



St. Edward's Catholic Primary School Skills Progression



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Art & Design

“The artist is not a different kind of person, but every person is a different kind of artist”- Eric Gill

An education that includes art is essential to influence life of a child; a life that is fulfilling and creative. Skills developed through participation of the art is important for the development of future artists and key to a successful career- whatever that might look like.

Celebrating
Our
Diversity

Creating
Independent
Thinkers

Producing
Global Citizens
in a Caring
Community

Developing
Opportunities
Through Our
Curriculum

Aspiring
To Be
Technological
Innovators

'Following Christ we reach our goals'



Skills Progression

Subject:



“I want to make paintings that look as if they were made by a child”. **Jean-Michel Basquiat**

In Year 1 in the autumn term, the children study portraits of the queen by the artist Jody Clarke and compare it with a portrait of the Queen by the by the black American artist Bradley Theodore.

The art process/skill the children learn. I primarily **drawing and mark making**. The visual element of art explored is **line and shape**.

Pupils can: 1. Experiment with a variety of media. 2. Control the type of mark making experience with a range of media. 3. Observe shapes from observation and draw them
4. Investigate by drawing light and dark lines 5. Verbally evaluate their own work.

In the spring term we have an Art Week and our focus will be printing.

Observational line drawing of leaves using pencil

using felt pens

Leaf rubbing using crayons

Printing leaves with a brayer

In the summer term the children will study painting with the focus on Kandinsky. The art process/skill is **painting and drawing**. The visual element of art explored is colour, line and tone.

Pupils can:

1. Identify the primary colours 2. Mix colours 3. Explore the effects of different brushes and tools 4. Use textured paint 5. Make links between their own work and Kandinsky's patterns

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Skills Progression

Subject:



“All art requires courage.” – Anne Tucker

In year 2 in the autumn term, the children study famous buildings and the artist is John Virtue. The children become familiar and compare Sir David Adejaye OBE famous building: Museum of Modern African American Art.

The art process/skill the children learn is primarily **line drawing, tonal drawing and sketching**. The visual element of art explored is space, line, form and shape.

Pupils can:

1. Draw with a range of hard and soft materials
2. Draw on different surfaces with a range of media e.g. cardboard, tracing paper, wall paper etc
3. Use simple graphic packages to create images and effects with lines
4. Analyse and evaluate the work of John Virtue using the language of art and design
5. Compare his work to that of another artist focusing on building with an alternative style

In the spring term we have an Art Week and our focus will be printing. The artist- HENRI MATISSE

Pupils can: Practice scissor skills to cut out paper to create a collage.

Create designs on paper

mix colours,

use a brayer

print on a gelli plate

In the summer term the children will study Texture Creature and Aboriginal art. The art process/skill is **frottage, mono printing, block printing, polystyrene, vegetable printing, fabric printing**. The visual element of art explored is texture, tone, form, colour.

Pupils can:

1. Explore print and repetitive
2. Effects of layering
3. Work on a different scale
4. Explore the tones using light and dark patterns
5. Select and use textured paper and fabric for an image
6. Explore the techniques used in Aboriginal art
7. Describe the differences between two pieces of work
8. Make links between their own work and that of the artist

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Skills Progression

Subject:



“Art should be something that liberates your soul, provokes the imagination and encourages people to go further.”- Keith Haring

In Year 3 in the autumn term, the children study ‘Identity’ by a local artist SONIA BOYCE.’ She was the first black artist to represent Britain at the Venice Biennale in 2018.

The art process/skill the children learn is primarily **collage, montage and drawing** The visual element of art explored is **space, line, form, tone and colour.**

Pupils can:

1. Explore their roots
2. Experiment with collage by tearing, layering, and overlapping
3. Experiment with montage through computing
4. Record observations in sketchbooks
5. Mix tints and shades. Learn about the techniques of Sonia Boyce

In the spring term we have an Art Week and our focus will be printing. The theme is GHANA

Pupils can:

- Research Ghana Kente cloth making traditions
- Use Sketchbooks to record their observations
- Experiment using different techniques
- Create their own designs

In the summer term the children will study patterns and the artist WILLIAM MORRIS and compare KHINDE WILEY’S background in his portraiture. There is an educational visit to the William Morris gallery in Walthamstow The art process/skill is **block printing and lino printing.** The visual element of art explored is **line texture, tone, colour.**

Pupils can:

1. Use print to create repeating patterns
2. Experiment with different painting effects such as blocking in colour
3. Mix and know which primary colours make secondary colours
4. Record observations in their sketch books.
- 5 Use sketchbooks to review and revisit ideas.

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Skills Progression

Subject:



“I have a flood of ideas in my mind. I just follow my vision.” –Yayoi Kusama

In Year 4 in the autumn term, the children study cartooning and the artist WALT DISNEY.

The art process/skill the children learn is primarily **drawing**. The visual element of art explored is space, line, form, tone and colour.

Pupils can:

1. Build ideas in sketch books
2. Review and develop ideas in sketch books
3. Experiment with different grades of pencil and other implements to create lines and marks
4. explore shading techniques
5. Apply shading techniques to their figures
6. Develop the technique of drawing caricatures

In the spring term we have an Art Week and our focus will be printing in the style of GYOTAKU

Pupils can:

- Copy designs in their sketchbooks
- Use pencils and watercolours to create underwater designs
- Experiment with printing tools
- Observational drawings of market bought fish
- Compose final underwater design

In the summer term the children will study pottery and the artist GILLIAN LOWNDES. The art process/skill is **clay and Papier Mache**. The visual element of art explored is **form**.

Pupils can:

1. Record observations in their sketchbooks
2. Use sketch books to record and review observations
3. practice using clay tools to create different effects
4. Create surface patterns and textures in malleable materials
5. Experiment with and use papier-mâché to create 3D objects

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Skills Progression

Subject:



‘Happy are the painters, for they shall not be lonely. Light and colour, peace and hope keep them company to the end of the day.’-
Winston Churchill

In Year 5 in the autumn term, the children study ‘London Landscapes and the artists HERBERT MASON and ATKINSON GRIMSHAW. The children will revisit a previously studied artist from year 2 – JOHN VIRTUE

The art process/skill the children learn is primarily **drawing and painting**. The visual element of art explored is **line, tone, shape and colour**.

Pupils can: 1. Develop an awareness of composition, scale and proportion in their paintings. 2 Record observations in sketchbooks 3. Use sketchbooks to review and visit ideas 4.Mix and match colours to develop atmosphere and light e.g. use watercolour 5. Use a range of mediums-watercolour, acrylic, chalk charcoal, black fine line pens

In the spring term we have an Art Week and our focus will be printing. Studying the Artist TOMMY MOTSWAI

Pupils can:
Learn about lithography and screen printing Use blocks to create print use textured paste use textured tools review mark making designs from previous term in sketchbooks

In the summer term the children will Royal Buildings and the artist SIR WILLIAM WHITFIELD and compare British Black autistic artist STEPHEN WILTSHIRE
The art process/skill is **drawing**. The visual element of art explored is **line, tone, shape and colour**.

Pupils can:
1. Use sketchbooks to record their observations. 2. Use sketchbooks to review and revisit ideas. 3. Different media to create different marks, lines, patterns and shapes within a drawing. 4. Explore colour mixing techniques with colour pencils

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Skills Progression

Subject:



'Have no fear of perfection, you'll never reach it' – Salvador Dali

In Year 6 in the autumn term, the children study 'Street Art and the artist Banksy.

The art process/skill the children learn is primarily **photography, drawing, painting, printing and etching**. The visual element of art explored is line, tone, shape and colour.

Pupils can: 1. take photographs of street art 2. Store images and present them using software. Record observations in sketchbooks 3. Work into prints with a range of media e.g. pens, paint, colour pencils 4. Create prints with multiple layers and colour 5. Experiment with relief printing using etching

In the spring term we have an Art Week and our focus will be printing.

Pupils can: Use sketchbooks to sketch ideas
Design on lino and handle lino print tools

In the summer term the children will study Surrealism and the artist DALI and MAGRITTE
The art process/skill is **drawing**. The visual element of art explored is **line, tone, shape and colour**.

Pupils can:
1. Use sketchbooks to review and revisit ideas 3. Learn the elements of proportion 4. Learn how to compose a portrait- considering foreground, mid-ground and background

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