
	Year 4	I can cut shapes carefully to create a pop up background.		Functional and Fancy Fabrics Easter card moveable progression
	Year 5	I can fold carefully and cut appropriate sections to create a slider tab in a pop up card.		Mixed Media Easter card moveable progression
	Year 6	Combine the qualities of different materials including paper, fabric and print techniques to create textural effects. I can use a wide range of techniques to create a pop up card.	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.	Bees, Beetles and Butterflies Easter card moveable progression
P a i n t	Nursery	Explore colour and application of paint using a range of different tools.	The primary colours are red, yellow and blue.	Me and My Community (Aut1) Winter Wonderland Puddles and Rainbows
	Reception	Use primary and other coloured paint and a range of methods of application	The primary colours are red, yellow and blue.	Exploring Autumn Me and My Community (Aut1) Starry Night (Spr1) Dangerous Dinosaurs (Spr2) Puddles and Rainbows Sunshine and Sunflowers (Sum1) Moving On Splash!
	Year 1	Identify and use paints in the primary colours. I can name the primary colours and recognise secondary colours.	The primary colours are red, yellow and blue.	Mix It Up Street View Christmas card painting progression
	Year 2	Identify and mix secondary colours. I can create primary and secondary colours by mixing. I can make own brown colour.	The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together.	Still Life Mix It Flower Head Christmas card painting progression
	Year 3	I can create a wash using watercolours or diluted ink to form a background. I can use a range of brushes to create different effects.		Contrast and Complement Christmas card painting progression
	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.	Contrast and Complement II Vista

		<p>I can use paint to mix different colours to show mood by using white or black to create light/joy or dark/mysteriousness.</p> <p>I can use paint to shade to create mood and feeling.</p>	Cool colours include blue, green and magenta. Cool colours remind the viewer of water, ice, snow and the sky. They can make people feel calm or lonely and they recede into the background of a picture.	Christmas card painting progression
	Year 5	<p>Mix and use tints and shades of colours using a range of different materials, including paint.</p> <p>I can create a range of moods in my paintings and express emotions.</p>	A tint is a colour mixed with white, which increases lightness, and a shade is a colour mixed with black, which increases darkness.	<p>Tints, Tones and Shades Sow, Grow and Farm Expression</p> <p>Christmas card painting progression</p>
	Year 6	<p>Use colour palettes and characteristics of an artistic movement or artist in artwork.</p> <p>I can use a wide range of techniques and explain what their style is.</p>	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.	<p>Trailblazers, Barrier Breakers Tints, Tones and Shades II Inuit Distortion and Abstraction</p> <p>Christmas card painting progression</p>
Pencil, ink, charcoal and				
	Reception	Select appropriate tools and media to draw with.	Different types of line include thick, thin, straight, zigzag, curvy and dotty.	<p>Me and My Community Once Upon a Time Starry Night Dangerous Dinosaurs Sunshine and Sunflowers Big Wide World Splash! Build It Up Marvellous Machines Long Ago Signs of Spring Moving On</p>
	Year 1	<p>Use soft and hard pencils to create different types of line.</p> <p>I can draw using pencils and crayons.</p>	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.	<p>Rain and Sunrays Flower head</p> <p>Mother's Day card drawing progression</p>
	Year 2	I know how to use pencils and crayons.		<p>People and Places</p> <p>Mother's Day card drawing progression</p>
	Year 3	I can show facial expressions in drawing. I could use pencils, colouring pencils, crayons and/or felt tips.		<p>Vista Animal</p> <p>Statues, Statuettes and Figurines</p> <p>Mother's Day card drawing progression</p>

p e n	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.	Line, Light and Shadows
	Year 5	I can organise line, tone, shape and colour to represent forms in movement.		Mother's Day card drawing progression
	Year 6	Use line and tone to draw perspective. I can use a full range of pencils and create a piece of observational art.	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).	Distortion and Abstraction Mother's Day card drawing progression
P r i n t i n g				
	Reception	Make simple prints using a variety of tools, including print blocks and rollers.		Dangerous Dinosaurs Splash! Let's Explore Build It Up Marvellous Machines Long Ago
	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.	Mix It up Rain and Sunrises
	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. The block can be repeatedly used, creating a repeating pattern.	Flower Head
	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 Beautiful Botanicals
	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.	Animal Functional and Fancy Fabrics
	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.	Expression
	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.	Bees, Beetles and Butterflies

Big Idea – Nature

	Year Group	Skills	Knowledge	Coverage
C r e a t i o n	Reception	Use natural materials and loose parts to make 2-D and 3-D art.	Logs, pebbles, sand, mud, clay and other natural materials can be used to make simple 2-D and 3-D forms.	Exploring Autumn Sparkle and Shine Dangerous Dinosaurs (Spr2) Sunshine and Sunflowers (Sum1) Shadows and Reflections Big Wide Worlds (Sum2)
	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.	Bright Lights, Big City Rain and Sunrays
	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 Coastline Flower Head
	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.	Prehistoric Pots Ammonite Beautiful Botanicals
	Year 4	Represent the detailed patterns found in natural phenomena, such as water, weather or animal skins.	Natural patterns from weather, water or animals skins are often used as a subject matter.	Animal Functional and Fancy Fabrics
	Year 5	Record and edit natural forms, animals and landscapes with clarity, using digital photography and graphics software.	Various techniques can help children to take clear, interesting photographs, such as using auto mode, pausing and focusing before taking a picture, using the rule of thirds (imagining the view is split into three equal, horizontal sections and positioning key elements in the thirds), avoiding taking pictures pointing towards a light source and experimenting with close-ups, unusual angles and a range of subjects.	Line, Light and Shadows Nature's Art
	Year 6	Create art inspired by or giving an environmental message.	Environmental art addresses social and political issues relating to natural and urban environments.	Environmental Artists, Bess, Beetles and Butterflies

Big Idea – Humankind

H u m a n F o r m	Year Group	Skills	Knowledge	Coverage
	Nursery	Use a variety of marks to represent the human form, from observation, imagination or memory.	A human body normally includes a head, body, arms, legs, hands, feet, fingers and toes.	Me and My Community (Aut1) Self-portrait progression
	Reception	Represent different parts of the human body from observation, imagination or memory with attention to some detail.	A human body normally has a head, neck, body, two arms, two legs, two hands, two feet, five fingers and five toes. A human face has two eyes, a nose and a mouth.	Me and My Community (Aut1) Long Ago (Spr1) Shadows and Reflection Let's Explore Moving On Self-portrait progression
	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.	Funny Faces and Fabulous Features and Childhood Self-portrait progression
	Year 2	Represent the human form, including face and features, from observation, imagination or memory. Portraits are of a good size and fill two thirds of the page. Facial features are size appropriate.	A drawing, painting or sculpture of a human face is called a portrait.	Portraits and Poses and Magnificent Monarchs Self-portrait progression
	Year 3	Draw, paint or sculpt a human figure in a variety of poses, using a range of materials, such as pencil, charcoal, paint and clay. Children think carefully about the shaping of their facial features. They look carefully and draw accordingly.	Artists draw, paint or sculpt human forms in active poses.	People and Places Self-portrait progression
	Year 4	Explore and develop art that uses the human form to create a narrative, using ideas from contemporary or historical starting points. Facial features are in the correct position on the face.	Art can be developed that depicts the human form to create a narrative.	Statues, Statuettes and Figurines Self-portrait progression
	Year 5	Explore and create expression in portraiture. Beginning to incorporate sketching techniques into their self-portraits, e.g. hatching, cross-hatching, stippling and blending.	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.	Expression Self-portrait progression
	Year 6	Use distortion, abstraction and exaggeration to create interesting effects in portraiture or figure drawing. All features above included and tonal shading.	In art, distortion is an alteration to an original shape. Abstraction refers to art that doesn't depict the world realistically and exaggeration is the depiction of something that is larger in real life.	Distortion and Abstraction Self-portrait progression

Big Idea – Place

L a n d s c a p e s	Year Group	Skills	Knowledge	Coverage
	Nursery	Create pictures of places from imagination or experience.		Starry Night (Spr1)
	Reception	Draw or paint a place from observation or imagination.	A painting of a place is called a landscape.	Dangerous Dinosaurs (Spr2) Sunshine and Sunflowers (Sum1)
	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 Street View
	Year 2	Draw or paint features of landscape from memory, imagination or observation, with some attention to detail.	A landscape is a piece of artwork that shows a scenic view.	Flower Head
	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.	People and Places
	Year 4	Choose an interesting or unusual perspective or viewpoint for a landscape.	Art can display interesting or unusual perspectives and viewpoints.	Vista
	Year 5	Use a range of materials to create imaginative and fantasy landscapes.	Imaginative and fantasy landscapes are artworks that usually have traditional features of landscapes, such as plants, physical and human features, but they have been created from the artist's imagination and do not exist in the real world.	Tints, Tones and Shades
	Year 6	Draw or paint detailed landscapes that include perspective.	Perspective is the art of representing 3-D objects on a 2-D surface.	Tints, Tones and Shades

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Big Idea – Comparison

C o m p a r e a n d C o n t r a s t	Year Group	Skills	Knowledge	Coverage
	Reception	Discuss similarities and differences in their own and others' work, linked to visual elements, such as colour, scale, subject matter, composition and type.		Big Wide Worlds (Sum2)
	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.	Mix It Street View
	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 Mix It Flower Head
	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.	Contrast and Complement People and Places Mosaic Masters Beautiful Botanicals
	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.	Warp and Weft Contrast and Complement Vista Animal Statues, Statuettes and Figurines
	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.	Taotie Line, Light and Shadows Nature's Art
	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.	Trailblazers, Barrier Breakers Inuit Environmental Artists Distortion and Abstraction

Big Idea – Significance

Si gn	Year Group	Skills	Knowledge	Coverage		
				Artists	Designers	Craft Makers (KS1) Architects (KS2)

significant people, artwork and movements	Nursery	Explore and talk about pictures of famous artwork as they paint and draw.		(front covers of Art Profiles) Sunshine and Sunflowers (Sum1)		
	Reception	Explore and talk about pictures of famous artwork as they paint and draw.		(front covers of Art Profiles)		
	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.	Bridget Riley – Shadow Play Pattern progression (front covers of Art Profiles) Stephen Wiltshire (Bright Lights, Big City) James Rizzi (Street View) Vincent Van Gogh (Funny Faces and Fabulous Features) Paul Megens – Father and Son (Father's Day card)		
	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.	Aboriginal art – Pattern progression (front covers of Art Profiles) Paul Cezanne and Vincent Van Gogh (Still Life) Wassily Kandinsky (Father's Day card) Range of historical artists (Portraits and Poses)		
	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.	Gabriel Gebka – Father and Son (Father's Day card) Katie Scott (Beautiful Botanicals) Henri Matisse (Contrast and Complement) LS Lowry (People and Places)	Joan Miro – Pattern progression (front covers of Art Profiles) Beaker culture (Prehistoric Pots) Ammonite Slice Outside by Mark Reed (Ammonite) Roman (Mosaic Masters)	
	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.	Paul Klee – Pattern progression (front covers of Art Profiles) Mackenzie Thorpe – Helping Dad (Father's Day card)	Weaving through cultures (Warp and Weft) Bankura art Sumer style (Statues and Statuettes)	

				Alexek von Jawlensky (1912), Vincent van Gogh (1889, Paul Gauguin and Claude Monet. (Vista)	William Morris (Functional and Fancy Fabrics)	
	Year 5	Investigate and develop artwork using the characteristics of an artistic movement.	Artistic movements include Expressionism, Realism, Pop Art, Renaissance and Abstract.	Banksy (Father's Day card) Impressionist Expressionist Edward Munch	M.C. Escher – <i>Pattern progression (front covers of Art Profiles)</i> Shang Dynasty Andy Goldworthy	
	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.	Pablo Picasso – Fatherhood (Father's Day card) Pablo Picasso (Line, Light and Shadows)	Christopher Dresser – <i>Pattern progression (front covers of Art Profiles)</i>	