



# St Mary and St Peter Catholic Primary School

## Progression in learning Art

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Exploring developing and evaluating</b></p>	<p>Respond to ideas and starting points (e.g. a painting, an object, an experience, a person)</p> <p>Talk about artwork using simple labels about colour and shape.</p> <p>Give my opinion about artists work, recording my opinions in a class sketchbook.</p> <p>Contribute to class ideas for the class sketchbook</p> <p>Describe what they think about their own and others' work</p>	<p>Explore ideas from their imagination or from first hand observation.</p> <p>Compare and contrast work by different artists.</p> <p>Talk about how an artists have used colour, shape and a techniques to produce their work</p> <p>Record my opinions in a sketchbook.</p> <p>Record ideas in a sketchbook</p> <p>Comment on differences in others' work and suggest ways of improving their work</p>	<p>Explore ideas using a variety of starting points (their own experience, other artists, their imagination)</p> <p>Make notes in their sketchbook of how artists have used drawing, paint and paint techniques to produce pattern, colour, texture, tone.</p> <p>Develop their ideas in an art sketchbook.</p> <p>Comment on similarities and differences between their own and others work.</p> <p>Adapt and improve my own work.</p>	<p>Explore ideas using a variety of starting points and collect visual and other information to help them to develop their work.</p> <p>Make notes in their sketchbook of how artists have used drawing, paint and paint techniques to produce pattern, colour, texture, tone, shape, space, form and line.</p> <p>Develop and organise ideas in an art sketchbook.</p> <p>Make comments on the ideas, methods and approaches used in their own work.</p> <p>Adapt and refine work to reflect the purpose and meaning of the work (Supported by teacher modelled and scaffolding)</p>	<p>Explore ideas and collect visual and other information independently</p> <p>Pursue their own line of artistic enquiry e.g an artist, a piece of art or an art type, a theme.</p> <p>Use research in developing their work, taking account of the purpose.</p> <p>Develop, organise and refine ideas in their art sketchbook.</p> <p>Analyse and comment on ideas, methods and approaches used in their own and others' work.</p> <p>Adapt and refine their work and make suggestions to others about their work.</p>	<p>Explore ideas and am critical of artwork.</p> <p>Pursue their own line of artistic enquiry- e.g an artist, a piece of art or an art type, a theme.</p> <p>Base their decisions for artwork on their preferences and audience.</p> <p>Produce an art sketchbook that is creative, inspirational and reflects their learning journey as an artist.</p> <p>Analyse and comment on ideas, methods and approaches used in theirs and others' work.</p> <p>Comment on how ideas and meanings are conveyed in their own and others work.</p> <p>Reflect upon their artwork at several points and make changes based on their observations.</p>



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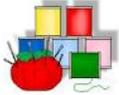
## Progression in Geography 2016-7

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Drawing</b> 	<p>Draw lines of different shapes and thicknesses.</p> <p>Draw with crayons and pencils.</p> <p>Describe and copy the shapes and patterns.</p> <p>Colour in neatly, following the lines very carefully.</p>	<p>Make a variety of lines of different sizes, thickness and shapes.</p> <p>Use pencils, oil pastels and charcoal in my drawings.</p> <p>Show patterns and textures by adding dots and lines.</p> <p>Show different tones using coloured pencils.</p>	<p>Use different grades of pencil at different angles to show different tones.</p> <p>Sketch lightly (so there is no need to use a rubber).</p> <p>Use hatching and cross hatching to show tone and texture.</p> <p>Use a number of sketches to base work on.</p> <p>Use a viewfinder to help sketching.</p>	<p>Use a variety of different shaped lines to indicate movement.</p> <p>Select the most suitable drawing materials.</p> <p>Use shading to add interesting effects to drawings including shadows and reflections, using different grades of pencil.</p>	<p>Select appropriate drawing materials.</p> <p>Know when different materials can be combined and use this to good effect.</p> <p>Choose appropriate techniques to convey the meaning.</p> <p>Communicate movement in drawings.</p> <p>Drawings of still life include shadows and reflections.</p>	<p>Select drawing materials and techniques which are most suitable for conveying meaning (see skills in previous years).</p> <p>Combine different materials to create good effect.</p> <p>Refine art style using all of the techniques that have been developed.</p>
<b>Painting</b> 	<p>Use thick and thin brushes.</p> <p>Paint pictures from first-hand experience.</p> <p>Name and use the primary and secondary colours.</p> <p>Mix colours together to investigate what happens.</p>	<p>Know how to mix primary colours to make secondary colours.</p> <p>Add white to colours to make tints. Add black to colours to make tones.</p> <p>Experiment with adding different amounts of water to paint to make washes.</p> <p>Link colours to natural and manmade objects.</p>	<p>Mix colours to make new colours and tints and tones.</p> <p>Use paint to produce washes for backgrounds and then add detail.</p> <p>Experiment in creating mood and feelings with colour.</p> <p>Use a number of brush techniques using thin and thick brushes, to produce shapes and lines.</p>	<p>Create colours by mixing to represent images observed in the natural and man-made world.</p> <p>Experiment with different colours to create a mood.</p> <p>Use colour and shapes to reflect feelings and moods.</p> <p>Use a number of brush techniques using thin and thick brushes, to produce textures, patterns</p>	<p>Use a range of painting techniques and develop style of their own.</p> <p>Sketch (lightly) before adding paint. Convey a purpose in paintings.</p> <p>Include texture gained through paint mix or brush technique.</p> <p>Combine colours and create tints, tones and shades to reflect the purpose of their work.</p>	<p>Paintings include texture gained through paint mix or brush technique.</p> <p>Paintings convey realism or an impression of what has been observe.</p> <p>Use repertoire of painting skills to make choices to convey the meaning.</p> <p>Lines in paintings are sometimes stark and cold and at other times warm to reflect different features or intentions.</p>



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## Progression in Geography 2016-7

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<b>Printing</b> 	Use printing tools such as fruit, vegetables and sponges. Print a repeating pattern onto fabric or paper.	Make my own printing blocks eg: string patterns or plasticine shapes.  Explore techniques such as repeating, overlapping, rotating and arranging shapes.  Printed by pressing, rolling, rubbing and stamping.		Make my own printing blocks and experiment with different materials. Make a one coloured print.		Build up layers of colours to make prints of 2 or more colours.  Explored printing from other cultures and time periods.  Make precise repeating patterns by creating accurate printing blocks.
<b>Textiles</b> 	Sort threads and fabrics (by colour and texture)  Make simple weavings with fabrics or threads.  Use glue to join fabrics I use running stitch to join fabrics	Use running stitch to join fabrics.  Know how to dip dye to produce fabric of contrasting colours.	Use running stitch, cross-stitch.  Know how to colour fabric to add pattern to fabric.  Use textiles skills to create artwork that is matched to an idea or purpose.		Use running stitch, cross-stitch back-stitch and blanket stitch.  Use aware of textiles work from other cultures and times to build ideas.  Combine some of the techniques to create a textile.	
<b>3-D and sculpture</b> 	Make shapes from rolled up paper, straws, paper and card.  Make shapes from clay, dough, plasticine. Cut, roll and coil materials	Make a carving I add lines and shapes to clay work.  Add texture to work by adding materials and using tools	Can make nets of shapes to create recognisable forms.  Join these shapes together to create abstract forms.	Explore paper techniques such as pop-up books and origami.	Use my clay techniques to apply to pottery studied in other cultures.  Use carvings to a surface to create shapes, texture and pattern.  Use a variety of tools and techniques for sculpting	Experiment with making life size models I use the technique of adding materials to create texture, feeling



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## Progression in Art 2016-7

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<p><b>Collage</b></p> 	<p>Explored and experimented with lots of collage materials</p> <p>Cut and tear paper, textiles and card for my collages</p>	<p>Sort and arrange collage materials for a purpose</p> <p>Use paste, glue and other adhesives</p> <p>Mix paper and other materials with different textures</p> <p>Use shapes, textures and colours in my collages</p> <p>Create a simple pattern</p>	<p>Cutting skills are precise</p> <p>Make repeated patterns</p> <p>Know the striking effect work in a limited colour palette can have</p> <p>Can use overlapping in my collage.</p>	<p>Use mosaic and montage</p> <p>Use tessellation and other patterns in collage</p>	<p>Use cutting skills to produce repeated patterns</p> <p>Experiment with techniques that use contrasting textures, colours or patterns</p> <p>Collage combines both visual and tactile qualities.</p>	<p>Add collage to a painted, printed or drawn background</p> <p>Use a range of media to create collages</p> <p>Use different techniques, colours and textures etc when designing and making pieces of work</p> <p>Use collage as a means of extending work from initial ideas</p>
<p><b>Digital media</b></p>  <p><i>Consider e-safety and getting permission to take photos of other children</i></p>	<p>Explore ideas using digital sources</p> <p>Record visual information using digital cameras</p> <p>Use a simple graphics package to: Create lines, changing the size of brushes in response to ideas. Using eraser, shape and fill tools. Using simple filters to manipulate and create images.</p>	<p>Record visual images using a digital camera.</p> <p>Manipulate the image, selecting part of the image, cropping, resizing and modifying.</p>	<p>Present recorded visual images using software e.g. Photostory, PowerPoint</p>	<p>Use a graphics package to create images and effects with;</p> <p><u>Lines</u> by controlling the brush tool with increased precision</p> <p>Changing the type of brush to an appropriate style e.g. charcoal</p> <p>Create <u>shapes</u> by making selections to cut, duplicate and repeat</p> <p>Experiment with <u>colours and textures</u></p>	<p>Record, collect and store visual information using digital cameras, video recorders</p> <p>Present recorded visual images using software e.g. Photostory, PowerPoint</p> <p>Use a graphics package to create and manipulate new images</p>	<p>Be able to Import an image (scanned, retrieved, taken) into a graphics package</p> <p>Understand that a digital image is created by layering</p> <p>Create layered images from original ideas (sketch books etc.)</p>

