



# St Chad's CE School – Art overview and Progression

'A Future with Hope' Jeremiah 29:11

## Theme key



Drawing



Painting



Collage



Sculpture



Mixed Media



Textiles



Printing

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	1.1 The High Street LS Lowry	1.2 London landmarks Monet Le Corbusier Metzinger	1.3 Africa Kente Cloth	1.4 The Arctic	1.5 Seasons	1.6 Plants Eric Carle
Year 2	2.1 Nature and the environment Andy Goldsworthy Barbara Hepworth	2.2 Fireworks Van Gogh	2.3 Insects	2.4 Great Fire of London	2.5 Hot and cold	2.6 Ships Claude Monet

### 1.1 The High Street

- Children can collect ideas from the work of LS Lowry.
- Children can compare their own work to LS Lowry's.
- Children can create lines of different thicknesses.
- Children can use different materials such as pencils, pastels and felt tips to draw.
- 

### 1.2 London Landmarks

- Children have created different backgrounds using a variety of materials eg newspaper, tissue paper, magazines
- Children can use a combination of materials that have been cut, torn and glue.
- Children can add texture by mixing materials

### 1.3 African Cloths

- Children can use patterns from African art in their work.
- Children can use a variety of materials, e.g. sponges, fruit, blocks to print
- Children can use a dyeing technique to alter a textile's colour and pattern
- Children can decorate textiles with glue or stitching, to add colour and detail
- Children have explored decorating and embellishing their textiles to add detail, colour and effect.

### 1.4 The Arctic

### 1.5 Seasons

### 1.6 Eric Carle's plants



Truthfulness

Hope

Thankfulness

Forgiveness

Courage

Justice





# St Chad's CE School – Art overview and Progression

'A Future with Hope' Jeremiah 29:11

<ul style="list-style-type: none"> <li>• Children can try using a variety of methods and use different materials</li> <li>• Children can draw on different surfaces with a range of media.</li> <li>• Children can use differently textured and sized media.</li> <li>• Children make observations and draw different lines and shapes.</li> </ul>	<ul style="list-style-type: none"> <li>• Children can use a variety of tools and techniques including different brush sizes and types.</li> <li>• Children can match colours to seasons.</li> <li>• Children can select materials to represent different seasons.</li> <li>• Children can use natural materials to print and create different textures.</li> <li>• Children can use finger print, sponge print, block print to form patterns and experiment with amounts of paint applied and develop control.</li> </ul>	<ul style="list-style-type: none"> <li>• Children can experiment with tools and techniques e.g. layering and mixing media.</li> <li>• Children can create textured paint by adding sand, plaster.</li> <li>• Children can mix primary colours to make secondary colours.</li> <li>• Children have studied the techniques of Eric Carle to apply to their own work.</li> </ul>
<p>2.1 Andy Goldsworthy Nature</p> <ul style="list-style-type: none"> <li>• Children can investigate texture by making rubbings.</li> <li>• Children can make careful observations when sketching from nature.</li> <li>• Children can discuss the work of Andy Goldsworthy and the materials he uses.</li> <li>• Children can select natural materials by colour, shape and texture.</li> <li>• Children can combine natural materials into a sculpture.</li> </ul>	<p>2.2 Van Gogh Fireworks</p> <ul style="list-style-type: none"> <li>• Children can experiment with different ideas and say what they think about their work.</li> <li>• Children can experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges.</li> <li>• Children can mix and select colours.</li> <li>• Children can design patterns of increasing complexity and repetition.</li> </ul>	<p>2.3 Insects</p> <ul style="list-style-type: none"> <li>• Children can record and explore ideas from first hand observations.</li> <li>• Children can investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc.</li> <li>• Children can select and combine colours and shapes.</li> <li>• Children can experiment with constructing and joining recycled, natural and manmade materials.</li> <li>• Children can discuss ideas about the work of Jennifer Angus.</li> </ul>
<p>2.4 Great fire of London</p> <ul style="list-style-type: none"> <li>• Children can select and mix fire colours.</li> <li>• Children can sort and group materials for different purposes e.g. colour texture.</li> <li>• Children can fold, crumple, tear and overlap paper to create effects.</li> <li>• Children can use their sketchbooks to</li> </ul>	<p>2.5 Hot and Cold Colours</p> <ul style="list-style-type: none"> <li>• Children have used a variety of tools and techniques including different brush sizes and types.</li> <li>• Children can identify hot and cold colours,</li> <li>• Children can use primary colours to mix secondary colours</li> </ul>	<p>2.6 Claude Monet's ships</p> <ul style="list-style-type: none"> <li>• Children can ask and answer questions about Claude Monet.</li> <li>• Children have experimented with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk</li> <li>• Children can control the types of marks</li> </ul>



Truthfulness

Hope

Thankfulness

Forgiveness

Courage

Justice





# St Chad's CE School – Art overview and Progression

'A Future with Hope' Jeremiah 29:11

record ideas and mix colours.	<ul style="list-style-type: none"> <li>Children can experiment with tools and techniques e.g. layering, mixing media, scrapping through.</li> </ul>	<p>made with the range of media.</p> <ul style="list-style-type: none"> <li>Children can observe and draw shapes from observations.</li> <li>Children can use colour to create distance.</li> </ul>
-------------------------------	---	---

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	3.1 UK Landscapes David Hockney	3.2 Seaside	3.3 Fossils	3.4 Stone Age	3.5 Plants Georgia O'Keefe	3.6 Ancient Egypt
Year 4	4.1 Greek Architecture	4.2 Greek Vases	4.3 Roman Portraits	4.4 Natural Disasters Andy Warhol Jackson Pollock	4.5 Rainforests	4.6 Rainforests

<p>3.1 David Hockney Landscapes</p> <ul style="list-style-type: none"> <li>Children can select and record ideas from the work of David Hockney in their sketchbook.</li> <li>Children can make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</li> <li>Children can apply a simple use of pattern and texture in a drawing or painting.</li> <li>Children can experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</li> <li>Children can explore the relationship between mood and colour.</li> </ul>	<p>3.2 The Seaside</p> <ul style="list-style-type: none"> <li>Children can research embroidery designs from around the world, create own designs based on these.</li> <li>Children can sew simple stiches using a variety of threads and wool</li> <li>Children can create a collage using fabric as a base.</li> <li>Children can weave with fabrics and paper.</li> <li>Children can experiment with marbling inks.</li> </ul>	<p>3.3 Fossils</p> <ul style="list-style-type: none"> <li>Children have experimented with different grades of pencil and other implements to draw different forms and shapes.</li> <li>Children can create printing blocks using a relief method.</li> <li>Children can print using a variety of materials, objects and techniques including layering.</li> <li>Children can explore pattern and shape, creating designs for printing.</li> <li>Children can use roller and ink printing.</li> <li>Children can create surface patterns and textures in clay.</li> </ul>
3.4 Stone Age	3.5 Georgia O'Keefe's plants	3.6 Ancient Egypt



Truthfulness

Hope

Thankfulness

Forgiveness

Courage

Justice





# St Chad's CE School – Art overview and Progression

'A Future with Hope' Jeremiah 29:11

<ul style="list-style-type: none"> <li>• Children can use sketchbooks to collect and record visual information from different sources.</li> <li>• Children can make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pen, paints etc.</li> <li>• Children can apply tone in a drawing and painting in a simple way.</li> <li>• Children can mix different shades of earth colours.</li> </ul>	<ul style="list-style-type: none"> <li>• Children can apply Georgia O'Keefe's ideas to their own work.</li> <li>• Children can compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>• Children can experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</li> <li>• Children have worked on a range of scales</li> <li>• Children can experiment with watercolour.</li> <li>• Children can explore the relationship between mood and colour.</li> </ul>	<ul style="list-style-type: none"> <li>• Children can explore the work of Leger</li> <li>• Children can experiment with different grades of pencil and other implements to create lines and marks.</li> <li>• Children can draw with inks.</li> <li>• Children can plan, design and make models from observation or imagination.</li> <li>• Children can use Papier-Mache to create a simple 3D object.</li> </ul>
<p>4.1 Greek Architecture</p> <ul style="list-style-type: none"> <li>• Children can use sketchbooks to record ideas.</li> <li>• Children can experiment with showing line, tone and texture with different hardness of pencils.</li> <li>• Children can use shading to show light and shadow effects.</li> <li>• Children continue to explore creating collage with a variety of media, e.g. paper and magazines.</li> <li>• Children have learnt and practised a variety of techniques, e.g. overlapping, tessellation, mosaic and montage;</li> <li>•</li> </ul>	<p>4.2 Greek Vases</p> <ul style="list-style-type: none"> <li>• Children make careful observations of shapes, patterns and colours.</li> <li>• Children make links between Ancient Greek life and the art of vases.</li> <li>• Children plan, design, make and adapt models.</li> <li>• Children join clay adequately and construct a simple base for extending and modelling other shapes.</li> <li>• Children create surface patterns and textures in a malleable material.</li> </ul>	<p>4.3 Roman Portraits</p> <ul style="list-style-type: none"> <li>• Children experiment with ways in which surface detail can be added to drawings.</li> <li>• Children have used sketchbooks to collect and record visual information from different sources.</li> <li>• Children can experiment with different grades of pencil and other implements to create lines and marks.</li> <li>• Children can experiment with different grades of pencil and other implements to draw different forms and shapes.</li> <li>• Children can experiment with different grades of pencil and other implements to achieve variations in tone.</li> </ul>
<p>4.4 Abstract Natural Disasters</p> <ul style="list-style-type: none"> <li>• Children experiment with different effects and textures inc. blocking in colour,</li> </ul>	<p>4.5 Rainforests</p> <ul style="list-style-type: none"> <li>• Children can create water colour washes.</li> <li>• Children can make careful observations of</li> </ul>	<p>4.6 Rainforest Printing/collage</p> <ul style="list-style-type: none"> <li>• Children can comment on the work of Joseph Cornell and apply ideas to their</li> </ul>



Truthfulness

Hope

Thankfulness

Forgiveness

Courage

Justice





# St Chad's CE School – Art overview and Progression

'A Future with Hope' Jeremiah 29:11

<p>washes, thickened paint creating textural effects.</p> <ul style="list-style-type: none"> <li>• Children mix colours and lighten and darken tones using black and white.</li> <li>• Create different effects and textures with paint.</li> <li>• Children explore the work of Andy Warhol and Jackson Pollock recognizing how their abstract ideas can be added to their own work.</li> </ul>	<p>colour, mixing tones and shades of green.</p> <ul style="list-style-type: none"> <li>• Children can make careful observations using pen and ink.</li> <li>• Children consider how colour can create atmosphere.</li> <li>• Children can work from different viewpoints, such as close ups.</li> <li>• Children can discuss and comment on the work of Henri Rousseau in comparison to rainforest photographs.</li> <li>•</li> </ul>	<p>own work.</p> <ul style="list-style-type: none"> <li>• Children create repeating patterns.</li> <li>• Children use resist printing including marbling, silkscreen and cold-water paste.</li> <li>• Children develop individual and group collages, working on a range of scales.</li> </ul>
--	--	--

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	5.1 Native America	5.2 New York Cityscapes	5.3 Anglo-Saxon Artefacts	5.4 Materials and mixtures	5.5 Space Peter Thorpe	5.6 Plastics
Year 6	6.1 Conflict Picasso Bayeux Tapestry	6.2 Air Raid Shelters Henry Moore	6.3 Darwin's Finches		6.4 Mexico Day of the Dead	6.5 Maya Masks
5.1 Native America <ul style="list-style-type: none"> <li>• Children further develop their weaving, overlapping and layering techniques</li> <li>• Children use different techniques, colours</li> </ul>			5.2 New York Cityscapes <ul style="list-style-type: none"> <li>• Children have worked from a variety of sources including observation, photographs and digital images.</li> </ul>		5.3 Anglo-Saxon Artefacts <ul style="list-style-type: none"> <li>• Children can explore using limited colour palettes.</li> <li>• Children can add collage to a painted,</li> </ul>	



Truthfulness

Hope

Thankfulness

Forgiveness

Courage

Justice





# St Chad's CE School – Art overview and Progression

'A Future with Hope' Jeremiah 29:11

<p>and textures etc when designing and making pieces of work.</p> <ul style="list-style-type: none"> <li>• Children use fabrics to create 3D structures.</li> <li>• Children experiment with a range of media by overlapping and layering in order to create texture, effect and colour.</li> <li>• Children add decoration to create effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Children have developed close observation skills using a variety of view finders.</li> <li>• Children can use dry media to make different marks, lines, patterns and shapes within a drawing.</li> <li>• Children can explore colour mixing and blending techniques.</li> <li>• Children have used different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media.</li> <li>• Children are beginning to use simple perspective in their work using a single focal point and horizon.</li> </ul>	<p>printed or drawn background.</p> <ul style="list-style-type: none"> <li>• Children can use different techniques, colours and textures etc when designing and making pieces of work.</li> <li>• Children can create and arrange accurate patterns.</li> <li>• Children can use a range of mixed media.</li> <li>• Children can plan and design a collage representing a historical period.</li> </ul>
<p>5.4 Materials and mixtures</p> <ul style="list-style-type: none"> <li>• Children can explore the methods and techniques of Kandinsky.</li> <li>• Children can shape, form, model and construct from observation or imagination.</li> <li>• Children can use recycled, natural and man-made materials to create sculptures</li> <li>• Children can plan a sculpture through drawing and other preparatory work.</li> <li>• Children can develop a painting from a drawing.</li> <li>• Children can create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music.</li> <li>• Children can develop watercolour techniques.</li> <li>• Explore using limited colour palettes.</li> </ul>	<p>5.5 Space</p> <ul style="list-style-type: none"> <li>• Children can discuss the work of Peter Thorpe and use his ideas in their own work.</li> <li>• Children have been introduced to acrylic paint.</li> <li>• Children can carry out preliminary studies, trying out different media and materials and mixing appropriate colours.</li> <li>• Children can combine a selection of images using digital technology considering colour, size and rotation.</li> <li>• Children understand that a digital image is created by layering. Create layered images from original ideas (sketch books etc.)</li> </ul>	<p>5.6 Plastics</p> <ul style="list-style-type: none"> <li>• Children can use the inspiration of a world issue to create a sculpture.</li> <li>• Children can create sculpture and constructions with increasing independence.</li> <li>• Children can plan and design a sculpture.</li> <li>• Children can use tools and materials to carve, add shape, add texture and pattern.</li> <li>• Children can develop cutting and joining skills, e.g. using wire, coils, slabs and slips.</li> <li>• Children have used materials other than clay to create a 3D sculpture.</li> </ul>



Truthfulness

Hope

Thankfulness

Forgiveness

Courage

Justice





# St Chad's CE School – Art overview and Progression

'A Future with Hope' Jeremiah 29:11

<p>6.1 Conflict</p> <ul style="list-style-type: none"> <li>• Children can record observations about the war work of Picasso.</li> <li>• Children are starting to develop their own style using tonal contrast and mixed media.</li> <li>• Children can add collage to a painted, printed or drawn background.</li> <li>• Children can use different techniques, colours and textures etc when designing and making pieces of work.</li> <li>• Children can use a range of media to create collages.</li> <li>• Children can use collage as a means of extending work from initial ideas.</li> </ul>	<p>6.2 Air raid shelters</p> <ul style="list-style-type: none"> <li>• Children can work from a variety of sources including observation, photographs and digital images.</li> <li>• Children have developed close observation skills using a variety of view finders.</li> <li>• Children can use a sketchbook to explore the war work of Henry Moore.</li> <li>• Children can use dry media to make different marks, lines, patterns and shapes within a drawing.</li> <li>• Children can use different techniques for different purposes i.e. shading, hatching within their own work.</li> <li>• Children are starting to develop their own style using tonal contrast and mixed media.</li> <li>• Children are starting to develop their own style using tonal contrast and mixed media.</li> </ul>	<p>6.3 Darwin's finches</p> <ul style="list-style-type: none"> <li>• Children can make detailed observations.</li> <li>• Children can use sketchbooks to record ideas in a variety of ways.</li> <li>• Children can discuss, explore and evaluate the work of Constantin Brancusi and Richard Sweeney.</li> <li>• Children can create a colour palette, demonstrating mixing techniques.</li> <li>• Children can design and create printing blocks/tiles.</li> <li>• Children can develop techniques in mono, block and relief printing.</li> <li>• Children can create and arrange accurate patterns.</li> <li>• Children can plan and design a paper sculpture.</li> <li>• Children can use a variety of techniques to cut and join.</li> </ul>
<p>6.4 Day of the Dead</p> <ul style="list-style-type: none"> <li>• Children can use different techniques, colours and textures etc when designing and making pieces of work.</li> <li>• Children can investigate ways of changing fabrics - sewing, ironing, cutting, tearing, creasing, knotting etc.</li> <li>• Children can use different grades and uses of threads and needles</li> <li>• Children can add decoration to create effects.</li> </ul>	<p>6.5 Maya Masks</p> <ul style="list-style-type: none"> <li>• Children can explore abstract symbols from the period of the Maya.</li> <li>• Children can describe the different qualities involved in modelling, sculpture and construction.</li> <li>• Children can shape, form, model and construct from observation or imagination.</li> <li>• Children can create sculpture and constructions with increasing independence.</li> </ul>	



Truthfulness

Hope

Thankfulness

Forgiveness

Courage

Justice





# St Chad's CE School – Art overview and Progression

'A Future with Hope' Jeremiah 29:11

- |  |   |  |
|--|---|--|
|  | <ul style="list-style-type: none"><li>• Produce intricate patterns and textures in a malleable media.</li></ul> |  |
|--|---|--|



Truthfulness

Hope

Thankfulness

Forgiveness

Courage

Justice

