

St Michael's C.E Primary School

Art Curriculum 2024 - 2025

Art embodies a range of practical skills and knowledge that allows pupils to experiment, invent and create striking pieces of art. Pupils learn that art is central to the culture and history of the world around us. Pupils will gain practical experience in exploring painting, drawing, printing, collage and sculpture techniques and evaluate their own learning throughout.

At St Michael's we aim to provide children with an engaging, memorable and high-quality Art curriculum. We aim to foster a love of Art in our pupils whilst equipping them with the knowledge and skills needed to create independent final pieces, they are proud of. An artist at St Michael's is taught to think critically at an artist's work; commenting upon what they notice and what they like about a piece. They are exposed to a range of styles, artists and subject matter and apply this to their own work during the planning process.

An Artist is a person who produces art using imagination, skill, patience and resilience. An Artist knows the importance of evaluating and analysing own and other's artwork with a critical eye. An Artist has a good understanding of other artists their styles, which will inform and shape their own pieces.

Spirituality Across the Curriculum

Our definition of spirituality at St Michael's CE Primary School:

*To talk about spirituality is to talk about something which is **beyond words**.*

Spirituality is linked to big questions about the meaning and purpose of life; it includes ideas relating to oneself, others, the natural world and the transcendent.

We refer to this as:

The stillness of the mind

The settling of the soul

The uplifting of the spirit

Being at one in the world and finding meaning and purpose in life.

For some, but not all, this will be experienced, expressed or explained through faith or belief.

When discussing this with our pupils, we refer to spirituality as:

The way WOWS, OWS and NOWS shape me into the person that I am and will become.

Spiritual development contains many facets and it is concerned with a number of areas of an individual's life. Therefore, when developing spirituality in pupils and adults, we, in line with our distinctively Christian vision and our school's definition for spirituality, look at four key areas: self, others, transcendence (beyond), and nature.



Spirituality Opportunities

Self

Opportunities

- Studying artwork and themes around it to explore connections to self.
- Pupils gain a respect for the spiritual journey of creation which involves resilience and endurance.
- Children should experience moments of stillness in order to gain an appreciation for the hope and joy and delight in the beauty of artwork.
- To be exposed to variety of samples of art and to consider art as a medium of self-expression.
- Self-portraits and awareness of uniqueness, e.g. expressing emotion.
- Stillness opportunities when doing observations in preparation for artwork.
- Linking colours to feelings and reflecting on how that makes you feel.
- Creating artwork that promotes sense of self and belonging.
- Developing gratitude and pride through taking care of sketchbooks.
- Opportunities to share artwork and developing pride in this.

Potential Question Prompts

- In what ways can art be a form of spiritual expression or connection?
Give examples.
- How does this artwork relate to concepts like beauty, truth, purpose or the human condition?
- How might different materials, colours, forms or techniques be used to evoke a sense of spirituality or transcendence?
- In what ways does your cultural or religious background influence your artistic style or subject matter?
- How can we use the creative process of art-making as a means of introspection, meditation or spiritual growth?
- What is your preferred choice of medium and how does this let you express yourself.

Others

Opportunities

- Experience great admiration and respect for their own work and that of peers which could be used to bring hope to others.
- Encourage everyone to 'keep their eyes open' and sow the seeds of spirituality.
- Pause for reflection in relation to difficult themes within artwork which allows people to express their response to challenging circumstances and build a resilient hope.
- Be introduced to works of great artists and experience wonder and awe at the achievements of these works of art.
- How artists use techniques to make sense of the world.
- Creating artwork with underlying messages promoting moral, spiritual and environmental opinions and beliefs.
- Upcycling materials to create art to promote a sense of responsibility and understanding how this impacts on others.
- Exploring local community through landscape and creativity.

Potential Question Prompts

- What are the wows and ows in the stories behind the artists you study?
- How do you celebrate and respect differences responses to art?
- What deeper meanings or emotions do you think the artist was trying to convey through this work?
- How might different cultures or belief systems interpret the symbolism or imagery used in this artwork?
- In what ways does this artist's cultural or religious background seem to influence their artistic style or subject matter



Transcendence

Opportunities

- Studying abstract and non-representational art forms that aim to express ideas, emotions or spiritual experiences beyond the material world.
- Looking at religious/spiritual art from various cultures and faiths that depict transcendent experiences, visions, or sacred beings/realms. This could include Buddhist mandalas, Islamic geometric patterns, Christian icons, or Indigenous art depicting the spirit world.
- Using art as a means of personal expression and reflection on profound questions about existence, the universe, and humanity's place within it. Children could create artwork meditating on big philosophical/spiritual questions.
- Examining how various artists have used symbolic imagery, metaphor and allegory in their work to convey transcendent meanings beyond just the physical objects depicted.
- Experiencing art through biblical texts and opportunities to reflect on this and answer big questions.
- Exposure to art that depicts challenging topics.

Potential Question Prompts

- In what ways can art be a form of spiritual expression or connection to the beyond?
- When looking at a piece of art, have you ever felt a sense of awe, wonder or connection to something greater than yourself? What about the artwork made you feel that way?
- How might an artist use colours, shapes, textures or materials to create a feeling of peace, calm or transcendence in their work?
- If you could create a piece of art to express your deepest hopes, questions or feelings about life's biggest mysteries, what might it look like?
- When making art, have you ever felt "in the zone" or deeply absorbed in the creative process? What did that feel like?
- Sacred buildings like churches, temples or mosques often use specific design elements to inspire a sense of spirituality. What design choices might an architect make for this purpose?

Nature

Opportunities

- Be given opportunities to respond to deeper meanings of art and create art linked to natural phenomenon.
- Develop curiosity and fascination about a piece of art.
- Going outdoors to closely observe and draw natural objects like plants, trees, insects etc.
- Discussing the intricate details, patterns, and beauty found in nature.
- Guided meditation or breathwork outside before an art activity to cultivate focus and presence.
- Using natural materials to create sculptures or land art installations outdoors.
- Exploring the cycles of seasons and how they link to beliefs.
- Reflecting on the impact of human behaviour on the world.
- Listen to sounds of nature, responding to what they have heard through art.
- Examining how various artists have used symbolic imagery, metaphor and allegory in their work to convey nature and the environment.

Potential Question Prompts

- Some artists try to capture the beauty and mystery of the natural world in their art. What in nature fills you with a sense of wonder or spiritual connection?
- When looking at artwork that depicts nature (landscapes, animals, plants etc.), what feelings or thoughts does it stir up inside you?
- How might an artist use colours, textures or materials found in nature to create a sense of peace, wonder or connection to the natural world?
- How might an artist use light, shadows or contrasting elements to show the different moods, cycles or forces of nature?
- When creating artwork inspired by nature, have you ever felt deeply focused, calm or "at one" with your subject?
- If you could create a piece of artwork celebrating the natural world, what from nature would you want to feature? How would you use art materials to represent it?



St Michael's CE Primary Art Curriculum 2024-2025 map

	Autumn	Spring	Summer
Year 1	Art and Design Skills	Formal Elements of Art	Landscapes using Different Media
			Sculptures, Junk Models and Collage
Year 2	Formal Elements of Art	Sculpture and Mixed Media	Art and Design Skills
	Making Faces & Portraits		
Year 3	Prehistoric Art	Formal Elements of Art	Craft
	Puppets	Art and Design Skills	
Year 4	Art and Design Skills	Formal Elements of Art	Every Picture Tells a Story
		Sculpture	
Year 5	Formal Elements of Art: Architecture	Every Picture Tells a Story	Design For a Purpose
			Art and Design Skills
Year 6	Photography	Still Life	Make My Voice Heard
		Art and Design Skills	



Early Years Foundation Stage - Related to Art

Managing Self:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge

Physical Development (Fine Motor Skills)

- Hold a pencil effectively in preparation for fluent writing
- Use a range of small tools, including scissors, paint brushes and cutlery
- Begin to show accuracy and care when drawing

Understanding the World (The Natural World)

- Explore the natural world around them, making observations and drawing pictures of animals and plants

Expressive Arts and Design (Creating with Materials)

- 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

National Curriculum - Aims and Purpose

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

The national curriculum for art and design aims to ensure that all pupils:

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

National Curriculum - Key stage 1

Pupils should be taught:

- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space



- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

National Curriculum -Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay
- About great artists, architects and designers in history.



Progression Milestones for Art

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Making Skills					
Drawing	<p>To know different ways of drawing lines To create different lines with pencil and chalk To know how to draw the horizon line</p>	<p>To develop skill and control with a range of drawing materials To know what tone and shading is. To experiment with shading to create different tones. To use different tones to make a drawing look three dimensional To control my pencil to create dark and light tones. To accurately trace outlines. To draw faces that express different emotions To detail facial features using dots and lines</p>	<p>To know what proportion means To know how to scale up a drawing To know how to use charcoal to create form, shape and tone. To draw from observations To use shapes to help draw, design and decorate accurately To shade work using the 4 rules of shading To blend tones gradually To know how to hold a pencil to shade To know the 4 rules of shading (shading in one direction, creating smooth, even tones, leaving no gaps and ensuring neat edges when filling in a shape) To recognise shapes in an object to start a drawing To make observational drawings and create sketches To use guidelines to help construct more complicated images</p>	<p>To create different textures and effects with charcoal To arrange a draw a still life image from observation To use symmetry lines to sketch an outline To add light, medium and dark tones to make a drawing look 3D To add highlight to a drawing</p>	<p>To draw a picture from an observation To make close observations of small details To design a building based on an architectural style To use perspective view/a plan view/front elevation to draw a design To design a building for a specific purpose To design a monument to symbolise something To use fine control with a pencil to make a detailed and analytical observational drawing To use a HB pencil to continue lines on a drawing To add tonal graduation using a 2B pencil To communicate ideas through notes and drawings To annotate and label a design To use textures within drawings to show careful observations and understanding of illustrating different surfaces</p>	<p>To draw a series of lines to create a simple portrait To use charcoal to add shadows to a portrait To plan and draw a composition in the style of Picasso To use tones of black, grey, and white to create effect To use masking tape to create a straight line To keep balance in a final composition To know sketches are not the finished article To draw with attention to form line and layout To use charcoal and chalk to show light and shadow To create clear lines and shapes To know what is meant by a negative image To pick out areas of light and shadow To experiment with different lines and marks To show light and dark areas within an image using patterns To use halo and 'chiaroscuro' techniques</p>



<p>Painting</p>	<p>To develop skill and control when painting To know the right amount of paint to use To know different brushes make different marks</p> <p>To choose suitable brushes for different marks To use small brushes to paint details To know which primary colours make which secondary colours To select and mix the correct primary colours to make a secondary colour To make different shades of secondary colours To paint areas of light and dark</p>	<p>To paint with skill and control To use a comfortable grip when holding a brush To work carefully to control the brush To know what a flowing stroke is To use a flowing stroke when painting To choose to paint with colours that look good next to each other To blend paint colour washes into artwork To blend two primary colours to make a secondary colour</p>	<p>To mix paint to create a range of natural colours To experiment with techniques to create different textures To know that paint can be made from natural ingredients To know that different parts of the paintbrush can create different effects To identify the tone in a painting To use tints and shades to paint from light to dark</p>	<p>To paint in the style of a famous artist To paint using the techniques of Paul Cezanne To paint with skill and control, using expression</p>	<p>To work in the style of Warhol To paint abstract interesting shapes using different equipment</p>	<p>To know how to mix colours to create the specific hue needed To know how to mix darker and lighter tones To paint with attention form line and layout To mix colours to create the specific hue needed To mix darker and lighter tones To paint by mixing complex colours To paint in the style of the Claude Monet</p>
<p>Craft and Design</p>	<p>To use a range of different materials creatively To use scissors safely and carefully To draw a design before making</p>	<p>To cut along folded accurately, with scissors To thread strips of paper to create a weave pattern To know fabric is made from weaving To create a collage of images To create a picture using collage and frottage To carefully tear my rubbings and arrange shapes into pictures</p>	<p>To create a mood board showing what is important to me To tie-dye material To cut accurately To weave neatly with paper To weave using different materials To know what a mood board is To know the process of tie-dyeing and the importance of securing the ties tightly To know the similarities between tie-dyeing and wax resist To know what warp and weft are in paper weaving</p>	<p>To score lines safely using scissors and a ruler To create a musical instrument from recycled materials To create a collage in the style of an artist To create a collage of contrasting images</p>	<p>To know a design requires planning and purpose To know the work of British designers To know that designers start with ideas and rough drawings before drawing finalising their designs To know that designs can be reviewed and modified To know what a USP is To know how advertising, words, USP and packaging help to sell a product To know that designers work in teams</p>	<p>To represent ideas graphically, combining words and graphics</p>



		<p>To know what collage and frottage is.</p> <p>To know that the term collage means 'a collection of materials or objects covering a surface.</p>	<p>To know how to weave neatly</p> <p>To sketch a design to plan</p> <p>To complete work to a high standard</p> <p>To follow instructions carefully and accurately</p> <p>To cut and stick with precision</p> <p>To design and make a shadow puppet</p> <p>To know how to use materials to make a 3d puppet</p> <p>To know how to glue materials together</p> <p>To know shadow puppets work</p> <p>To know how to create a shadow puppet theatre</p>		<p>To understand the use of language when naming a product</p> <p>To design a coat of arms by selecting and placing appropriately imagery</p> <p>To work collaboratively on a design brief</p> <p>To present ideas and designs clearly in a visual format</p> <p>To design a product which is appealing and purposeful</p> <p>To design a product based on a word</p> <p>To present a product pitch</p> <p>To work as a team to create and sell a product</p> <p>To communicate through spoken and visual language to sell a product</p>	
<p>Sculpture and 3D</p>	<p>To know what a sculpture is</p> <p>To use moulding materials to make a basic coil shape</p> <p>To know what etching is</p> <p>To know how to use etching tools</p> <p>To create patterns using etching tools</p> <p>To create a sculpture using moulding materials</p> <p>To know what lines, curls and circles are</p> <p>To know ways to join materials</p> <p>To join materials to make a sculpture</p> <p>To know what 3d means</p>	<p>To know clay is a material that can only be used when flexible and wet.</p> <p>To create repeating patterns with clay</p> <p>To use hands as a tool for making.</p> <p>To know what a 3D form is</p> <p>To create 3D forms</p> <p>To bend wire/pipe cleaners into a shape</p> <p>To make shapes using plasticine</p>	<p>To bend, manipulate and join wire</p> <p>To add features to a sculpture using smaller wire</p> <p>To work safely and carefully with tools and equipment</p> <p>To know how to bend, manipulate and join wire</p> <p>To know how to use smaller wire to add features to a sculpture</p> <p>To know how to use wire and wire cutters carefully and sensibly</p>	<p>To create a small-scale sculpture</p> <p>To know how to draw a design for a three-dimensional piece</p> <p>To draw a design for a 3d piece</p> <p>To use tools and hands to carve, model and refine sculpture</p> <p>To use tools safely and carefully</p> <p>To create a sculpture in the style of Sokari Douglas Camp</p> <p>To cut out and arrange sections of sculpture neatly</p>		<p>To know how to keep clay malleable</p> <p>To create a sculpture of a head using clay</p> <p>To use clay sculpting tools to convey messages and emotions in a sculpture</p> <p>To use and attach additional pieces of clay to create features</p>



	To know what a junk model sculpture is					
Collage and Printing	To know that a print is transferring an image from one surface to another To know different printing techniques To make prints using different printing techniques		To create positive and negative prints To know how to make a positive and negative print To create an image using the principles of lenticular printing	To create patterns using printing techniques To make prints unique through use of colour and pattern To create a geometric pattern To know different printing techniques To know that lenticular printing gives an optical illusion To know that illusion is created using two images	To use cropping methods To evaluate own print work To create a clear print To work in the style of Warhol	<u>PHOTOGRAPHY</u> To know what a truism is To know contemporary artists use digital techniques to convey messages To know artists use photography to record and observe To know the terms macro and monochromatic To create a truism which communicates meaning To take photographs and make choices about how to edit To make decisions on cropping, editing and presentation of photographic images To draw a self-portrait from a photograph To replicate the mood and expression of a painting using photography To know what a Zentagle pattern is To know how to transfer a pattern onto a polyprint/polystyrene tile To know that this method creates a reverse system where the imprinted lines become white and the background becomes the colour of the ink used



							<ul style="list-style-type: none">To transfer a pattern on to a print tileTo apply ink to a print tileTo create a repeat pattern on fabricTo create a range of patterns using observation, imagination and memory
<h3>Generating Ideas</h3>							
<h4>Use of sketchbooks</h4>	<ul style="list-style-type: none">To know that that sketchbooks are for developing ideas and trying things outTo use sketchbooks to record thoughts and ideas and to experiment with materials	<ul style="list-style-type: none">To use sketchbooks to record thoughts and ideas and to experiment with materials.	<ul style="list-style-type: none">To use sketchbooks to generate ideas and record thoughts and observationsTo make records of visual experiments	<ul style="list-style-type: none">To use sketchbooks for planning and refining ideas.To use sketchbooks to record observations and developing skill and technique	<ul style="list-style-type: none">To develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks.	<ul style="list-style-type: none">Make personal investigations and record observations in sketchbooksRecord experiments with media and try out new techniques and processes in sketchbook	
<h4>Creating Original artwork</h4>	<ul style="list-style-type: none">To create artwork inspired by other artistsTo combine colours and shapes to make an abstract piece of artTo compose a scene using shapesTo add details to artwork with objects and materialsTo select natural materials that will be interestingTo arrange materials in a meaningful way to create a final composition	<ul style="list-style-type: none">To add shapes and words to piece of workUse artists as an inspiration to develop original art	<ul style="list-style-type: none">To identify and collect coloured materials to paint withTo create a cave painting	<ul style="list-style-type: none">To create abstract art to reflect personal feelings	<ul style="list-style-type: none">To create a symmetrical abstract art fromTo create a message using visual symbolsTo add colours and motifs to create work in the style of an artistTo use imagination and visualisation to create an original piece of art	<ul style="list-style-type: none">To create a graffiti tagTo use symbols to convey a message	



Knowledge of Formal Elements of Art

	<p>Understanding of Art</p>	<p>To know that abstract art is modern art which does not represent images of our everyday world</p> <p>To know the features of a landscape</p>	<p>To know what a self-portrait is</p> <p>To know that beauty can be found in landscapes, plants and flowers, animals, people and acts of kindness.</p> <p>To know what a dot matrix effect is</p> <p>To create a dot matrix effect</p>	<p>To understand and know about Prehistoric Art</p> <p>To know some of the features of prehistoric paintings</p> <p>To know why prehistoric people painted animals</p> <p>To know how to make observational drawings</p>	<p>To know the flower of life pattern has been used for thousands of years</p> <p>To create an exhibit</p> <p>To work in a group and select objects for an exhibit/collection</p> <p>To know and understand the role of a curator</p>	<p>To know what a monument is</p> <p>To know what the purpose of a monument is</p> <p>To know what a legacy is</p> <p>To know what street art is</p> <p>To know how people use visual symbols</p> <p>To know what a coat of arms is</p> <p>To know how symbols represent a symbol</p>	<p>To know what a truism is</p> <p>To know contemporary artists, use digital techniques to convey messages</p> <p>To know artists use photography to record and observe</p> <p>To know the terms macro and monochromatic</p> <p>To know different styles of graffiti art</p>
	<p>Texture</p>	<p>To know that texture is representing how an object appears and feels</p> <p>To identify different textures in artwork</p> <p>To create different textures using materials</p>	<p>To identify different textures and record them using a rubbing technique.</p> <p>To know what materials, add texture</p> <p>To use materials that add texture</p>	<p>To experiment with techniques to create different textures</p> <p>To know mark marking techniques to add texture</p>	<p>To create different textures and effects with charcoal</p> <p>To describe the formal elements of a picture including form, texture, tone, line, shape and colour.</p>	<p>To use textures within drawings to show careful observations and understanding of illustrating different surfaces</p>	<p>To show texture in artwork using a range of techniques</p>
	<p>Tone</p>	<p>To use different tints and shades for effect</p> <p>To know what a tint and shade is</p> <p>To know that light colours stand out</p> <p>To know that dark colours recede</p>	<p>To know that tone is how dark and light something is</p> <p>To know a range of tools to create different tones.</p> <p>To draw using tone to create a 3D effect</p> <p>To experiment with shading to create different tones.</p> <p>To create a 3D drawing including tone.</p> <p>To create shadow effects within artwork</p>	<p>To apply and blend charcoal to create form, tone and shape</p> <p>To know how to hold a pencil to shade</p> <p>To know the 4 rules of shading (shading in one direction, creating smooth, even tones, leaving no gaps and ensuring neat edges when filling in a shape)</p> <p>To identify the tone in a painting</p> <p>To use tints and shades to paint from light to dark</p> <p>To know that tone means the light and dark</p> <p>To know that tint is to make a colour lighter by adding white</p>	<p>To add light, medium and dark tones to make a drawing look 3d.</p> <p>To add highlight to a drawing.</p> <p>To describe the formal elements of a picture including form, texture, tone, line, shape and colour.</p> <p>To use charcoal to add shadows to a portrait</p>	<p>To add tonal graduation using a 2B pencil</p> <p>To describe and analyse artists use of tone</p>	<p>To use tones of black, grey, and white to create effect</p> <p>To keep balance in a final composition</p> <p>To use halo and chiaroscuro techniques</p> <p>To use charcoal and chalk to show light and shadow</p> <p>To pick out areas of light and shadow</p>



				To know that shade is to make a colour darker by adding black.			
	Colour	To know the primary colours To know how to create different colours by mixing To create new colours by overlapping printing To know that 2 primary colours make a secondary colour To know that different amounts of primary colours can make a secondary colour lighter or darker To mix colours to match those in artwork To know that new colours can be made by overlapping prints	To mix secondary colours. To mix colours for a purpose using wet and dry media To blend two primary pastels to make a secondary colour	To know what pigment is To use tints and shades to paint from light to dark	To recreate a traditional design using tints To make tints to add detail and tone To describe the formal elements of a picture including form, texture, tone, line, shape and colour.		To know how to mix colours to create the specific hue needed To know how to mix darker and lighter tones To mix colours to create the specific hue needed To mix darker and lighter tones To paint by mixing complex colours
	Form		To know what a 3d form is	To apply and blend charcoal to create form, tone and shape	To describe the formal elements of a picture including form, texture, tone, line, shape and colour.	To use curved lines to draw 3d shapes	To draw with attention to form line and layout
	Shape	To Identify shapes in art To Use shapes for a purpose	To compose geometric designs	To identify 2d shapes within artwork To apply and blend charcoal to create form, tone and shape To identify simple geometrical shapes in objects To use shapes to help draw, design and decorate accurately	To make a stamp using geometric and shapes To create a geometric pattern To know that a compass is used to make a circle To know how to use a compass safely and accurately To describe the formal elements of a picture including form, texture,		To create clear lines and shapes



				To know that geometry is the points, lines, shapes and space that make up simple 2d and 3d shapes. To recognise shapes in an object to start a drawing	tone, line, shape and colour.		
	Line	To describe the different lines in famous pieces of art To know different types of line in art	To draw lines with increased skill and confidence	To know that in nature objects are usually formed from wavy lines To know that man-made objects consist of straight line To know that geometry is the points, lines, shapes and space that make up simple 2d and 3d shapes.	To use symmetry lines to sketch an outline To create a pattern using reflection and symmetry To describe the formal elements of a picture including form, texture, tone, line, shape and colour. To draw a series of lines to create a simple portrait	To use curved lines to draw 3d shapes To use a HB pencil to continue lines on a drawing	To draw a series of lines to create a simple portrait To draw with attention to form line and layout To experiment with different lines and marks To use masking tape to create a straight line To draw with attention to form line and layout To create clear lines and shapes
	Pattern	To make observations on patterns seen in nature To design and make patterns in a range of materials	To know that a pattern is created by repeating lines, shapes, tones or colour. To create repeating pattern using everyday items.	To understand and describe patterns in craft work To create patterns in different craft methods (tie dye/weaving)	To create patterns using printing techniques To create a pattern using a stamp To make a stamp using geometric and shapes To make prints unique through use of colour and pattern To create a pattern using reflection and symmetry To apply mathematical techniques to create a flip pattern To create a geometric pattern To know what repeating and symmetrical patterns are To know what a symmetrical figure is To know what a flip pattern is		To show light and dark areas within an image using patterns To know what a Zentagle pattern is To know how to transfer a pattern onto a polyprint/polystyrene tile To know that this method creates a reverse system where the imprinted lines become white and the background becomes the colour of the ink used To transfer a pattern on to a print tile



Knowledge of Artists

<p><u>Key artists</u> To understand key artists and their work/style:</p> <p>Abstract artists such as Kandinsky, Bernal and Bolotowsky Louis Wain Beatritz Milhazes Bridget Riley Jasper John Vincent Van Gogh Peder Severin Joaquin Sorolla Pierre Auguste Renoir Zaria Foreman</p> <p>To know that Andrew Goldsworthy and William Morris used natural materials to create artwork</p>	<p><u>Key artists</u> To understand key artists and their work/style</p> <p>To create a portrait in the style of Julian Opie Roy Lichtenstein Max Ernst Ed Ruscha Clarice Cliff Nancy McCrosky</p>	<p>To understand and know about Prehistoric Art</p> <p><u>Key artists</u> To understand key artists and their work/style</p> <p>Diego Velazquez</p>	<p>To paint using the techniques of Paul Cezanne To create a sculpture in the style of Sokari Douglas Camp</p> <p><u>Key artists</u> To understand key artists and their work/style</p> <p>Paul Cezanne Luz Perex Ojeda Barbara Hepworth Giorgio Morandi David Hockney Paula Rego Edward Hopper Pieter Bruegel Fiona Rae Leonardo Da Vinci Sokari Douglas Camp Arcimboldo</p> <p><u>Every Picture Tells a Story:</u> To understand how to analyse a famous painting To look closely at details of a picture To describe the formal elements of a picture To respond to a painting by making inferences To develop a narrative from the elements in a painting To describe the story behind a painting To develop analytical skills to respond to paintings To ask questions about art</p>	<p>To design in the style of Hundertwasser</p> <p><u>Key artists</u> To understand key artists and their work/style</p> <p>Hundertwasser Banksy Magdalene Odundo's Andy Warhol John Singer Sargent Paul McKee Dominic Wilcox</p> <p>To know the work of British designers</p>	<p><u>Key artists</u> To understand key artists and their work/style</p> <p>Edward Weston Edward Munch Kathe Kollwitz Pablo Picasso Mark Wallinger Cezanne Claude Monet William Morris</p> <p>To know some of motivations and techniques of impressionist and post-impressionist painters</p>
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					<ul style="list-style-type: none">To apply interpretation skills to analyse and respond to abstract paintingTo discuss and describe the work of an artistTo reflect on feelings from a paintingTo respond to art in different waysTo know that some artwork tells a story or shows feelings in their artTo know how to interpret a picture and suggest meaningTo know how to find meaning in a picture		
<h2>Evaluating</h2>							
		<ul style="list-style-type: none">To give an opinion on the mediums used and express reasonsTo compare images by the same artist and spot similarities and differencesTo observe and spot detail in famous paintingsTo evaluate own artwork and the work of others	<ul style="list-style-type: none">To appreciate other people's drawings.To suggest improvements to own and others workTo describe choices and preferences using the language of art	<ul style="list-style-type: none">To explain which of my designs are the most successfulTo reflect on work in order to make improvementsTo discuss own and other's art work using increasingly sophisticated art language	<ul style="list-style-type: none">To use more complex vocabulary when discussing art workTo reflect on work in order to make improvements	<ul style="list-style-type: none">To evaluate a work of street artTo suggest changes to an image to alter a messageTo evaluate creative works using the correct vocabularyTo use drama to show understanding of a piece of artTo reflect and analyse on intentions and choices	<ul style="list-style-type: none">To use the language of art with greater sophistication when discussing own and others' artTo give reasoned evaluations of their own and others' work which takes account of context and intention



Progression in Art Vocabulary

Year 1	Formal Elements of Art	Art and Design Skills	Landscapes Using Different Media	Sculptures and Collages
	abstract, composition, modern art, <u>op art</u> , optical illusion, photorealism, pop art, primary colours, secondary colours, shape	2D shapes, 3D shapes, abstract, contemporary, drawing mediums, narrative, printing, shade,	figurative, horizon line, impressionism, landscape, post impressionism, representation, shading, tones	bronze, contemporary, etching, land art, metallic, pattern, sculpture, sketch, symmetrical, textile
Year 2	Formal Elements of Art	Art and Design Skills	Human Form	Sculpture and Mixed Media
	bronze, contemporary, etching, land art, metallic, pattern, sculpture, sketch, symmetrical, textile	air drying clay, ceramics, concentric circles, repeating pattern, score, sketch, slip, tone	choreograph, collaboration, contemporary, day of the dead, mixed media, sculpture, self-portrait, symbolism	blend, cartoon, colour wash, comic, dot matrix, illustrator, pop art, sculpture
Year 3	Formal Elements of Art	Art and Design Skills	Prehistoric Art	Craft
	3D form, facial features, geometric shapes, guidelines, shading, sketching, template, tone	3D form, facial features, geometric shapes, guidelines, shading, sketching, template, tone	cave artists, charcoal, geometric shapes, iron age, line drawing, native, prehistoric, proportions, stone age, texture, tone	interior designer, intersectional points, loom card, frame, mood board, personality, running-stitch, synthetic materials, textile designer, warp, wax resist, weave, weft
Year 4	Formal Elements of Art	Art and Design Skills	Every Picture Tells a Story	Sculpture
	2D shapes, abstract, charcoal, pattern, reflection, symmetrical, Texture	lenticular lens, optical illusion, score, sequential order, thematic	abstract, narrative, pop art, preparatory, drawing, re-enact	composition, contrast, crotchet, geometric pattern, maracas, optical effect, percussion instruments, pitch, quaver, recycle, sketch, upcycle, wax resist
Year 5	Formal Elements of Art: Architecture	Art and Design Skills	Every Picture Tells a Story	Design For a Purpose
	abstract, amphitheatre, ancient, architects, composition, cryptic, legacy, mono-print, ornate, pattern, plaque, representation, shading, sketch, stadium, symbolism, temple	analytical observational drawing, annotation, collage, computer-aided design (CAD), continuous line drawing, diagram, exploded-diagram, invention, portrait, prototype, sketch, texture	abstract, anonymous, Brexit, emojis, immigration, mural, pictograms, racism, street art, symmetrical	client, collaboration, design brief, font, heraldry, logo, pitch, presentation, prototype, sketch, slogan, soundbite, template, urban, unique-selling-point (USP)
Year 6	Photography	Art and Design Skills	Make My Voice Heard	Still Life



St Michael's
C.E. Primary School

composition, crop, digital, expression,
lens, macro, photography, self
portrait, technique, truism

abstract, herringbone, milliner,
mindfulness, pattern, polyprint tile,
prototype, realism, symbolism,
zentangle pattern

abstract, chiaroscuro, composition,
figurative, graffiti art, parallel
lines, serif, symbolism, tag

abstract, cartoon, charcoal, colour wheel,
composition, cuboid, greyscale, hue,
negative image, sketching, still life,
underpainting,
visual minutes