

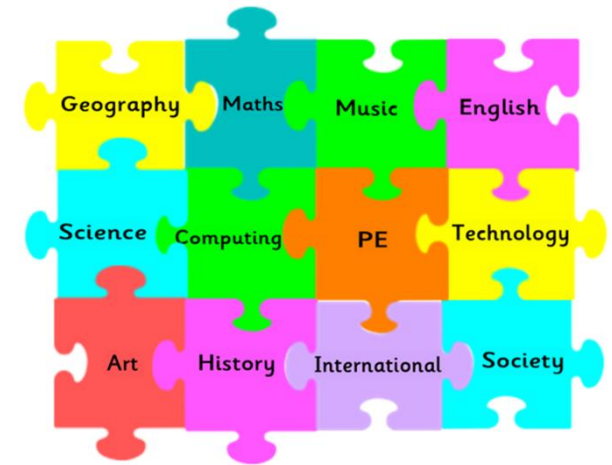
St Paul's CE Primary School

Art and Design



Curriculum Progression Map for knowledge, skills and understanding

The units are organised around a theme, which helps the children to see how subjects are both 'independent' and 'interdependent' enabling them to see 'the big picture' of their learning, make connections through and across different subjects, and talk about a theme from multiple perspectives.



The three types of learning that are taught as part of the curriculum include: **knowledge, skills and understanding**. Across school there are visual representations for knowledge, skill and understanding as well as definitions.



Knowledge is something that we know is a fact. It is true. Knowledge is always right or wrong.



A skill is something you learn at any age and with practice you will get better.



To develop understanding, connections have to be made in order to make meaning.

At Paul's we encourage our children to develop and master a range of knowledge, skills and understanding in all areas of the curriculum. As a whole school community, we have devised a range of subject characters and knowledge, skills and understanding principles that are specific to each area of the curriculum, to enable the children to identify not only the subject they are learning but also the content. The characters were shared with the children and they generated a list of knowledge, skills and understanding for each area.

In Art and Design, when the children are being artists they:

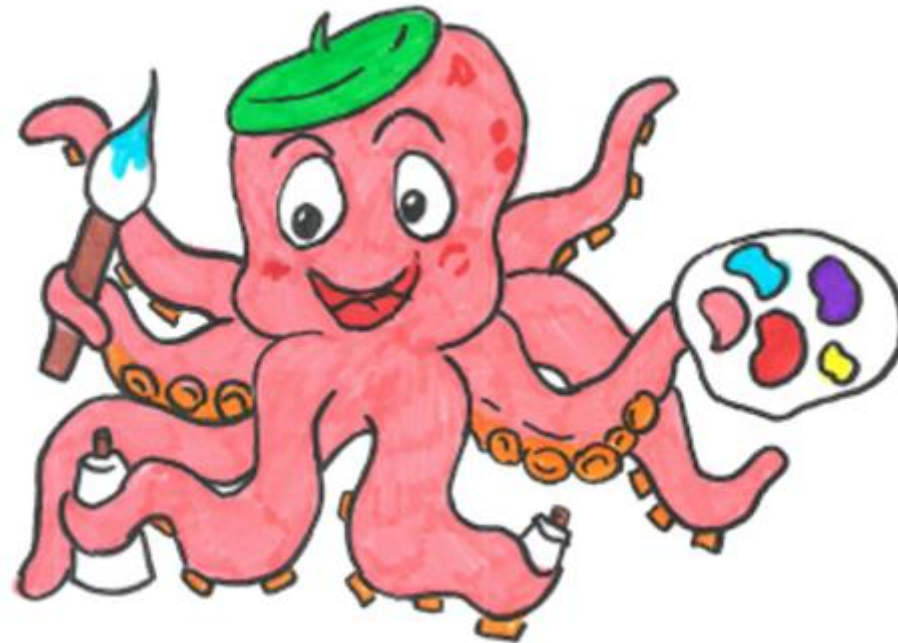
use a range of materials to creatively design and make products

develop a wide range of art and design techniques

understand how colour, pattern, texture and shape can be used to express emotions and ideas

find out about famous artists and their preferred style

use artist styles to express themselves creatively



improve their mastery in art: drawing, painting, sculpting and sketching,

find out about famous artists, architects and designers through history and their preferred style

In Early Years the Art coverage will include:		Key Vocabulary
Early y		

	Milepost 1	Milepost 2	Milepost 3
National Curriculum	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> ♣ 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. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> ♣ 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 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> ♣ 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
IPC Units	<p>Still life:</p> <ul style="list-style-type: none"> To be introduced to some of the key artists associated with the genre in its 2D form, such as Cézanne, Matisse and Lichtenstein. Explore artists from the host country. Develop techniques in sketching, considering how to incorporate tone, shape and texture in their work. Use a range of art materials, including art pencils, charcoal and pastels, using these to create their own still life. <p>People of the Past:</p> <ul style="list-style-type: none"> What someone's portrait can tell us about them How to create a portrait of a friend How to create a Cubist-style artwork Comparing and contrasting the work of famous artists How to paint a scene in the style of a famous artist <p>3D Art Sculpture:</p> <ul style="list-style-type: none"> Explore the genre through 3D art by Sheela Gowda, Henry Moore, Dame Barbara Hepworth, and Louise Bourgeois. 	<p>Explorers and Adventurers:</p> <ul style="list-style-type: none"> How new discoveries were recorded by artists Margaret Mee who combined botanical art with travelling. <p>Sculptures and Bowls:</p> <ul style="list-style-type: none"> Learn about the design process and how technical drawings help when planning sculptures. Use different materials for creating sculptures and learn how to join them. If you were going to make a bowl, what would you use? <p>Vanishing Rainforests:</p> <ul style="list-style-type: none"> Using the rainforest as inspiration for prints Identifying and using the elements of art. <p>Colour Theory:</p> <ul style="list-style-type: none"> Look at shades, tints and tones. Learn technical vocabulary associated with colour theory. Know how to mix colours to make the colours you see around you. <p>Printing and Pressing:</p> <ul style="list-style-type: none"> Look at patterns found in nature and how they can be recreated. 	<p>Applied Art:</p> <ul style="list-style-type: none"> How do we make something that looks nice, but is also functional and meets its purpose? What is more important, the way an object looks or the way it works? <p>900CE:</p> <ul style="list-style-type: none"> How to create Islamic art. <p>Create from waste:</p> <ul style="list-style-type: none"> Learn about what you can do with that waste instead of throwing it away. Are you ready to upcycle your waste? <p>The 7 elements of art:</p> <ul style="list-style-type: none"> Learn about colour, shape, form, line, space, value and texture-the 7 elements of art. Understanding how they are used, interpret and analyse existing works of art. Do you think applying the elements will improve your own artwork?

	<ul style="list-style-type: none"> • Develop their critical thinking and art appreciation skills. • Develop skills in working with clay and sculpting with Modroc. <p>Hooray...Let's Go On Holiday:</p> <ul style="list-style-type: none"> • Painting a holiday scene for a postcard or poster • How to create a collage on the theme of holidays <p>Colour</p> <ul style="list-style-type: none"> • Explore the theme of colour through the work of Piet Mondrian, Henri Matisse and Yayoi Kusama. • Mixing and the colour wheel, using the knowledge gained on primary colours and complementary colours to create their own artworks, inspired by the focus artists. <p>Treasure Island:</p> <ul style="list-style-type: none"> • Different coin designs • Making our own coins <p>We are what we eat:</p> <ul style="list-style-type: none"> • Artists that use food for their ideas • How to draw and paint fruit and vegetables • How art can be used to make a product more appealing 	<ul style="list-style-type: none"> • Use a range of tools and develop their design skills to create their own printing plates. • Experiment with different printing techniques and researching the artists who use them. <p>They made a difference:</p> <ul style="list-style-type: none"> • Artists who have contributed to art and society • The art of architecture • How to create a model building inspired by a building that we appreciate. 	
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Strand	Milepost 1	Milepost 2	Milepost 3	IMYC
Design and plan to create	1.01 Be able to create a work of art to express experiences, ideas and/or emotions	2.01 Be able to plan and create an original work of art to express experiences, thoughts, ideas and/or emotions	3.01 Be able to plan, create and refine an original work of art to express ideas, thoughts, emotions and/or views of the world	4.01 Be able to plan, create and refine an original artwork to communicate more abstract ideas, thoughts, emotions and/or views of the world
	1.02 Be able to demonstrate a specific technique	2.02 Be able to demonstrate improvement when using/practising a specific technique	3.02 Be able to demonstrate improvement when using a broad range of techniques	4.02 Be able to demonstrate a level of improvement appropriate to their own ability when using more complex techniques
	1.03 Be able to create an original artwork to serve a given purpose using given media	2.03 Be able to create an original artwork to serve a given purpose selecting from a range of given media	3.03 Be able to create an original artwork to serve a self-selected purpose choosing from a range of given media	4.03 Be able to create an original art work to serve a particular purpose or suit a specific environment using appropriate media
	1.04	2.04	3.04	4.04 Understand how artists use a creative process to review and refine their own practice
	1.05 Understand that our own experiences can provide inspiration for original artwork	2.05 Understand that inspiration for the creative process can come from changing and manipulating the work of someone else	3.05 Understand that the inspiration for the creative process can come from a variety of sources	4.05 Understand that inspiration for artistic ideas comes from many different sources and influences development as part of a cyclical process

Strand	Milepost 1	Milepost 2	Milepost 3	IMYC
Experiment and play to create	1.06 Be able to experiment and play with a variety of materials, techniques and technologies	2.06 Be able to experiment with and combine a variety of materials, techniques and technologies	3.06 Be able to experiment with and manipulate a variety of materials, techniques and technologies for a particular purpose	4.06 Be able to record and reflect on experimenting with a variety of materials, techniques and technologies to meet a purpose
	1.07 Be able to select materials and techniques when creating and give reasons for their choices	2.07 Be able to select materials and techniques to communicate an idea and be able to explain their selection	3.07 Be able to select materials and techniques to communicate an idea and evaluate their level of success	4.07 Be able to evaluate and refine the selection of materials and techniques, judging how successfully they communicate an idea
Visual literacy	1.08 Know about line and colour	2.08 Know about line, value, colour and the difference between shape and form	3.08 Know about the elements of art	4.08 Know the elements of art and the principles of design
	1.09 Know that artwork can have a specific purpose	2.09 Know that an artwork can have one or more purposes	3.09 Know that art can be used as a tool to challenge and influence society	4.09 Know that there are a range of purposes to art that may or may not be identifiable

Strand	Milepost 1	Milepost 2	Milepost 3	IMYC
Critical appreciation	1.10 Know that there are different types of visual art	2.10 Know that some artistic methods are more typically associated with some places than others	3.10 Know that where and when art is created can influence its form	4.10 Know how artists all over the world are influenced by environment and society
	1.11 Understand that artists get inspiration from different places	2.11 Understand that there is a difference between copying art and being inspired by artists' work	3.11 Understand how art can influence and inspire new works	4.11 Understand how artists influence each other
	1.12 Understand that visual communication is all around us	2.12 Understand how techniques in visual communication can be used to create different effects	3.12 Understand that there are opportunities and risks associated with visual communication and media	4.12 Understand the benefits, limitations and consequences of visual communication and media
	1.13 Be able to comment on works of art	2.13 Be able to make inferences about artists and their intention(s)	3.13 Be able to interpret the meaning behind artwork, giving reasons for their opinions	4.13 Be able to analyse and interpret artworks to explore the possible intentions and viewpoints, justifying their opinions
	1.14	2.14	3.14 Be able to analyse the elements within an artwork	4.14 Be able to use the vocabulary of the elements of art and principles of design to critique works of art

