**Holy Cross Catholic Primary School**



**Art and Design Curriculum and Progression Map**

**2024-2025**

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

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|  | **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 purpose  Observational drawings  Talk about how things change  Repeating 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 * Experiment with pencil types and explore their properties. * 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) * Begin to look at warm and cool colours | **Sculpture**  **Alexander Calder**   * 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 | |

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| **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** | **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 | **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 | **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** | **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 | **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’Keefe**   * 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. |
| **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 |