



Our Lady of Lourdes Skills Progression Map – Art and Design

Curriculum Intent

Live: Art and Design enables children to express themselves in a creative, imaginative manner and through exploration. We intend to teach the children a skills-based curriculum, with individuality and creativeness flowing through everything they do. The children will be encouraged to build on their previous knowledge and will become aware that art and design is all around us, and that it is a huge part of everyone's life

Love: It is our intention for children at Our Lady of Lourdes School to develop an interest and love of art in the community and in the wider world, enjoying art from the past and appreciating modern art.

Learn: Children will develop their understanding of the visual language of art with effective teaching and carefully thought out sequences of lessons and experiences. Understanding of the visual elements of art and design (line, tone, texture, colour, pattern, shape, 3D form) will be developed by providing an engaging and accessible curriculum which will enable children to reach their full potential.

Cohort	Autumn	Spring	Summer
	Textiles	Clay	3D
Year 1	Simple stitching into fabric pictures and designs Weaving into netting and using weaving boards Use fabric paints and crayons Draw designs before making	Cut shapes from clay and hang to create mobiles or decorate tiles Make tiles with a theme such as one of the three little pigs houses Cut clay into shapes and decorate such as fish, butterflies etc Use patterns to decorate clay – diva pots, thumb pots, tiles etc Know about health and safety rules (washing hands, keeping clay off the floor) Look at the work of other artists such as Antony Gormley Draw first to create a design and transfer to a tile 3D	Make models from balls of paper, tubes of paper and masking tape. Cover with tissue paper and glue Make a glue chart Make mobiles and make wind chimes Make sculpture by slotting card together
Year 1 GD	<i>Begin to sew fabrics together</i>	<i>Begin to make clay pots</i>	<i>Experimenting ways to make junk models stronger</i>

	Textiles	Clay	3D
Year 2	<p>Colour fabric using natural dyes such as beetroot, tea, onion skins, berries</p> <p>Begin to add life and shape to their work</p> <p>Join fabric using glue</p> <p>Begin to sew fabrics together</p> <p>Children could create part of a class patchwork</p>	<p>Able to make a clay pot</p> <p>Begin to join finger pots together</p> <p>Begin to add line and shape to their work</p>	<p>Talk about sculpture, what it is made of, what it is for etc</p> <p>Make bowls and structures from plastic bowls decorated with tissue paper and glue</p> <p>Make junk models and know how to make them strong by stuffing boxes with newspaper, turn boxes inside out</p>
Year 2 GD	<p><i>Use patterns from different times, places and cultures as a starting point for design</i></p>	<p><i>Look at other artists clay work to generate own ideas</i></p>	<p><i>Begin to add texture to sculpture</i></p>

	Textiles	Clay	3D
Year 3	<p>Work back into prints with stitching, sequins, buttons etc</p> <p>Use patterns from different times, places and cultures as a starting point for design</p> <p>Make silk paintings (use gold and silver pens and silk paint)</p> <p>Decorate fabric with tie dye</p> <p>Make a class wall hanging by putting individual pieces together</p> <p>Begin to use more than one type of stitch</p>	<p>Look at the changes in clay as it dries and is fired</p> <p>Look at the work of other artists to generate ideas</p>	<p>Add onto their work to create texture</p> <p>Work with life size materials</p> <p>Use nets to make cubes, cuboids etc and use in models</p>
Year 3 GD	<p><i>Work back into prints with stitching, collage, drawing etc</i></p>	<p><i>Begin to sculpt clay into other shapes</i></p>	<p><i>Begin to make a sculpture from a range of materials</i></p>

	Textiles	Clay	3D
Year 4	<p>Work back into prints with stitching, collage, drawing etc</p> <p>Change fabric structures by pulling threads out of hessian and replacing with coloured threads</p> <p>Look at artists work such as The Bayeaux Tapestry and use it to create a class piece</p> <p>Use their textile skills in a project</p>	<p>Make a simple slab pot</p> <p>Look at the work of other artists to generate ideas</p> <p>Begin to sculpt clay into other shapes</p>	<p>Research the work of different sculptors</p> <p>Build up from a flat surface to make masks and panels. Cover with tissue paper and glue</p> <p>Can make a sculpture using a range of materials</p>
Year 4 GD	<p><i>Use textile and sewing skills (including running stitch, cross stitch, back stitch, applique and/ or embroidery in a project.</i></p>	<p><i>Add colour to tiles using paint and PVA mixed together</i></p>	<p><i>Experiments and combine materials and process to design and make 3D art</i></p>

	Textiles	Clay	3D
Year 5	<p>Use Acrobotik or flour and water mix to create batik</p> <p>Use textile and sewing skills as part of a project (including running stitch, cross stitch, back stitch, applique and/ or embroidery</p> <p>Work back into work and mix media</p>	<p>Look at the work of other artists to generate ideas</p> <p>Add colour to tiles using paint and PVA mixed together</p> <p>Sculpt clay into other shapes</p>	<p>Make maquettes (small prototype sculptures) and display in front of a photograph of a particular location</p> <p>Work as part of a group to create large sculptures such as robots, animals, totem poles</p> <p>Experiments and combine materials and process to design and make 3D art</p>
Year 5 GD	<p><i>Begins to use computer to create designs</i></p>	<p><i>Begins to research, design and make to a brief</i></p>	<p><i>Creates models on many different sizes</i></p> <p><i>Begins to include visual and tactile elements.</i></p>

	Textiles	Clay	3D
Year 6	<p>Develop range of stitches Use the computer to create designs and print onto fabric using transfer paper</p>	<p>Look at the work of other artists to generate ideas Research, design and make to a brief e.g. make a fruit bowl</p>	<p>Use wood and card scraps to make panels Create models on a range of scales Create work which is open to interpretation by the audience Include visual and tactile elements to their work</p>
Year 6 GD	<p><i>Adapts and refines work from information gathered on how artists use a variety of different techniques and materials to create textures and effects.</i></p>	<p><i>Shows an understanding of how balance, shape and form effect sculptural construction using this in their sculptural work, which includes some organic shapes.</i></p>	<p><i>Shows an understanding of how balance, shape and form effect sculptural construction using this in their sculptural work, which includes some organic shapes.</i></p>



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Cohort	Autumn	Spring	Summer
	ICT	Collage	Knowledge /Art History
Year 1	Use a digital camera and manipulate the pictures using a simple programme such as 2photo. Use the frame tool Use a paint programme such as Fresco to create pictures and patterns. Explore the symmetry effect. Know how to save and reopen work and change their picture. Print work out. Use a digital art pad	Children will cut and tear paper and card for their collages Gather and sort the materials that they will need	Describe what they can see and like in artists work Ask sensible questions about a piece of art Describe similarities/ differences between drawings, paintings and sculptures by well-known artists and designers
Year 1 GD	<i>Use the internet to research artists and artists work</i>	<i>Begin to use repeated pattern in their collage</i>	<i>Begin to create a piece of work in response to another artists work Begin to describe how their work is similar and different to the work of a well-known artist and designer</i>

	ICT	Collage	Knowledge/Art History
Year 2	<p>Know about animation by using flickbooks and a zoetrope. Make own strips and books Make a simple drawn animation using 2animate Use the internet to research artists and artists work Create their own picture and edit their own work using ICT Take photos displaying different moods</p>	<p>Children can create individual and group collage. Use different types of materials on their collage and explain why. Use repeated pattern in a collage</p>	<p>Link colours to natural and man-made objects. Say how other artists have used shape colour and pattern (can be evidenced in sketch book) Create a piece of work in response to another artists work Can describe how their work is similar and different to the work of a well-known artist and designer Can link colour to natural and man-made object</p>
Year 2 GD	<p><i>Experiments using ICT programs to create art work that includes their own work and the work of others</i></p>	<p><i>Begin to overlap materials to experiment with different final looks</i></p>	<p><i>Begins to explore different work from different cultures and time periods</i></p>

	ICT	Collage	Knowledge/Art History
Year 3	<p>Use the printed picture and work back into the piece to produce art work</p> <p>Use ICT programs to create art work that includes their own work and the work of others</p> <p>Use the internet to research artists or styles of art</p> <p>Use a digital camera and video camera.</p> <p>Edit and manipulate photos using a simple programme.</p> <p>Print results and use to create collage and other art work</p>	<p>Children are able to cut accurately</p> <p>Begin to overlap materials to experiment with different final looks</p> <p>Experiment using different colours</p> <p>Begin to use mosaic and montage</p>	<p>Compare different artists of the same style</p> <p>Explore work from different cultures and time periods</p> <p>Understand others points of view by looking at work and trying to understand what the artist might have been thinking and feeling .</p>
Year 3 GD	<p><i>Use a scanner to get artwork on to the screen, manipulate and print out</i></p>	<p><i>Use ceramics in a mosaic</i></p>	<p><i>Begin to discuss and describe well known artists work</i></p> <p><i>Begin to explain how their work is similar and different</i></p>

	ICT	Collage	Knowledge/Art History
Year 4	<p>Use a scanner to get artwork on to the screen, manipulate and print out</p> <p>Use a paint programme to create specific effects. Add text to create illustrated poems etc. Use the tile and drop tool to create wrapping paper or wallpaper. Use the cut and paste tools. Experiment with flipping and turning motifs</p> <p>Present their work on a slide show</p> <p>Combine graphics and text based on their research</p>	<p>Use ceramic mosaic to produce a piece of art</p> <p>Combine visual and tactile qualities</p>	<p>Can discuss and describe well known artists work</p> <p>Explain how their work is similar and different</p> <p>Explain their reasons behind their choices</p> <p>Explain art from other periods of history</p>
Year 4 GD	<p><i>Begins to create digital images with animation.</i></p>	<p><i>Can select and use found materials with art media and adhesives to assemble and represent a surface or thing e.g. water</i></p>	<p><i>Use observational skills to replicate artists work</i></p>

	ICT	Collage	Knowledge/Art History
Year 5	<p>Make animations using Powerpoint and 2animate. Make drawn and stop motion animations with a webcam Use ICT to create work that includes the integration of digital images Combine graphics and text based on their research Scan images and take digital photos Use software to develop, alter and adapt them into work with meaning Create digital images with animation and sometimes incorporate sound to communicate their ideas</p>	<p>Use ceramic mosaic to produce a piece of art Combine visual and tactile qualities</p>	<p>Use research and knowledge on different artist styles to experiment in their own work Learn about the work of others by looking at books, the internet and galleries. Use observational skills to replicate artists work Can explore the impact of well-known artists' work on the society at the time</p>
Year 5 GD	<p><i>Begin to use software packages to create pieces of digital art to design</i></p>	<p><i>Combines pattern, tone and shape into collage</i></p>	<p><i>Begins to include technical aspects in their work (e.g. architectural design) Can use features of researched artists in their own work</i></p>

	ICT	Collage	Knowledge/Art history
Year 6	<p>Use software packages to create pieces of digital art to design</p> <p>Create a piece of art which can be used as part of a wider presentation and project</p> <p>Use the internet to research artists and their work</p> <p>Type up descriptions or evaluations of artwork for display by the finished work</p>	<p>Justify the materials they have chosen</p> <p>Combine pattern tone and shape into their collage</p>	<p>Make a record about the styles and qualities in their work</p> <p>Say who and what their work has been influenced by</p> <p>Include technical aspects in their work (e.g. architectural design)</p> <p>Can use features of researched artists in their own work</p> <p>Explore the impact of the artists work on society at the time</p>
Year 6 GD	<p><i>Can animate a simple sequence of drawings/ photos to make a time based presentation with sound</i></p>	<p><i>Can embellish decoratively using more layers of found materials to build complexity and represent the qualities of a surface or thing</i></p>	<p><i>Recognise how different cultures use art within their culture.</i></p> <p><i>Begin to create works inspired by different cultures using patterns and shapes</i></p>



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Cohort	Autumn	Spring	Summer
	Drawing	Painting	Printing:
Year 1	<p>Use viewfinders to focus on a particular area. Find and draw different types of lines – wavy, thick, thin, broken, zig zag etc Draw as an individual and as part of a group on a large drawing Make drawings as a starting point for work in other areas such as textiles, mask making etc Use pencil crayons to create coloured drawings Draw faces putting features in the correct places Communicate something about themselves in their drawing. Create moods in their drawings</p>	<p>Experiment with a wide range of applicators – brushes, sponges, rollers, glue spreaders, combs, pads, fabric, cotton buds etc Mix own colours such as pink, grey and brown, skin tones and name the primary and secondary colours. Develop a vocabulary to discuss colour – light/dark, hot/cold, happy/sad etc Paint a picture of something they can see. Communicate something about themselves and moods in their paintings.</p>	<p>Design own blocks with card and print with sponge rollers Use Press print Develop mono printing by mixing colours Develop printing using stencils and found objects by creating more complex patterns Print onto paper and textile</p>
Year 1 GD	<p><i>Draw with different medium eg wax crayon, oil and chalk pastels and apply different pressures, Use charcoal and begin to explore blending and smudging.</i></p>	<p><i>Begin to mix media e.g add detail with pen over painting Experiment with different artist approaches</i></p>	<p><i>Begin to experiment with other printing techniques e.g. pressing, rubbing, rolling and stamping</i></p>

	Drawing	Painting	Printing
Year 2	<p>Draw objects from observation, memory and imagination</p> <p>Make drawings that focus on pattern or texture</p> <p>Make drawings that show how something changes over time</p> <p>Draw with wax crayon using different pressures</p> <p>Draw with charcoal and pastel, blending and smudging</p> <p>Can use ball point pen to make fine marks</p> <p>Begin to show pattern and texture in their drawing</p>	<p>Make paintings and draw on top to add detail (mixed media)</p> <p>Mix tints, shades (adding black and white) and secondary colours</p> <p>Look at the work of other artists and experiment with their approaches</p>	<p>Begin to create screen prints</p> <p>Continue to develop mono printing by mixing colours</p> <p>Create prints by pressing, rolling, rubbing and stamping</p> <p>Re-create a print like a designer/artist</p>
Year 2 GD	<p><i>Introduce different grades of pencil to explore soft and hard lines.</i></p> <p><i>Start using small sketches to develop produce a final piece.</i></p>	<p><i>Select an appropriate brush type, size and style depending on the task</i></p> <p><i>Use different brushes for different effects</i></p>	<p><i>Make and print card blocks in 2 colours</i></p> <p><i>Print onto paper and fabric</i></p>

	Drawing	Painting	Printing
Year 3	<p>Understand the different grades of pencil and use them to scribble and shade (cross hatch, dot dash, circle, spiral)</p> <p>Show facial expression in their drawing</p> <p>Use small sketches to produce a final piece</p> <p>Write an explanation of their sketch.</p> <p>Use shading to create tone</p> <p>Use different pressures to create hard and soft lines</p>	<p>Select an appropriate brush type, size and style depending on the task</p> <p>Can mix colours with accuracy</p> <p>Know where the colours are on the colour wheel (primary and secondary)</p> <p>Create a background using a wash</p> <p>Use different brushes for different effects</p> <p>Explore links between colours and feelings</p> <p>Use artists' work as a starting point and create work in the style of different artists</p> <p>Work as an individual and as part of a group</p>	<p>Make and print card blocks in 2 colours</p> <p>Make texture blocks and print (sponge rollers)</p> <p>Print onto paper and fabric</p>
Year 3 GD	<p><i>Draw demonstrating an understanding of line, tone, scale, texture and depth</i></p> <p><i>Explain why they have chosen specific materials to draw with</i></p>	<p><i>Begin to experiment with different thickness of paints</i></p> <p><i>Begin to create moods in their paintings</i></p>	<p><i>Print using different materials and using 4 colours</i></p>

	Drawing	Painting	Printing
Year 4	<p>Draw demonstrating an understanding of line, tone, scale, texture and depth Use mirrors, viewfinders, magnifying glasses etc to aid observation Begin to show facial expression and body language in their drawings Show reflections Explain why they have chosen specific materials to draw with Use mirrors, viewfinders, magnifying glasses etc to aid observation Begin to show facial expression and body language in their drawings Show reflections Explain why they have chosen specific materials to draw with</p>	<p>Work in monochrome (shades of one colour) look at and make paintings with background, foreground and middle ground and use perspective. Create moods in their paintings Use shading in their painting to create feelings Mix and match colours for purposes (e.g. skin colours) Mix different thicknesses of paints</p>	<p>Can print using 4 colours Can create accurate print design Print onto different materials</p>
Year 4 GD	<p><i>Organise line, tone, shape and colour to represent figures and forms in movement</i></p> <p><i>Begin to use shade to show mood and feeling.</i></p>	<p><i>Use layers of paint to add detail to background colours</i></p> <p><i>Begin to express own emotions through their painting</i></p>	<p><i>Work back into prints with stitching, collage, drawing etc.</i></p>

	Drawing	Painting	Printing
Year 5	<p>Use new media such as pen and ink</p> <p>Make a collection of drawings around a theme</p> <p>Use hard and soft lines to show the detail in the distance, foreground and avoid using a rubber</p> <p>Prepare a drawing surface to create a wax crayon image (e.g. colour a solid area, apply a top layer of black paint mixed with washing up liquid, drawing by scraping into the surface)</p> <p>Draw with pastel and charcoal</p> <p>Draw simple objects including texture</p> <p>Shade to show mood and feeling</p> <p>Organise line, tone, shape and colour to represent figures and forms in movement</p>	<p>Use layers of paint to add detail to background colours</p> <p>Create mixed media work – work back into paintings</p> <p>create different skin tones</p> <p>Create mood and feelings in their paintings</p> <p>Express their own emotions accurately through their painting</p>	<p>Print using a number of colours</p> <p>Create a print that meets a given criteria</p> <p>Print onto different materials</p> <p>Develop screen printing by cutting masks</p> <p>Work back into prints with stitching, collage, drawing etc.</p>
Year 5 GD	<p><i>Combine different tools to create their drawing.</i></p> <p><i>Begin to explain why they combined different tools to create their drawing.</i></p>	<p><i>Explain and establish their own style</i></p> <p><i>Begin to use a wide range of techniques in their work</i></p> <p><i>Begin to explain why they have chosen specific painting techniques</i></p>	<p><i>Develop an awareness of other printmakers such as Andy Warhol, Paul Hipkiss.</i></p> <p><i>Begin to look carefully at the methods that they use and make decisions about the effectiveness of their printing method</i></p>

	Drawing	Painting	Printing
Year 6	<p>Pastel and charcoal</p> <p>Sketches communicate emotions and a sense of self within accuracy and imagination</p> <p>Explain why they combined different tools to create their drawing</p> <p>Explain why they have chosen specific drawing techniques</p>	<p>Explain and establish their own style</p> <p>Use a wide range of techniques in their work</p> <p>Explain why they have chosen specific painting techniques</p> <p>Can add texture into paint by adding PVA, sawdust, sand etc.</p> <p>Use brushes in different ways with thickened paint</p> <p>Create mixed media work – work back into paintings</p>	<p>Children can overprint using different colours</p> <p>Look carefully at the methods that they use and make decisions about the effectiveness of their printing method</p> <p>Print for a specific purpose such as Christmas cards, wrapping paper etc.</p> <p>Link printmaking with Numeracy by making a block and rotating it different degrees to make a design</p> <p>Look at the work of other printmakers such as Andy Warhol, Paul Hipkiss</p>
Year 6 GD	<p><i>To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas</i></p> <p><i>To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</i></p>	<p><i>To begin to develop a critical understanding of artists works in order to strengthen the visual impact or applications of their work</i></p>	<p><i>To begin to develop a critical understanding of printmakers works in order to strengthen the visual impact or applications of their work</i></p>