**Holy Cross Catholic Primary School**



**Art and Design Curriculum and Progression Map**

**2023 - 2024**

**We care, we share, we value.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Autumn** | **Spring** |  | **Summer** |
| **Nursery** | * Natural materials – transient art
* Give meaning to marks – draw recognisable pictures
* Paint mixing
* Paper plate masks
 | * Build structures/models in collaboration with peers
* Adapt work
 | •  | Using colours for a purposeObservational drawingsTalk about how things changeRepeating patterns |
| **Reception** | * Explores what happens when they mix colours.
* Experiments to create different textures.
* Selects appropriate resources and adapts work where necessary.
 | * They safely use and explore a variety of materials,
* They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role- play and stories.
 | •• | They safely use and explore a variety of materials,They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role- play and stories. |
| **Year 1** | **Drawing****Giuseppe Arcimboldo*** Use lines and shapes to form an observational drawing
* Learn pencil types, their properties and explore.
* Develop control of pencil for detail in their pictures.
* Use a pencil to create lines of different thickness in drawings.
* Show different tones by using coloured pencils.
* Colour own work neatly & stay in lines.
 | **Painting****Van Gogh*** Identify the primary colours
* Add white to colours to make tints and black to colours to make shades
* Create a colour wheel and recognise primary colours
* Paint using a range of colour mixing techniques and apply the appropriate shade to their fireworks
* Experiment with a variety of mediums to create texture
 | **Sculpture****Joan Danziger** * Gather and sort the materials they will need.
* Group materials for a purpose
* Recognise that sculpture is 3D and can be made from different media
* Use a combination of shape
* Include lines and texture
* Press, roll, rub and stamps to make prints
* Enjoy handling, feeling and manipulating a range of materials
* Cut shapes using scissors and other modelling tools in a safe way
* Build a construction using a variety of objects
 |
| **Year 2** | **Drawing****Andy Goldsworthy*** Show different tones by using different coloured pencils
* Create a line drawing
* Use repeating and overlapping shapes
* Mix materials to create texture
* Discuss lines, shapes and colours and apply them
* Experiment with the potential of various mediums in drawing
 | **Painting****Romero Britto*** Begin to describe colours by objects
* Experiment with mixing primary colours to make secondary colours
* Become confident in creating tints (adding white) and shades (adding black) to colours.
* Using colour on a large scale
* Create a paint design displaying repeating patterns using paint
* Create different effects using a range of media using paint and crayons (thick and thin brushes)
 | **Sculpture****Romero Britto** * Use different joining techniques
* Use a range of tools
* Use simple techniques to join materials and make 3D constructions
* Discuss how an artist has inspired them and discuss the skills they have learned
* Show accuracy when cutting materials for their work.
* Show an awareness that natural and human made materials can be used to create sculpture
* Create models from imagination and direct observation
* Join materials together and apply decorative techniques
 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Year 3** | **Drawing****Edga Degas*** Use hatching and cross hatching to show tone and texture
* Begin to use close observation as inspiration for drawing
* Draw both the positive and negative shapes
 | **Printing****Adrinka Printing*** Create a design for a print block
* Create an accurate pattern showing fine detail
* Use a range of visual elements to reflect the purpose of the work
* Create own print from a range of materials and media (cardboard, string, corrugated card)
* Begin to demonstrate a knowledge of primary colours, secondary colours and tertiary colours
 | **Sculpture****Gaudi** * Create and combine shapes to create recognisable forms
* Add onto their work to create texture and shape.
* Work with life size materials.
* Plan, shape, mould and make constructions from different materials
* Show an awareness of how texture, form and shape can be transferred from 2D to 3D
 |
| **Year 4** | **Drawing****Charles McGee*** Develop greater control and confidence in drawing a range of tools and media (charcoal, drawing ink)
* Use hatching and cross hatching confidently to show tone and texture
* Use shading to show light and dark
* Use different hardness of pencils to show line, tone and texture
* Improve drawing
* Reproduce the work of an artist
 | **Painting****Claude Monet*** Use watercolour paint to produce washes for backgrounds then add detail
* Use different brush techniques
* Apply various techniques when applying watercolour paint
* Sketch and plan out a city landscape using one vanishing point
* To show a developing understanding of perspective when painting landscapes
* Show an understanding of warm, cool and complementary colours
* Experiment when creating tone, tint and shade
* Develop an understanding of perspective
* Mix a range of primary and secondary colours effectively
 | **Sculpture****Pablo Picasso** * Create 3d objects from 2D materials
* Use a range of adhesive and joining techniques to add structure
* To understand the importance of using tools appropriately
* Use a range of joining techniques to add structure
* Add materials to provide interesting detail
* Strengthen a structure by adding layers of papier mache
* Include texture that conveys feelings, expression or movement
* Create and combine shapes to create recognisable forms
* Combine visual and tactile qualities.
* Select and arrange materials for a striking effect
* Use layers of two or more colours
 |
| **Year 5** | **Drawing****Lowry*** Effect of light on objects and people from different directions
* Interpret the texture of a surface
* Produce increasingly accurate drawings of people
* Concept of perspective
 | **Painting****Georgia O’Keefth*** Explore the use of texture in colour
* Use colour for purpose
* Confidently use a variety of techniques when adding water colour
* Use colour confidently on a large scale
* Increasing confidence when creating varying hue, tint, tone, shades and mood
* Confidently recall primary, secondary, complementary, warm and cold and contrasting colours.
 | **Sculpture****Henry Moore** * Plan a sculpture through drawing and other preparatory work.
* Choose from a range of tools to add detail to soap sculpture.
* Show an understanding of shape, space and form.
* Show human expression in their sculpture.
* Develop an understanding of different ways of finishing work (e.g. glaze, paint, varnish)
* Independently recognise problems and adapt work when necessary – taking inspiration from other sculptors
 |
| **Year 6** | **Drawing****Dominic Hinchliffe*** Confidently work with the effect of light on objects and people from different directions
* Interpret the texture of a surface
* Produce increasingly accurate drawings of people and/objects
 | **Painting****Hundertwasser*** Become confident in creating varying hue, tint, tone, shades and mood
* Explore the use of texture in colour
* Colour for purposes
* Colour to express feelings
 | **Collage*** Use a range of mixed media
* Plan and design a collage
* To create a photomontage using given photographs from a range of sources
* Learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage
* Use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix
* Experiment with a range of collage techniques such as tearing, overlapping and layering to create collaged images
 |