






St Thomas' Catholic Primary School


Art Intent and Progression Map


At St. Thomas' it is our intent to enable every child to express themselves in a creative way. They will develop an ever-increasing set of skills and knowledge of artists, materials and techniques in order to explore, create, and understand art in its various forms.



Progression	Nursery and Reception (EYFS skills)	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
Generic skills	<ul style="list-style-type: none"> • Explore arts and crafts resources, using a range of materials and tools. • Name tools and objects, begin to name techniques (paint, draw, print, collage) • Manipulate materials to achieve a planned effect. • Use simple tools and techniques competently and appropriately. • Handle tools, objects, construction and malleable materials safely and with increasing control. • Select appropriate resources and adapts work where necessary. • Explore a wide range of painting and sculpture. • Begin to talk about their own work by: <ul style="list-style-type: none"> - talking about what they are doing e.g. 'I am doing a circle for the sun' - responding to open questions about their artwork e.g. 'why did you use that colour?' 	<ul style="list-style-type: none"> • Record and explore ideas from first-hand observations. • Ask and answer questions about the about the starting points for their work. • Develop their ideas - try things out, change their minds. • Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities. • Review what they and others have done and say what they think and feel about it. • Identify what they might change in their current work or develop future work. 	<ul style="list-style-type: none"> • Select and record from first-hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. • Compare ideas, methods and approaches in their own and others work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further. • Annotate work in sketchbook. 				

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 <p>Drawing</p>	<ul style="list-style-type: none"> Use a range of resources to create marks on both a small and large-scale (fine- and gross-motor movements). Talk about their marks e.g. how a pencil line differs from using a felt-tip or chalk. Show increasing control over drawing implements: <ul style="list-style-type: none"> by using lines to enclose a space, by using drawn shapes to represent objects, by adding more detail e.g. when drawing people, adding eyes, hair and limbs, ears, nostrils, neck, by using anticlockwise movement and retracing vertical lines, pencil hold moves from palmar, to thumb and two fingers, towards tripod hold. 	<ul style="list-style-type: none"> Experiment with a variety of media: pencils, rubbers crayons, pastels, felt tips, charcoal ballpoints, chalk. Control the types of marks made with the range of media <p><u>Lines and Marks</u></p> <ul style="list-style-type: none"> Name, match and draw lines/marks from observations. Invent new lines. Draw on different surfaces with a range of media. Use differently textured and sized media. <p><u>Shape</u></p> <ul style="list-style-type: none"> Draw shapes from observations. Draw shapes inbetween objects. Invent new shapes. <p><u>Tone</u></p> <ul style="list-style-type: none"> Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes, etc. <p><u>Texture</u></p> <ul style="list-style-type: none"> Investigate textures by describing, naming, rubbing, copying. 	<ul style="list-style-type: none"> Experiment with ways in which surface detail can be added to drawings. Use sketchbooks to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level. <p><u>Lines and Marks</u></p> <ul style="list-style-type: none"> Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks. <p><u>Form and Shape</u></p> <ul style="list-style-type: none"> Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension. <p><u>Tone</u></p> <ul style="list-style-type: none"> Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way. <p><u>Texture</u></p> <ul style="list-style-type: none"> Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing. 	<ul style="list-style-type: none"> Work from a variety of sources, including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing. Develop close observation skills using a variety of view finders. Use a sketchbook to collect and develop ideas. Identify artists who have worked in a similar way to their own work. <p><u>Lines, Marks Tone Form & Texture</u></p> <ul style="list-style-type: none"> Use dry media to make different marks, lines, patterns and shapes within a drawing. Experiment with wet media to make different marks, lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencils. Use 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. <p><u>Perspective and Composition</u></p> <ul style="list-style-type: none"> Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created i.e. composition. 			

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 <p>Painting</p>	<ul style="list-style-type: none"> Name an increasing range of colours (primary colours, secondary colours, brown, black, white and grey). Explore colour and how colours can be changed. Explore what happens when they mix colours in their own paintings and investigations. Discuss similarities and differences between colours e.g. light, dark, bright. Explore paint using a variety of tools hands, thick and thin brushes, rollers, cars, sponges etc. 	<ul style="list-style-type: none"> Use a variety of tools and techniques including different brush sizes and types. Mix and match colours to artefacts and objects. Work on different scales. Experiment with tools and techniques e.g. layering, mixing media, scraping through. Name different types of paint and their properties. <p><u>Colour</u></p> <ul style="list-style-type: none"> Mix primary shades and tones. <p><u>Texture</u></p> <ul style="list-style-type: none"> Create textured paint by adding sand, plaster etc. 	<ul style="list-style-type: none"> Experiment with different effects and textures including, blocking in colour, washes, thickened paint creating textural effects. Work on a range of scales e.g. thin brush on small picture etc. Create different effects and textures with paint according to what they need for the task. <p><u>Colour</u></p> <ul style="list-style-type: none"> Mix colours and know which primary colours make secondary colours. Use more specific colour language. Mix and use tints and shades. 	<ul style="list-style-type: none"> Develop a painting from a drawing. Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. Create imaginative work from a variety of sources e.g. observational drawing, themes. poetry music. <p><u>Colour</u></p> <ul style="list-style-type: none"> Mix and match colours to create atmosphere and light effects. Be able to identify primary secondary, complementary and contrasting colours. Work with complementary colours. 			
 <p>Printing</p>	<ul style="list-style-type: none"> Become aware that objects leave marks e.g. hand printing, foot prints from puddles, mud and snow, Explore a range of printing materials and media e.g. rubbings, rubber stamps, sponges, fruit, paint, water, playdough, mud. 	<ul style="list-style-type: none"> Print with a range of hard and soft materials e.g. corks, pen barrels, sponge. Make simple marks with rollers and printing plates. Make simple prints (e.g. monoprints) and printing blocks with press print. Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils. Build and design repeating patterns and recognise pattern in the environment. <p><u>Colour</u></p> <ul style="list-style-type: none"> Experiment with overprinting motifs and colour. <p><u>Texture</u></p> <ul style="list-style-type: none"> Make rubbings to collect textures and patterns. 	<ul style="list-style-type: none"> Create printing blocks using a relief or impressed method. Create repeating patterns. Print with two colour overlays. 	<ul style="list-style-type: none"> Create printing blocks by simplifying an initial sketch book idea. Use relief or impressed method. Create prints with three overlays. Work into prints with a range of media e.g. pens, colour pens and paints. 			

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<p>Textiles</p> 	<ul style="list-style-type: none"> • Explore the textures of different materials and fabrics and learn words to describe them, e.g. smooth, shiny, soft, bumpy, rough. • Develop threading and hand-eye coordination e.g. threading beads, cereal hoops, pasta, gradually decreasing the size of the thread used and of the holes. • Explore how materials can be woven on a large scale e.g. string, ribbon, tissue paper on posts, fencing etc. 	<ul style="list-style-type: none"> • Match and sort fabrics and threads for colour, texture, length, size and shape. • Change and modify threads and fabrics; knotting fraying, fringing, pulling threads, twisting, plaiting. • Cut and shape fabric using scissors/snips. • Apply shapes with glue or by stitching. • Apply decoration using beads, sequins, buttons, or feathers. • Create cords and plaits for decoration. 	<p><u>Colour</u></p> <ul style="list-style-type: none"> • Apply colour with printing. dipping, fabric crayons. • Create and use dyes i.e. onion skins, tea, coffee. <p><u>Texture</u></p> <ul style="list-style-type: none"> • Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel. 	<ul style="list-style-type: none"> • Use a variety of techniques e.g. printing, dyeing, weaving and stitching to create different textural effects. • Match the tool to the material. • Develop skills in stitching, cutting and joining. • Experiment with paste resist. 		<ul style="list-style-type: none"> • Use fabrics to create 3D structures. • Use different grades of threads and needles. • Experiment with batik techniques. • Experiment with a range of media to overlap and layer creating interesting colours and textures and effects. 	

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<p>3D and sculpture</p> 	<ul style="list-style-type: none"> • Use various construction materials e.g. boxes, lids, pots, sticks, Duplo, Lego. • Use hands to manipulate malleable materials (dough, clay, slime etc.) in different ways, e.g. rolling, kneading, squashing, and pinching. • Use tools for a purpose to effect changes to materials (scissors, knives, rolling pins etc.). • Use one-handed tools and equipment, e.g. scissors (see progression of skills within the 'collage' section, below) • Stack blocks vertically and horizontally, make enclosures and create spaces. • Select tools and techniques needed to shape, assemble and join materials they are using. • Construct with a purpose in mind • Explore the textures of malleable materials and fabrics and learn words to describe them, e.g. smooth, sticky, soft, lumpy, rough. 	<ul style="list-style-type: none"> • Manipulate malleable materials in a variety of ways including rolling and kneading, extruding, cutting. • Explore sculpture with a range of malleable media. • Manipulate malleable materials for a purpose, e.g. pot, tile. <p>Understand the safety and basic care of materials and tools.</p> <p><u>Form</u></p> <ul style="list-style-type: none"> • Experiment with constructing and joining recycled, natural and manmade materials. • Use simple 2-D shapes to create a 3-D form. <p><u>Texture</u></p> <ul style="list-style-type: none"> • Change the surface of a malleable material e.g. build a textured tile. 		<ul style="list-style-type: none"> • Plan, design and make models from observation or imagination. • Join clay adequately and construct a simple base for extending and modelling other shapes. • Create surface patterns and textures in a malleable material. • Use papier-mache to create a simple 3D object. 		<ul style="list-style-type: none"> • Shape, form, model and construct from observation or imagination. • Use recycled, natural and man-made materials to create sculptures. • Plan a sculpture through drawing and other preparatory work. • Develop skills in using clay including slabs, coils, slips, etc. • Produce intricate patterns and textures in a malleable media. 	

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 <p>Collage</p>	<ul style="list-style-type: none"> • Explore a range of materials such as pasta, shells, rice, tissue, paper, string, fabric. • Begin to respond to different textures and use words to describe them. • Begin to combine resources with different textures, colours and shapes. • Understand that different media can be combined to create new effects. • Use one-handed tools and equipment, e.g. scissors • Develop basic scissor skills: <ul style="list-style-type: none"> - know safe use and transportation, - correct grip (thumb uppermost, blade pointing away from body), - make snips in paper, then cut straight lines. Work towards being able to cut shapes with straight lines, then shapes with curves and valleys. Cut other materials e.g. card, string, fabric. 	<ul style="list-style-type: none"> • Create images from a variety of media e.g. photocopies material, fabric, crepe paper magazines etc. • Arrange and glue materials to different backgrounds. • Sort and group materials for different purposes e.g. colour texture. • Fold, crumple, tear and overlap papers. • Work on different scales. <p><u>Colour</u></p> <ul style="list-style-type: none"> • Collect, sort, name match colours appropriate for an image. <p><u>Shape</u></p> <ul style="list-style-type: none"> • Create and arrange shapes appropriately. <p><u>Texture</u></p> <ul style="list-style-type: none"> • Create, select and use textured paper for an image. 	<ul style="list-style-type: none"> • Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures • Use collage as a means of collecting ideas and information and building a visual vocabulary 	<ul style="list-style-type: none"> • Add collage to a painted, printed or drawn background • Use a range of media to create collages • Use different techniques, colours and textures etc. when designing and making pieces of work • Use collage as a means of extending work from initial ideas 			
 <p>Digital media</p>	<ul style="list-style-type: none"> • Show an interest in taking photos or video using camera or iPad. • Use ICT hardware to interact with age-appropriate software e.g. colour a pre-drawn picture (apps: Busy Things, Beep Beep, Jesus is Born), make digital marks with finger, mouse or IWB pen (Colour Magic, Noisy Things, IWB), enhance photos or images with IWB pen on smartboard software. • Use key vocabulary e.g. camera, computer, click, iPad, photo, app, mouse, press. 	<ul style="list-style-type: none"> • Explore ideas using digital sources i.e. internet, digital photographs. • Record visual information using digital cameras or video. • Use a simple graphics package to create and manipulate digital images by: <ul style="list-style-type: none"> - changing the size of brushes to create different lines, - using the eraser, shape and fill tools, - applying simple filters, 	<ul style="list-style-type: none"> • Record and collect visual information using digital cameras and video recorders. • Present recorded visual images using software e.g. Photostory or PowerPoint. • Use a graphics package to create and manipulate images for a particular purpose by: <ul style="list-style-type: none"> - creating effects with lines by controlling the brush tool with increased precision, 	<ul style="list-style-type: none"> • Record, collect and store visual information using digital cameras and video recorders. • Present recorded visual images using software e.g. Photostory, or PowerPoint. • Use a graphics package to create and manipulate new images. • Be able to import an image (scanned, retrieved, taken) into a graphics package. • Understand that a digital image can be created by layering. 			

		<ul style="list-style-type: none">- using basic selection and cropping tools.	<ul style="list-style-type: none">- changing the type of brush to an appropriate style e.g. charcoal, spray,- creating shapes by making selections to cut, duplicate and repeat,- experiment with colours and textures by making an appropriate choice of special effects and simple filters.	<ul style="list-style-type: none">• Create layered images from original ideas, sketch books etc.
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