

Art Curriculum Progression Map

Early Years Foundation Stage

Expressive Arts and Design educational programme (taken from the EYFS Statutory Framework):

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Early Learning Goals that link to Art:

EYFS Expressive Arts and Design – ELG Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

EYFS Physical Development – ELG Fine Motor Skills

- Use a range of small tools, including scissors, paintbrushes and cutlery.

In the EYFS, children:

- Have daily access to a range of media and materials e.g. different types of paper, varying thickness/hardness of pencils, thick and thin brushes, paint, paint sticks, pastels etc. in continuous provision.
- Are taught different techniques such as drawing, painting, printing, collage, which they can then practise independently.
- Explore colour-mixing through our 'self-service' paint stations.
- Learn about different artists and explore their techniques.

Art Curriculum Progression Map

Autumn 1							
		Year 1 <u>Colour</u>	Year 2 <u>Colour and Shape</u>	Year 3 <u>Line</u>	Year 4 <u>Light</u>	Year 5 <u>Style in Art</u>	Year 6 <u>Art in the Italian Renaissance</u>
Practical Knowledge	Skills	Painting Mixed Media	Painting Drawing 3D Form	Drawing Printing	Drawing Painting	Drawing Painting	Drawing Painting 3D Form
	Media and Materials Methods and Techniques	Holding and using a brush – pulling smoothly, washing brushes, sponging away excess water, colour mixing – mixing warm and cool colours, adding white to make tints, adding black to make shades, using different brushstrokes – rough and choppy Pencil, wax, paint and ink wash	Colour mixing – mixing warm and cool, secondary colours (adding equal amounts of two primary colours), tints and shades Drawing geometric shapes (freehand), using natural objects to draw organic shapes Creating sculptures with paper and wire	Continuous line drawing, line weight – thinness and thickness, 2b and 6b pencils, different ways to use line – close together to appear darker, types of lines – vertical, horizontal, diagonal, drawing contour lines Monoprinting to create lines – taping images over polytiles, creating holes and joining, using one roller per colour, painting thin layers of printing ink	Observational drawing – shadow and light, continuous line drawing, using chalk and charcoal for tone Using acrylic paint for tone, painting a ground, underpainting, mixing tints and shades in acrylic	Using oil pastels and soft pastels to create light/shade and different marks, accurately copying shapes, independent design by drawing Painting with acrylic on canvas, painting patterns, using colour theory to make colour decisions, creating texture with acrylic	Observational drawing – measurement, shading, 6b pencils Using perspective to draw Sfumato technique, designing and painting on plaster Casting in plaster
Theoretical Knowledge	Concepts / Artists / Artwork	Piet Mondrian Pieter Bruegel Vincent Van Gogh Johannes Vermeer David Hockney Claude Monet	Wassily Kandinsky Robert Delaunay Claude Monet Paul Klee Pablo Picasso Alexander Calder (sculptor)	Paul Klee Leonardo da Vinci Pablo Picasso Vincent Van Gogh Rembrandt Henry Moore Hokusai	Caravaggio Johannes Vermeer Natalia Goncharova (painter, costume and set designer) Rana Begum (visual artist)	Comparing Rococo and Modernist styles George Stubbs Edvard Munch Antoine Watteau Van Doesburg Marcel Breuer Piet Mondrian Robert Delaunay Jackson Pollock Thomas Chippendale (interior designer)	Italy and 'rebirth' (rejection of middle ages), influence of Greek and Roman art Leonardo da Vinci Raphael Jan van Eyck Brunelleschi (architect) Michelangelo (sculptor, painter, architect)

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Theoretical Knowledge	Key knowledge to support the development of substantive and disciplinary concepts	The primary colours are red, yellow and blue and why they are special.	Primary colours can be mixed to make secondary colours.	Line is a basic tool for an artist.	Artists use tone to show form and drama.	Style means the way a piece of art looks and can mean the technique an artist has used to make a painting.	Renaissance is a French word which means re-birth.
		Identify secondary colours.	Warm and cool colours can create different moods.	Artists use sketchbooks to record what they see, develop their ideas and their drawing/painting.	Chiaroscuro is a technique which means light/dark where artists show clear tonal contrasts.	Stubbs used a smooth style in Whistlejacket Munch used a rough style in The Scream.	The Renaissance was a word used to describe a new style in art and culture that started in Italy around 1400, after the medieval age.
		Identify warm and cool colours.	Tints can be made by adding white to a colour and a shade can be made by adding black to a colour.	There are different types of lines, zigzag, curvy, straight, curved, thin, thick. Artists use different materials to create lines.	Caravaggio is known for using strong contrasts of tone to create dramatic paintings.	Rococo was a style in art and design in the 1700s.	Renaissance art and culture was influenced by classical art and culture.
		Warm and cool colours can create different moods.	Geometric shapes are shapes that can be named.	Artists can use different line weight to affect how dark or thick a line is.	Vermeer is known for using strong contrasts of tone to create realistic paintings.	Rococo furniture used elaborate decoration, often based on asymmetrical curved natural forms. Rococo painting used light colours.	Vitruvian Man is a sketch by Leonardo da Vinci which shows the balance and proportions of the human body.
		Van Gogh painted Sunflowers.	Geometric shapes can be 2d or 3d. 2d geometric shapes include: squares, circles, triangles, rectangles, ovals, and diamonds.	What vertical, horizontal and diagonal lines look like.	Old Master painters used a technique of applying a ground and underpainting to add their paint in layers.	Modernism is a style of art and design which started in the 1850s.	Leonardo da Vinci was famous in his own lifetime and was good at many different things. He did anatomical drawings by dissecting bodies.
		Tints can be made by adding white to a colour and a shade can be made by adding black to a colour.	Artists can use geometric shapes.	Artists can use line to show different things. Artists can use lines to show edges, shapes, light and shade and form.	Form is shown by the different ways light falls on an object.	Modernist art was often abstract.	This helped him produce realistic paintings and make discoveries about the human body.
		Artists use shades and tints of blue to paint water.	Organic shapes cannot be named. Organic shapes are less regular than geometric shapes and are often seen in nature.	Hukosai used woodblock printing to create lines.	Artists use tints and shades to show form.	Abstract art is art that doesn't try to look like something, but uses shapes, colours, lines and form to achieve an effect.	He did these drawings, thousands of which survive, in notebooks.
		David Hockney painted A Bigger Splash.	Artists can use organic shapes.	Printing can create the same image again and again.	Goncharova made pictures which show rays of light. This was called rayonism.	In the Mona Lisa Leonardo uses the Sfumato technique to make the woman look real.	Leonardo painted a portrait called the Mona Lisa.
		Artists use shades and tints of blue to paint the sea and the sky.	Calder used organic shapes to make his sculptures.	Hukosai used curved, wavy, short and long lines to create the Great Wave.	Begum uses light like a material in her sculptures.	Leonardo painted a mural called The Last Supper The Last Supper is not a fresco because it was not painted on wet plaster.	In the Mona Lisa Leonardo uses the Sfumato technique to make the woman look real.
		Monet painted a variety of seascapes.	Calder made his sculptures out of wire.	Printing can create lines. Lines appear where there is no paint applied to a printing block.		Michelangelo painted the ceiling of the Sistine Chapel in the Vatican in Rome. The paintings are frescoes.	Leonardo painted a mural called The Last Supper The Last Supper is not a fresco because it was not painted on wet plaster.
A brushstroke is a mark a painter makes with their brush.	Calder had to make sure that his mobile sculptures balanced.			Colour theory is information about how to create different colours by mixing and the effect of different colour combinations.	Michelangelo worked on scaffolding.		
				Kandinsky believed colour combinations could effect our emotions.	The painting styles of Michelangelo and Leonardo are different.		
				Rothko used colour more realistically, creating a calm and more sombre effect.	In the renaissance painters wanted to make their paintings realistic.		
					Jan van Eyck painted a portrait of a couple called the Arnolfini Portrait, which shows real people. The Arnolfini portrait is a masterpiece in visual texture.		
					A way of making paintings more realistic is to use linear perspective.		
					Linear perspective was demonstrated by the architect, Brunelleschi. Leonardo and Raphael used linear perspective.		

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Disciplinary Knowledge	Paradigms of Art	<u>Traditional</u> Bruegel Vermeer <u>Modern (1880s-1970s)</u> Mondrian Van Gogh Monet <u>Contemporary</u> Hockney	<u>Modern (1880s-1970s)</u> Kandinsky Delaunay Monet Klee Picasso Calder	<u>Traditional</u> Leonardo da Vinci Rembrandt <u>Modern (1880s-1970s)</u> Klee Picasso Van Gogh Hokusai <u>Contemporary</u> Henry Moore	<u>Traditional</u> Caravaggio Vermeer <u>Modern (1880s-1970s)</u> Goncharova <u>Contemporary</u> Begum	<u>Traditional</u> Rococo Stubbs Chippendale Watteau <u>Modern (1880s-1970s)</u> Stubbs Van Doesburg Breuer Mondrian Delaunay Pollock	<u>Traditional</u> Renaissance Leonardo da Vinci Michelangelo Jan van Eyck Brunelleschi
	Valuing and Judging Art	What is successful about X's painting? Why? What do the tints and shades show in the painting? How has Monet painted the sky and the sea differently? What different materials have you used? How have you used them? What is successful about your picture?	How do warm/cool colours make you feel? What do the different geometric shapes represent or show? How did you make your sculpture? What techniques did you use?	What words can you use to describe the lines the artist has used? What title would you give the picture? What effect did varying the weight of the line have? What have the artists shown with the lines they have used? What is successful about your prints? Why?	What does chiaroscuro mean? Where has Caravaggio used this technique in this painting? How does this add to the drama of the painting? What is successful / how could you improve about your painting? How have you made the objects look 3d?	Compare the paintings. How are they different? In what ways are the designs you have drawn Rococo in style? How would you recognise a Modernist piece of art? How is your design Modernist in style? How is your design abstract in style?	Who inspired people in the Renaissance? Why is The Last Supper not a fresco? How was Michelangelo's painting style different to da Vinci's? How does Jan van Eyck make The Arnolfini Portrait look realistic?
Key Vocabulary		primary, secondary, mix, warm, cool, tint, white, lighter, shade, black, darker, rough, calm, brushstroke, materials	primary, secondary, warm, cool, tint, white, lighter, shade, black, darker, mix, geometric shape, 2d, 3d, edge, corner, organic shape, sculpture	sketch, sketchbook, line, thick, thin, straight, zigzag, curved, wavy, vertical, diagonal, horizontal, line weight, continuous, line, edge, shape, light/shade, form, print, woodblock print	form, tone, shade/ shadow, highlight, mid-tone, cast shadow, chiaroscuro, ground, underpainting, acrylic, burnt sienna, yellow ochre, ray, rayonism, material	style, technique, brushstroke, compare, Rococo, elaborate, decoration, natural forms, asymmetrical, curves, Modernism, abstract, primary, vertical, horizontal, abstract expressionism, canvas, acrylic, colour theory, primary, secondary, complementary	Renaissance, medieval, classical, humanism, proportion technique, optics, sfumato, fresco, plaster, sculptor portrait, realistic, pigment, visual texture, linear perspective, vantage point, horizon line, vanishing point

Art Curriculum Progression Map

Autumn 2							
		Year 1 <u>Line</u>	Year 2 <u>Colour, Shape and Texture</u>	Year 3 <u>Still Life and Form</u>	Year 4 <u>Space</u>	Year 5 <u>Islamic Art and Architecture</u>	Year 6 <u>Renaissance Architecture and Sculpture</u>
Practical Knowledge	Skills	Drawing Mixed Media	Collage Drawing	Drawing	Drawing 3D Form	Drawing Painting 3D Form	Drawing 3D Form
	Media and Materials Methods and Techniques	Using normal pencil grip, drawing different lines with different materials, drawing lines with a ruler, drawing from the imagination, curved, straight, wavy, zigzag lines Creating lines using different materials – string and printing objects, painting and colouring neatly inside shapes	Making cut-outs, cutting organic shapes, arranging shapes on a background colour, overlapping shapes, considering size and colour to place shapes Creating texture with mark-making and colour, charcoal rubbings, drawing with chalk and charcoal, graphite and oil pastels, layering chalk, pencil and oil pastels	Continuous line, copying a painting by drawing, pencil techniques to show form and tone e.g. pressing harder for darker areas, crosshatching, drawing still life – what you see, layering oil pastels, sketching outlines	Using tone, light, shade and highlights to create a 3D illusion, using shade to create tone, using line to draw a landscape, foreshortening, adding detail to show that things are close to us Creating a relief in cardboard, layering a background, middle ground and foreground	Using rulers and compasses to draw geometric patterns, repeating, overlapping and interlacing, construction lines, symmetry Painting with inks, adding colour in a symmetrical way, choosing brush size for larger/smaller areas Working with clay – rolling and guiding thickness, using rulers and knives to cut clay, adding water to make clay soft enough to work, carving and building up, painting clay, glazing clay with glue	Sketching architecture – line drawings, simplifying forms (from photographs) Designing and creating a relief sculpture in clay – rolling and guiding thickness, lifting and changing position so the clay does not stick, adding pieces to a base, cutting pieces away from a base, drawing into clay, scoring in a criss-cross pattern, wetting and smoothing down pieces, glazing clay with glue
Theoretical Knowledge	Concepts / Artists / Artwork	Rembrandt Joan Miró Paul Klee	Henri Matisse Durer Jan van Eyck	Still life throughout history Andy Warhol Giorgio Morandi George Stubbs Paul Cezanne Kolomon Moser	Three dimensions, illusion of three dimensions Henri Matisse Jean-François Millet Rosa Bonheur Bruegel	Features of Islamic art and design, including architecture The Dome of the Rock The Alhambra Hagia Sofia The Taj Mahal Rana Begum (visual artist)	Influence of classical sculpture, idealisation of human form, contrapposto Il Duomo Basilica of St Peter's Raphael Brunelleschi (architect) Lorenzo Ghiberti (sculptor) Donatello (sculptor) Donato Bramante (architect) Michelangelo (sculptor, painter, architect)

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Theoretical Knowledge	Key knowledge to support the development of substantive and disciplinary concepts	Lines can be used to represent many different things.	Matisse made colourful pictures by cutting out and arranging shapes.	Still lifes have been painted for a long time.	Two-dimensional (height, width) and three dimensional (height, width, depth).	Islamic art/architecture relates to the religion of Islam or the Islamic world.	Brunelleschi designed Florence Cathedral (Il Duomo) it is famous for the design of its dome, which is the largest brick dome in the world.
		Artists use different kinds of lines. Artists use lines to show different things. Artists can use different materials to make lines. Miro used lines. Lines were important to Klee. Klee used lines to draw landscapes. Klee used his imagination. Different lines can create different shapes. Different shapes can represent different things.	Matisse called this "painting with scissors." Matisse made the cutouts when he was old and ill. Matisse carefully considered the arrangement (composition) of his shapes. Organic shapes often appear in nature. Matisse used organic shapes in his cut-outs. Complementary colours are opposite each other on the colour wheel. Matisse used complementary colours in his cut-outs. Composition means how different ingredients in art (e.g. colour and shape) are put together to make up a whole work of art. Matisse carefully considered the composition of this cutouts. Visual texture means how artists show what something feels like. Artists can create visual texture using different marks. Artists can create visual texture by using different marks. Artists can create visual texture by using different colours The Arnolfini Portrait is a masterpiece in visual texture. Parts of the Arnolfini portrait show us things about the people in it. Parts of the Arnolfini portrait show us things about Jan van Eyck.	Styles of painting still lifes have changed. Form means the 3d shapes in art. In a drawing or painting, an artist can create the illusion that an object is 3d rather than flat. Artists can use tone to create form. Artists can use different drawing techniques to create tone and form. Morandi made many still life pieces and used cross hatching in some of them. Cross hatching can be used to show tone. Artists can use form to create tone. Artists can use different colours to create form. Artists use tints and shades to create form. Cezanne painted over 200 still life pieces and was interested in painting everyday objects.	Relationship between two-dimensional and three-dimensional shapes: square to cube, triangle to pyramid, circle to sphere and cylinder. Artists can make what they depict look three dimensional, despite working in two dimensions. Artists can use foreground, middle ground and background to create an illusion of depth. Artists can use colour to show depth in a picture. Artists can use detail to show depth in a picture.	The Dome of the Rock is an Islamic shrine in Jerusalem. Islamic art uses calligraphy, geometric and vegetal patterns. In religious buildings, Islamic art does not show humans or animals Islamic architecture is often referred to as hidden, or "architecture of the veil". Common types of Islamic buildings are mosques, palaces and tombs. The Alhambra is a group of buildings including a fortress, palaces and gardens built by Muslims in Spain over many years. The Nasrid Palaces in the Alhambra show examples of arches, muqarnas, courtyards and fountains. The Court of the Lions is a famous courtyard in the Nasrid Palaces. The Taj Mahal is a mausoleum built by Shah Jahan for his wife Mumtaz Mahal in the 17th century. It is made of white marble and precious stones and is based on the shape of a cube. Islamic art and architecture has influenced art throughout history. The work of Begum is influenced by Islamic art and architecture.	Ghiberti made doors for Florence Baptistery which Michelangelo called the "Gates of Paradise". Ten panels in the doors show different scenes from the Old Testament. The panels in the doors show scenes from the Old Testament. They were made by casting. The panels are examples of relief sculpture which use linear perspective. Donatello carved a stone sculpture of St George for the sword maker's guild in Florence. The main sculpture is a sculpture in the round and shows St George holding his shield. The bottom of the sculpture is an example of flattened relief and shows St George killing the dragon. St Peter's Basilica in Vatican City is the largest church in the world and is thought to be the burial place of St Peter. The present design for the church was started in 1505 and finished 120 years later. The design is a combination of designs by different architects. The Pieta is a sculpture made by Michelangelo. It shows Mary holding Jesus after the crucifixion. It is known for the realistic way Michelangelo has carved Mary. David is a sculpture by Michelangelo which shows David before his fight with Goliath. The sculpture is huge and is carved out of marble. The Belvedere Torso was a classical sculpture rediscovered during the renaissance.

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Disciplinary Knowledge	Paradigms of Art	<u>Traditional</u> Rembrandt <u>Modern (1880s-1970s)</u> Miró Klee	<u>Traditional</u> Durer Jan van Eyck <u>Modern (1880s-1970s)</u> Henri Matisse	<u>Traditional</u> Stubbs <u>Modern (1880s-1970s)</u> Morandi Cezanne Moser <u>Contemporary</u> Warhol	<u>Traditional</u> Millet Bonheur Bruegel <u>Modern (1880s-1970s)</u> Henri Matisse	<u>Contemporary</u> Rana Begum (visual artist)	<u>Traditional</u> Brunelleschi Ghiberti Donatello Bramante Michelangelo Raphael
	Valuing and Judging Art	Describe the lines you can see. What do the lines show? What materials have the artists used to make their lines? What kind of lines have they made? What do the lines and shapes remind you of? What is showing me the shape of the hill/building/clouds? Which direction are the people moving in? How can you tell? (The lines lean forward).	What did you use for inspiration? What can you tell me about the composition of your piece of work? How is it successful? What words can you use to describe how the hare feels? How has the artist shown this? What does the painting tell us about van Eyck?	What can you tell me about the still life found in Herculaneum? How does it compare to Andy Warhol's 'pop' art still life? How has the artist shown us that the objects which he has drawn are 3d? How can you see that these objects are curved? How has Morandi created tone and form? What is successful about the drawing? Why?	How does the artist make the object look 3d? Do you think the people in the painting look real? Why? Why are the people different sizes? Why do you think this is successful? Where are the lighter colours? Where are the darker colours? Where have they added detail?	How does The Dome of the Rock show Islamic style? Explain how you have created your geometric design. What do you like about it? What would you do differently next time? What do you see, know and infer about Begum's Painting No. 680?	What is special about the design of Florence Cathedral? Who designed it? What else is he famous for? What does Donatello's sculpture show? Who was it made for? Why do you think the sculpture is called pity? What different types of buildings have we looked at and what are they for?
Key Vocabulary		line, straight, zigzag, curved, wavy, loop, thick, thin	primary, secondary, organic shape, cut-out, composition, texture, visual texture, feel, rough, smooth, soft, hard, fluffy	still life, Pop Art, Herculaneum, form, tone, 3d, highlight, shade, shadow, cast mid-tone, cross hatching	dimension, 3d, 2d, height, width, depth, foreground, background, middle ground, foreshortening, detail	Islamic, architecture, geometric patterns, calligraphy, vegetal patterns, figural, tilework, plasterwork, mosaic, symmetrical, mosque, palace, tomb, minaret, dome, arch, muqarnas, fountain, courtyard, mausoleum	linear perspective, contrapposto, in relief, casting, carve, guild, flattened relief, architect, basilica, Pope, Vatican City, Pietà, carve, St Peter's Basilica, realistic, drapery, marble, classical, Belvedere Torso, marble, Florence, duomo, baptistery

Art Curriculum Progression Map

Spring 1							
		Year 1 <u>Architecture</u>	Year 2 <u>Portraits and Self-Portraits</u>	Year 3 <u>Art of Ancient Egypt</u>	Year 4 <u>Design</u>	Year 5 <u>Art from Western Africa</u>	Year 6 <u>Victorian Art and Architecture</u>
Practical Knowledge	Skills	Drawing Collage 3D Form	Drawing Painting	3D Form Drawing	Drawing Painting	Drawing 3D Form	Drawing Painting
	Media and Materials Methods and Techniques	Sketching using whole page and line, thinking about where to start drawing e.g. in the middle, sketching designs with a purpose Folding paper, cutting along creases, gluing tissue paper over gaps Rolling a ball of clay, pushing fingers and thumbs to make a "pinch pot," scoring and adding water where pieces will be joined, painting clay	Structure of a face and where facial features go, different views – front on and profile, drawing in a cubist style Mixing skin tones – red, brown, white and a little green, making light, medium and dark tones, applying colour in patches, adding a background, using mirrors to identify parts in light and shade	Air dry clay – kneading, rolling (hot dog roll), pinching, poking, scoring, pressing different joins to fix in place, following pattern Sketching – using line and adding detail, making own paper, sketching in profile, using pencils and pens	Composition – combining elements of art, choosing shapes to show space, angles created by starting and ending lines, using pencils and pens, sketching to fill a page, identifying lines that create expression Colour in specific areas, watercolour, adding enough water to avoid scratchy appearance, complementary colours, tones of blue and orange, marbling	Choosing methods - line/shading/cross hatching), identifying shapes within 3D form and drawing them, sketching drawing lines including patterns seen Simplifying shapes for a cardboard relief, drawing and cutting a base layer of appropriate size, adding raised layers for detail	Drawing buildings – drawing at angles, quality of line - broken and complete lines, level of detail observing shapes Working in watercolour from light to dark, adding enough water to avoid scratchy appearance, painting wet-on-dry, wet-on-wet and over wax resists, highlights, mid-tones and shades
Theoretical Knowledge	Concepts / Artists / Artwork	Defining architecture, purpose, features, design process Westminster Abbey St Paul's Cathedral Houses of Parliament Southwark Cathedral The Penguin House at London Zoo	Cubism, proportions of a face Leonardo da Vinci Hans Holbein William Hogarth Vincent Van Gogh Rembrandt Frida Kahlo Pablo Picasso Artemisia Gentileschi	Power shown in art, first use of paper The Great Sphinx Bust of Nefertiti Tutankhamun's death mask Book of the Dead	Composition, expressionism, meaning of design in art Henri Matisse Edvard Munch Angelica Kauffman	Spiritual purpose and significance, cultural changes reflected in artwork Antelope headaddresses of Mali Ivory carvings and bronze relief sculptures and panels from Benin	Classical v Gothic architecture The Houses of Parliament John Everett Millais Charles Barry (architect) Augustus Pugin (architect)

Art Curriculum Progression Map

Theoretical Knowledge	Key knowledge to support the development of substantive and disciplinary concepts	Architecture is the art of designing buildings.	A portrait is a word used to describe a picture of a real person.	The Ancient Egyptians created many different pieces of artwork including: sculptures, wall paintings and architecture. Artwork was often placed in Ancient Egyptian tombs.	The elements of art are colour, light, line, shape, form, space and texture.	Mali is a country in West Africa. It is known for carved, wooden antelope headdresses made by the Bamana peoples.	The Houses of Parliament are an important example of Victorian architecture.
		People who design buildings are called architects. Design is planning and drawing how a building is going to look. Different buildings have different purposes. Architects think about the purpose when they are designing a building. Architects design features such as arches, pillars or domes. Features have different purposes. Westminster Abbey is the coronation church. It has a rose window. St Paul's Cathedral was designed by Christopher Wren and built after the fire of London. The Houses of Parliament are used by our government to make decisions in. The clock tower is known as Elizabeth Tower and the bell is called Big Ben. Southwark Cathedral is a church in London. It has different features like pillars, arches, stained glass windows, a tower and gargoyles. A gargoyle is a carved face of a person or an animal which acts as a spout to take the water away from a building.	Portraits can tell you about how somebody feels, how they looked, their status or their personality. Portraits that artists create of themselves are called 'self-portraits'. Many famous artists have created self-portraits including Frieda Kahlo. Artists think carefully about the colour of the paints they use in self-portraits. Artists mix different colours to represent skin colour. An artist can use different skin tones to show light and shade. The word 'represent' means to show what a person is like in a portrait. Artists represent themselves in self-portraits. Rembrandt painted many portraits in his life which show himself in different ways. We can choose how to represent ourselves in our own self-portraits. Gentileschi, who was unusual as a trained woman artist, painted a self-portrait showing herself painting. Picasso's painting style changed over time. Cubism is a way of painting or drawing where artists show more than one view of something in the same picture.	Egyptian art can show us things about life in ancient Egypt like how powerful Pharaohs were. The Ancient Egyptians created large statues. One of the large statues the Ancient Egyptians created is called the Great Sphinx. A sphinx is a mythical creature with a body of a lion and the head of a human. A sculpture of a person's head and shoulders is called a bust. The bust of Nefertiti is a very famous sculpture. The bust of Nefertiti shows her as a very beautiful and important person metal or jewellery. Ancient Egyptians made paper called papyrus from a plant. They used papyrus for writing and drawing on. Some of the Book of the Dead is drawn/ written on papyrus. The Ancient Egyptians created art showing the gods they believed in. Many Ancient Egyptian gods are shown with a human body and an animal head.	The elements of art work together to make successful design. Another word for design is composition. Matisse made collages in his old age when he was ill and unable to paint. He called his collages 'cut outs' and referred to how he made them as 'painting with scissors'. Matisse carefully considered the design of his cut outs. Expressionism is a type of art where the elements of art combine to show strong emotions. Munch's The Scream of Nature is an example of expressionist art. Contrasting lines and colours in The Scream of Nature provoke an emotional reaction. Colour is an element of art that can affect emotion. Munch used complementary colours in The Scream to show strong emotions.	The headdresses are used in a ceremony to honour the spirit, Chiwara. Malian antelope headdresses show shapes which represent the antelope, aardvark and pangolin. The antelope, aardvark and pangolin are revered by the Bamana culture as examples of animals who demonstrate skills relating to farming. The shapes of the animals are simplified in the headdresses. Benin City is a city in southern Nigeria which flourished from the 14th -17th centuries as the centre of the Benin Kingdom and home to the Edo peoples. The Benin Plaques were mostly made between 1550 and 1650 to decorate pillars of the royal palace in Benin. They are reliefs made from cast brass and are sometimes called the Benin Bronees. The Portuguese started trading with the Edo peoples of Benin City from the 15th century. The Edo peoples traded brass with the Portuguese. Images of the Portuguese are found in brass and ivory artworks made in Benin City. In 1897 British forces captured the Benin King, destroyed the royal palace and took large quantities of Benin artwork. When the artwork was seen in Britain it changed people's views about African art. Some of these artworks are now in the British Museum. Some people argue that the artworks should be returned to Benin City.	The style of the Houses of Parliament is influenced by classical and gothic architecture. Characteristics of classical architecture are pillars, porticos, sculptures and symmetry. Gothic architecture was produced in medieval times and is characterised by stained-glass windows, ribbed vaulted ceilings, pointed arches. In many towns/cities in Britain there are examples of Victorian architecture This Victorian architecture can show both gothic and classical influences. The Pre-Raphaelites were a group of young artists founded in London in 1848. They were against the promotion of paintings that showed ideal human forms and settings, as shown in the work of Raphael. They wanted to make what they painted look real. Millais made his painting of Ophelia look real by careful observation. Rossetti painted The Annunciation showing a realistic depiction of Gabriel and Mary. Rossetti's painting was different to traditional depictions of the same scene.

Art Curriculum Progression Map

Spring 1							
		Year 1 <u>Architecture</u>	Year 2 <u>Portraits and Self-Portraits</u>	Year 3 <u>Art of Ancient Egypt</u>	Year 4 <u>Design</u>	Year 5 <u>Art from Western Africa</u>	Year 6 <u>Victorian Art and Architecture</u>
Disciplinary Knowledge	Paradigms of Art	N/A	<u>Traditional</u> Leonardo da Vinci Holbein Hogarth Rembrandt Gentileschi <u>Modern (1880s-1970s)</u> Van Gogh Frida Kahlo Picasso	N/A	<u>Traditional</u> Kauffman <u>Modern (1880s-1970s)</u> Matisse Munch	N/A	<u>Modern (1880s-1970s)</u> Millais
	Valuing and Judging Art	What is the difference between a builder and an architect? What is the purpose of this building? What is it used for? Why is the rose window called a rose window? What is a gargoyle? What is it for?	What might be difficult about creating a self-portrait? What can portraits tell us about a person? What do you think the artist is showing about himself? What is successful about the way you added different tones to your self-portrait? How does Rembrandt represent himself in different ways in his self-portraits? What does your portrait tell people about you?	How can you tell from the artwork that the pharaohs were powerful? What is happening in these pictures? How are they the same? What does this tell us about life in Ancient Egypt? What is successful about your sculpture? What does it tell people about Nefertiti?	Which part of the story is Matisse showing? How does he show this? What can you say about the colour/space/shape in this picture? What can you see? How does this picture make you feel? What can you say about the design of The Scream? How does the colour show strong emotion?	How do the shapes in the headdress relate to the animals? Why do you think the sun and water are represented in the headdress and costumes? What did the Portuguese trade with the Edo peoples? How did they show their trading relationship in their art? How were the Edo peoples shown differently to the Portuguese? Why did the Edo peoples show the Portuguese in their art? Why did this change British views about African art? Why do some people want them to be returned to Nigeria? What do you think?	How does the Houses of Parliament show gothic/classical influences? What architectural style is your drawing in? Why? Why do you think there was a revival of gothic and classical architecture in Victorian times? What does Pre-Raphaelite mean? Tell me one of the aims of their art. What can you tell me about Rossetti's painting The Annunciation? How is it different to traditional pictures of the same scene?
Key Vocabulary		architecture, architect, building, design, purpose, features, rose window, gargoyle, reason	portrait, self-portrait, represent, facial features, tone, tint, shade, skin tone, colour mixing, detail, expression, profile, cubist, feelings, emotions, interests	limestone, carve, bust, sculpture Ancient Egyptian, pharaoh, pyramid, tomb, sphinx, Nefertiti, Tutankhamun, Sphinx, mythical, Cairo, Giza, Nefertiti, Thutmose	elements of art, design, composition, collage, cut outs, expressionism, complementary	plaque, relief, cast, mould, brass, symbolic, ivory, trade, debate Mali, Bamana, ceremony, headdress, antelope, Chiwara, Edo, Nigeria, Benin City, Portuguese	Victorian, classical, neoclassical, gothic, gothic revival, medieval, Pre-Raphaelite, realism, watercolour, wet-on-dry, wet-on-wet, highlight, shade, mid-tone, light to dark

Art Curriculum Progression Map

Spring 2							
		Year 1 <u>Style in Art</u>	Year 2 <u>Landscape and Symmetry</u>	Year 3 <u>Anglo Saxon Art</u>	Year 4 <u>Monuments in Ancient Rome</u>	Year 5 <u>Chinese Painting and Ceramics</u>	Year 6 <u>William Morris</u>
Practical Knowledge	Skills	Drawing Painting	Mixed Media Sculpture	Drawing Painting Collage	3D Form	Painting	Drawing Printing
	Media and Materials	Drawing geometric shapes in the centre with interlocking designs around the edge, sketching a design, layering sketches with wax crayon, leaving enough space inside lines for patterns, drawing light and delicate patterns, using oil pastels, drawing settings and characters, including details Filling space with dots (cotton buds and paint), placing dots close together, combining two colours of dots in one area to make it lighter or darker, using short brushstrokes, mixing shades and tones of blue and yellow, using watercolour to show reflection	Using paper in landscape form (long side at the bottom), sponging the sky (pinching and dabbing to vary the effect), mixing and layering three colours, covering at least two thirds of a page, leaving no white space, drawing spaces in pencil first, using oil pastels to add colour, cutting and sticking shapes onto backgrounds (sky), angling shapes for an effect (rough sea), bold brushstrokes, long and short brushstrokes, continuous line drawing, reproducing an artist's painting Sourcing natural materials, arranging natural materials symmetrically	Drawing geometric shapes in the centre with interlocking designs around the edge, sketching a design, layering sketches with wax crayon, leaving enough space inside lines for patterns, drawing light and delicate patterns Painting with watercolour – using different grade brushes, bright colours (not black or brown), painting neatly inside lines, using enough water to make it smooth, painting colours symmetrically, using colours without mixing, using metallic paint to catch the eye Cutting small pieces of felt, using specific colours of felt to match artwork, collaging felt on paper (using glue), cutting shapes out and placing on fabric	Identifying steps in making a monument, making an underlying structure, creating cylinders, using cardboard of different thicknesses, making a cylinder, using columns (wooden sticks), making a dome, layering to papier mâché, taping and gluing, removing material but maintaining form (deflating balloons), painting to create an uneven effect (stippling)	Using ink sticks and ink stone, grinding ink against the stone adding water to the brush and then picking up ink, varying width, speed and pressure of brushstroke, varying density of ink, painting on rice paper, using different sized brushes, asymmetry, not creating an outline and filling in	Drawing on polystyrene - drawing around a block and put your design inside the shape, using single lines, filling space, adding lines and patterns for texture, tracing onto tracing paper Relief reduction printing – transferring designs onto polytiles – pushing holes and joining holes, deep lines – feeling them, not just seeing them, rolling even layers of paint, removing parts of design, layering light tones, mid-tones and dark tones, lining blocks up
Theoretical Knowledge	Concepts / Artists / Artwork	Pointillism, characters in paintings Georges Seurat Vincent Van Gogh Jacopo Tintoretto Paolo Uccello Gustave Moreau	Turner's style, symmetry in nature and art, temporary art John Constable William Turner Henri Rousseau Leonardo da Vinci Meindert Hobbema Andy Goldsworthy (sculptor and photographer)	Sutton Hoo treasures Staffordshire hoard (local) Lindisfarne Gospels Bayeux Tapestry	Monuments to show power The Pantheon Colosseum Trajan's Column	Emphasis on brush use, Chinese trade with and influence on Western Europe Finches and Bamboo Fisherman Porcelain with cobalt blue jar (15th and 17th century)	In depth British artist study – rejection of industrialisation, influence of medieval and Islamic art and design William Morris

Art Curriculum Progression Map

Theoretical Knowledge	Key knowledge to support the development of substantive and disciplinary concepts	Style means how something looks.	A landscape is an image of the natural environment seen in one view i.e. an expanse of scenery such as mountains, fields or the sea.	The Anglo-Saxons created art from metal. A ship was found at Sutton Hoo that contained decorated metal objects. A hoard was found in Staffordshire more recently too.	A monument is a building or place that is important in history.	The same materials are used to make Chinese paintings and calligraphy. Chinese paintings and calligraphy are traditionally painted on paper or silk. They are painted with brushes made of animal hair and solid ink which is ground on a stone. Chinese paintings are rolled into scrolls and displayed either horizontally (hand) or vertically (hanging) Chinese paintings often contain seals and Chinese writing.	William Morris was a Victorian designer. He was friends with artists associated with the Pre-Raphaelite brotherhood.
		Artists can paint using different styles. Pointillism is a way of painting where the artists uses lots of small dots to create an image. Georges Seurat was a famous artist who painted using the technique of pointillism. Van Gogh painted in different styles. Van Gogh sometimes painted using short brushstrokes and swirls. A brushstroke is the mark made by a paintbrush. There are many different ways in which a paint brush can be used. Van Gogh used short brushstrokes in his painting, The Starry Night. Art can tell a story. The word narrative means story. St George and the Dragon is a narrative that has been told through art. A character is a figure or person in a story or piece of art. Artists think carefully about how they represent characters in their work. We can find out about characters from looking at how artists have painted them.	Turner and Constable were English painters who both painted landscapes. Different painters used different methods for painting landscapes. Turner used bold brushstrokes. He painted in a different way from other artists of his time. Symmetry exists in nature. Artists can use symmetry in what they create. Leonardo da Vinci uses symmetry in The Last Supper. Artists can create works of art using symmetry. Artists can use natural objects to create sculptures. A sculpture can be temporary.	King Raedwald's shoulder clasp is decorated with detailed, symmetrical and interlocking patterns. Interlaced means crossed together. The Anglo-Saxons used interlaced designs on their metal work and jewellery. Anglo-Saxon designs often included birds and animals woven into the patterns. Illuminated letters are decorated with pictures and patterns. A long time ago, a Monk spent many years creating an illuminated copy of a part of the Bible. Illuminated lettering was used in the past to make writing look like carefully worked metal or jewellery. Some illuminated letters feature animals or birds. Illuminated letters use colour to make the design eye-catching. The Bayeux Tapestry shows the events of 1066 and the Battle of Hastings. It is an embroidery, not a tapestry. It was made in England but designed by a Norman.	Monuments of Ancient Rome can tell us about the Roman emperors. Ancient Rome was a powerful and important civilisation that ruled over much of Europe and still has an impact on the Western world today. The Pantheon was built by Hadrian in 113 CE. The dome of the Pantheon is the largest unreinforced concrete dome in the world. It shows us the power of Hadrian as an emperor. The Colosseum, in Rome is the largest amphitheatre in the world. It was built by Emperor Vespasian between 72 and 80 CE. It was used for public events such as games, plays and executions. The Colosseum is made up of 3 tiers of 240 arches. The number of arches allows the walls of the Colosseum to be strong, even though they are very large. The number of arches meant that unskilled workers could build the Colosseum quickly. Trajan's Column is a column to celebrate Trajan's victory in the Dacian wars. It shows scenes from the Dacian wars carved in a marble frieze. A frieze is a band of sculptures in relief, which means where sculptures stick out from a surface.	There are many spoken Chinese languages, but only 1 written language. Written Chinese symbols are called characters. Chinese writing is done in columns, from the right-hand side of the page. Calligraphy is a very important form of Chinese art and uses the same materials as Chinese painting. Chinese calligraphy takes practise and control. Chinese paintings often use only black ink and are usually of things found in nature. They often do not show anything in the background and include lots of space. They often have an asymmetrical design and are not supposed to look real, but ideal and simplified. Clear and simple brushstrokes are very important in Chinese painting. Landscape and flower and bird paintings are important. Porcelain is a white, translucent ceramic, fired at a high temperature. It is often decorated with cobalt blue. Porcelain was first made in China about 2000 years ago. During the Ming dynasty porcelain production increased. During the Ming dynasty the Chinese made porcelain for export to Europe. Porcelain was traded with the Portuguese and then the Dutch and transported to Europe by boat. In the early 1700s Chinese trade of porcelain with Europe diminished because Europeans started to make porcelain themselves.	His designs include designs for wallpaper, textiles, embroidery, stained-glass windows and books. His designs often showed observation of nature, in a stylized form. His designs were influence by Islamic art. Morris' wallpaper was made by block printing. Block printing is where multiple separate woodblocks can be used to print onto the same design. Reduction printing is a multicoloured print where the separate colours are printed from the same block, which is reduced each time. William Morris decorated his own houses. He was inspired by medieval art and architecture. He created his own company to produce his designs. He sold his work from a shop in Oxford Street, London. Morris was a key figure in the Arts and Crafts movement. The Art and Crafts movement placed value on traditional craftsmanship and rejected Victorian industrialization. The Arts and Crafts Movement elevated the status of the decorative arts. William Morris wrote poetry, narratives and political writings. He set up his own printing press. Morris designed books that used methods from the first days of printing in the 15th century. He produced a book which reproduced the works of Chaucer and his own novel (News from Nowhere) which expressed his socialist views.

Art Curriculum Progression Map

Spring 2							
		Year 1 <u>Style in Art</u>	Year 2 <u>Landscape and Symmetry</u>	Year 3 <u>Anglo Saxon Art</u>	Year 4 <u>Monuments in Ancient Rome</u>	Year 5 <u>Chinese Painting and Ceramics</u>	Year 6 <u>William Morris</u>
Disciplinary Knowledge	Paradigms of Art	<u>Traditional</u> Tintoretto Uccello <u>Modern (1880s-1970s)</u> Seurat Van Gogh Moreau	<u>Traditional</u> John Constable William Turner Leonardo da Vinci Meindert Hobbema <u>Modern (1880s-1970s)</u> Henri Rousseau <u>Contemporary</u> Andy Goldsworthy	N/A	N/A	N/A	<u>Modern (1880s-1970s)</u> William Morris
	Valuing and Judging Art	What can you tell me about how you painted your brushstrokes? How did you decide which scene of the story to paint? What can we learn about Saint George, just from looking at paintings? How will you show whether your dragon is frightening or friendly, fierce or calm?	Describe how you have painted your stormy sky. What methods have the different painters used to paint their landscapes? How has each artist has used his brush? What has the artist used to make his art (natural materials)?	What can you say about the patterns on the shoulder clasp? How is your design like an Anglo-Saxon design? Why do you think the monk spent so much of his time decorating the gospels? Why did you choose these colours? What was the most difficult part to paint? What is successful about your design/painting? What would you do differently next time?	How does the dome stay up? What does this tell us about Roman architects/builders? How does the Pantheon show Hadrian's power as emperor? Why was the building of the Colosseum so efficient? Which monument, that we have studied, do you like the best? Why? How does it show the power of the emperor who had it built/or honoured?	What do you think this Chinese painter needs to produce work like that? How are Chinese painting materials different to our painting materials? How are Chinese paintings displayed differently to our paintings? What can you say about porcelain trade between China and Europe? Why did trade diminish in the early 1700s?	What kind of object can you think of which falls into the definition of "decorative arts"? What is similar about The Dome of the Rock and Morris' design? How do you think Morris' wallpaper was made? Why wouldn't it be easy to paint it? What is the difference between the decorative arts and the fine arts?
Key Vocabulary		style, pointillism, technique, brushstrokes, retell, story, narrative, character, setting, personality, hero	landscape, seascape, method, sketch, brushstroke, symmetry, symmetrical, line of symmetry, nature, natural, materials, temporary	symmetrical, interlocking, interlace, curl, looped, decorate, illuminate, manuscript, quill, illustrate, tapestry, embroidery	monument, dome, portico, column, oculus, amphitheatre, arch, feature, in relief, in the round	ink stone, ink stick, calligraphy, rice paper, silk, scroll, hanging scroll, hand scroll, character, design, space, asymmetrical, brushstroke, landscape painting, bird and flower painting, ceramic, porcelain, cobalt blue, Ming dynasty, Ming ware, trade, export, cargo	designer, decorative arts, textiles, stylized, woodblock printing, block printing, reduction printing, Medieval, Victorian, Gothic, Gothic revival, Medieval, Victorian, Gothic, Gothic revival, Chaucer, socialist, printing press

Art Curriculum Progression Map

Summer 1							
		Year 1 <u>Paintings of Children</u>	Year 2 <u>History Painting</u>	Year 3 <u>Architecture</u>	Year 4 <u>Monuments of the Byzantine Empire</u>	Year 5 <u>Print Making</u>	Year 6 <u>Impressionism and Post-Impressionism</u>
Practical Knowledge	Skills	Drawing	Drawing	Drawing	Painting	Printing	Painting
		Painting	Mixed Media	Sculpture	Collage		Drawing
	Collage		Collage			Collage	
	Media and Materials	Drawing to plan a painting, drawing main shapes, only using lines (straight, curved, zigzag, wavy etc.), matching shapes and size of shapes to part of a painting to copy, drawing position of body parts	Sketching characters and scenes, including detail, drawings mazes – lines in pencil, then going over in felt, using a ruler, sketching features to show different expressions (shape and position of eyes, mouth and body), drawing to fill a page (marking top and bottom with chalk), using chalk in light areas and charcoal in dark areas	Drawing in relief – simple designs using only lines	Drawing designs on circular paper, painting inside shapes using watercolour and acrylic, using metallic paint to catch the eye, using smooth and accurate brushstrokes, using medium and small-sized brushes	Mono printing – the opposite of editions (only one print produced), rolling ink in a palette, rolling ink evenly onto laminated sheets, blotting, drawing over laminated sheets (pencil or stick), peeling paper off to reveal prints	Painting dabbed-on brushstrokes like Monet, short, separate dabs, layering colours with thick paint, working fast and roughly, mixing only with primary colours and white, painting on cartridge paper, painting outside, finding a view to paint with a viewfinder, layering watercolour, using complementary colours next to each other
Watercolour – no secondary colour mixing (just tints and shades by adding black and white), adding a lot of water to stop brushstrokes from being scratchy, using water to make a colour lighter, mixing in a palette (not the paper), using different grades of brush for larger and smaller areas of colour		Using own drawings, backing sheets and string to create a collage, choosing colour for a backing sheet, arranging pieces before sticking them down	Making clay reliefs – air dry clay, rolling clay into chosen shapes, using rolling pins and clay cutting tools, adding clay or carving clay away to make design, cross-hatching and moistening surfaces to ensure clay sticks when joining, glazing with PVA glue or mod podge, painting tiles – choosing colours to match designs	Mosaic – drawing a template with lines to show shape of facial features, lightly marking what colour each area should be, cutting squares from strips, sticking squares of paper, choosing paper colours to show darker/lighter areas of face, covering pencil lines with black squares making squares close together but not overlapping	Screen printing – making a thick stencil, ensuring that designs are large and simple, sandwiching – paper, then stencil, then screen, spooning ink on top, dragging ink with a squeegee, peeling screen and stencil away	Drawing with ink pens and brushing with water, dragging ink from dark to light to create mid-tones	
Posing for photographs used in own collage, cutting neatly (not jagged), including objects in background, using different sizes of the same object (person)			Mosaic – sketching designs to make a mosaic, collaging with tissue paper – tearing to make them small, overlapping pieces, choosing fewer colours to avoid confusion, gluing tissue paper flat (not scrunched)			Using torn squares to create patches of colour, replicating brushstrokes using collage	
Theoretical Knowledge	Concepts / Artists / Artwork	Paintings can tell us about the past, art can give us messages, cubism William Hogarth Pieter Bruegel David Hockney Mary Cassatt	Mythological, biblical and historical stories in art Pablo Picasso Caravaggio Antonio del Pollaiuolo	Parthenon (Callicrates) St Paul's Cathedral (Wren) Sagrada Familia (Gaudi) Grand Stupa in India	What is an icon? Hagia Sofia Basilica of San Vitale in Ravenna Icons	Printmaking as an indirect art form Rembrandt William Hogarth Hokusai Andy Warhol	Influence of Japanese prints, influence of Science, changes of emphasis by post-impressionists Claude Monet Edgar Degas Pierre-Auguste Renoir Mary Cassatt Paul Cezanne Vincent Van Gogh Paul Gauguin

Art Curriculum Progression Map

Theoretical Knowledge	Key knowledge to support the development of substantive and disciplinary concepts	Art can tell us about people and how they lived. Artists can use art to give messages. Hogarth painted The Graham Children. Artists sometimes plan their paintings to describe different lines and shapes. Art can tell us about people in the past. Artists can paint what they see. The primary colours are red, yellow and blue. Primary colours can be mixed to make secondary colours which are orange, purple and green. Tints and shades are made by adding white and black to a colour. When using watercolour paint you can make a colour lighter by adding more water. Cubism means showing different views of the same thing in one picture. David Hockney's The Scrabble Game is painted in a cubist style.	A history painting means paintings that tell stories from myths, classical history and the Bible. A mythological work of art depicts characters or a narrative from mythology. A mythological work of art can show part or the whole of a myth. Angelica Kauffman was one of only two women to be founding members of the Royal Academy of Art in London. She was a history painter and trained by her father. Picasso made many pictures of the minotaur. Artists can show different characteristics of a character by the way they draw. Tavernelle's painting shows the characters dressed in costumes contemporary for the painter. The characters appear again and again, like a comic strip.	Architecture is the art of designing buildings. The Parthenon is an important piece of Greek architecture. The Parthenon marbles were taken to London by Lord Elgin. The Parthenon frieze is an example of sculptures 'in relief' Architects will think about line and symmetry when they design buildings. Some buildings are symmetrical and some are asymmetrical. The front of the Parthenon shows symmetry. St Paul's Cathedral borrows details of line and symmetry from ancient buildings like the Parthenon. Architects use different things to inspire their designs. Gaudi was inspired by nature. Gaudi often used curved lines in his designs. Architects need to consider what materials to use. Architects use different features in their buildings such as domes and towers. Gaudi is known for his mosaics, stained-glass windows and towers.	Hagia Sofia was built as a church during in the Byzantine Empire. It later became and mosque and then a museum. It has a large, highly decorated dome. It contains Christian Byzantine and Islamic art and is particularly famous for its mosaics. Ornate mosaics were made during the Byzantine Empire. During the reign of Justinian I churches were built in Ravenna, Italy which contain many important Byzantine mosaics. Two of these mosaics are of Justinian I and his wife, Theodora. Icons were made during the Byzantine Empire for prayer and reflection. An icon is a painting of a holy, Christian person, usually painted on wood. Icons were painted in a special style and are still painted today.	Printing is an indirect art that can be made using a block, plate or screen. An edition is when a number of prints is taken from a block, plate or screen at the same time. A mono-print is when only one print is made Hogarth was well-known for printmaking, and made many editions reflecting life in London. Screen-printing is a process where printing ink is forced through the small holes in a piece of material and a picture or pattern is made by covering some of the holes with a stencil. Andy Warhol was famous for his screen-prints. Screen-printing allows an artist to produce multiple prints with the same design but different colours. Relief printing is when lines are carved into a printing block and ink covers the raised parts of the block. A printing block is often made of wood (a wood cut or engraving) or lino (a linocut). Hokusai made many wood cuts including 36 views of Mount Fuji. Intaglio printing is when marks are made in a metal plate and ink is pressed into those marks. The ink in these marks form the design on the printed paper. There are two ways of creating marks on the metal plate, by drypoint/engraving or etching. Intaglio printing is done on a metal plate, using a printing press. Intaglio printing is the opposite of relief printing.	The impressionists were a group of painters in France who exhibited pictures together in the 1870s and 1880s. They captured transient effects of nature by painting en plein air rather than in the studio. Their brushwork was often fast and put on in broken dabs to show the changing quality of light. The impressionists often made use of complementary colours. They often used a lack of detail to try and reproduce the way we see. They often used broken brushstrokes to show changing effects of light. The impressionists painted scenes of modern life. This included paintings of people in such places as beaches and cafés. Degas and Renoir painted café scenes. Post-impressionism describes a change in impressionism around 1886. Artists associated with post-impressionism were Cezanne, Van Gogh and Gauguin. Cezanne didn't like the impressionists' lack of structure and wanted to treat nature in terms of 3d shapes. He painted Mont Sainte Victoire numerous times using constructive brushstrokes. Van Gogh and Gauguin were post-impressionists and lived and worked together in France. Van Gogh painted from nature and used colour and brushwork to express and convey emotions. Gauguin used intense light and colour in his paintings but rejected painting from nature. The impressionists were influenced by Japanese prints. Mary Cassatt was influenced by Japanese prints and wanted to imitate Japanese design. Cassatt's prints, like some Japanese prints, often show a mother and child.
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Art Curriculum Progression Map

Summer 1							
		Year 1 <u>Paintings of Children</u>	Year 2 <u>History Painting</u>	Year 3 <u>Architecture</u>	Year 4 <u>Monuments of the Byzantine Empire</u>	Year 5 <u>Print Making</u>	Year 6 <u>Impressionism and Post-Impressionism</u>
Disciplinary Knowledge	Paradigms of Art	<u>Traditional</u> Hogarth Bruegel <u>Modern (1880s-1970s)</u> Cassatt <u>Contemporary</u> Hockney	<u>Traditional</u> Caravaggio Pollaiuolo <u>Modern (1880s-1970s)</u> Picasso	N/A	N/A	<u>Traditional</u> Rembrandt Hogarth <u>Modern (1880s-1970s)</u> Hokusai <u>Contemporary</u> Warhol	<u>Modern (1880s-1970s)</u> Monet Degas Renoir Cassatt Cezanne Van Gogh Gauguin
	Valuing and Judging Art	What is the artist trying to tell us about the children? What message/information is he giving us? How does he do this? What message will the photograph of your group tell us about you? What does this picture tell us about the past? How does the picture tell us?	How can you tell which part of the story/which setting/which character is shown? Why do you think Picasso made so many pictures of the minotaur? What can you tell me about Kauffman's picture of Ariadne? How is it different to Tavarnelle's painting? What do you think of the fact that Kauffman couldn't learn to draw in the same way as the men? Would this happen today? What is this minotaur like? What characteristics does he show? How have you shown this in your drawing?	What happened to the Parthenon marbles? Do you think they should be returned to Athens or stay in the British Museum? Why? Why did Greek architects use symmetry? What is similar in the design of the Parthenon and St Paul's Cathedral? How would you know a building had been designed by Gaudi?	What are the people in the mosaic holding? Why? What makes the patterns typically Byzantine? What is successful about your copy of the design? Why do you think there are soldiers and members of the church in the mosaic? How does the icon show what Christians believe about Jesus?	What can you tell me about Hogarth's prints series: Industry and Idleness? What can you tell me about Warhol's screen prints? What did he want art to be about? Why do you think Hokusai made so many woodcuts of Mount Fuji? What does this tell you about his relationship with the subject of his art?	How did impressionists capture the transience of nature? How have you used your colours/brushstrokes like Renoir? How would you compare Renoir and Degas' café scenes? How were Van Gogh and Gauguin's paintings different to the impressionists'? What did Cezanne dislike about impressionism?
Key Vocabulary		artist, past, message, information, pose, position, line, shape, primary, secondary, mix, tint, shade, watercolour, brush size, detail, change, difference, cubism	history painting, myth, mythological, painting, painter, classical, narrative, characters, setting, characteristics	architecture, architect, frieze, in the round, in relief, vertical, horizontal, diagonal, symmetry, asymmetry, pillar/column, inspire, nature, mosaic, tower, dome, stained-glass, materials	mosaic, monument, ornate, icon Byzantine, Empire, Constantinople, Ravenna, Justinian, Theodora, monastery	indirect, edition, mono-print, relief (positive), intaglio (negative), printing, screen printing, • stencil, squeegee, wood cut/wood engraving, linocut, block, drypoint/ engraving, etching, acid, plate, printing press	impressionism, exhibit, en plein air, studio, transient effects, brushwork, landscape, complementary colours, broken brushstrokes, post-impressionism, constructive brushstrokes, emotion, imagination

Art Curriculum Progression Map

Summer 2							
		Year 1 <u>Sculpture</u>	Year 2 <u>Murals and Tapestries</u>	Year 3 <u>Modern Architecture</u>	Year 4 <u>Needlework, Embroidery and Weaving</u>	Year 5 <u>History of Photography</u>	Year 6 <u>Art in the 20th Century</u>
Practical Knowledge	Skills	3D Form	Printing Textiles	Drawing 3D Form	Textiles	Photography Collage	Child-led project – skills and materials of choice
	Media and Materials	Rolling a sphere and squashing into oval shape, ensuring clay does not get too thin and crack, scoring and wetting, adding other spheres, smoothing down joints, working onto wooden boards, painting clay with acrylic paint, painting with PVA glue to make them shiny, rolling sausages, moulding clay to "sit" on a cube Making playdough moulds with natural objects, squeezing plaster into moulds Assembling wire armatures out of pipe cleaners and foil, looping, twisting, spreading pipe cleaners, steadying sculptures by pushing wire into clay/polystyrene	Tile printing – polystyrene tiles, printing background, printing objects, Create own printing block – taping images and piercing holes, then joining holes with lines, printing ink on cotton, applying printing ink to natural objects Weaving – using wool, weaving weft over and under on pre-prepared cardboard loom	Choosing a photo to draw, deciding on method (drawing lines or shading), showing tones (charcoal shading or pencil lines) tones on the surface of the building. It is important to model both skills, drawing to design for various functions, working on squared paper, using a ruler, labelling, considering width and height, drawing outline to fill page, adding details Matchstick models – starting with a cube, attaching other shapes, building on a cardboard base, fixing sticks using blu-tac, creating height and width, investigating how to make simple curves, folding paper for strength, I beam shape (strongest – commonly used in buildings)	Cross stitching – making own cross stitch designs, using Binka, counting squares, marking designs on squared paper, making designs of the right size, tying knots, threading needles, starting on top line of design, making row of one part of x, stitching back along the same line to make other part of x Weaving – wrapping warp thread around cardboard loom, fixing warp thread with tape, tying weft thread into warp thread, weaving over and under, cutting warp threads, tying knots together	Arranging selves in positions in portraits, replicating facial expressions, photographing against a blank wall, taking multiple photographs for one project, photographing a moving object/person, view-finding, composition, framing and panning, deciding on portrait/landscape/angled photo, deciding on position of photographer (above, below etc.), zooming to fill the frame, using the rule of thirds, finding leading lines, using negative space Editing photos - colour, light, clarity, set filters, cropping, resizing and rotating, spot fix and red-eye, drawing and marking up over original Photomontage – assembling in chosen way (not necessarily following shape of original photo), using photographs from printed material e.g. magazines, using multiple, overlapping images of the same person, obscuring or echoing parts of a photo	Expressing identity, developing ideas – figurative or abstract, sketching in chosen style, annotating in writing, sketching a series of drawings and labelling to show subject matter, materials, size and colour, deciding on a wide range of materials and media, listing materials needed, taking inspiration from nature
Theoretical Knowledge	Concepts / Artists / Artwork	People in art Edgar Degas Antony Gormley Barbara Hepworth Henry Moore Alberto Giacometti	Communicating stories and messages Michelangelo Leonardo da Vinci Paula Rego Anni Albers Banksy The Lady and the Unicorn tapestries	Modern vs traditional, function, inspiration, process: models and drawing Guggenheim Museum (Gehry) Birmingham Library (local) Scottish Parliament building (Miralles) Millau Viaduct (Foster) Serpentine Pavilion (Kere) London Aquatics Centre (Hadid)	Norman Hartnell (Coronation robes) Sarah Burton (Duchess of Cambridge's wedding dress) Raphael Anni Albers	Dorothea Lange Lewis Wicks Hine Jason Evans Peter Keetman Aaron Siskind	Modernism, cubism, abstract v figurative painting and sculpture, influence of the second world war, art produced about identity (race and gender) Pablo Picasso Barbara Hepworth (sculptor) Frank Auerbach Lucian Freud Frank Bowling Lubaina Himid

Art Curriculum Progression Map

Theoretical Knowledge	Key knowledge to support the development of substantive and disciplinary concepts	Sculpture is a 3D form of art. Sculpture can be made out of lots of different materials. A sculpture can be built up or carved away. A person who creates sculptures is called a sculptor. Sculptures can be made from different materials such as wax, clay and bronze. Sculptors use models and sketches to plan their sculptures. A model for a sculpture is called a maquette. Sculptures can be made by casting. Casting means to make a sculpture by pouring liquid into a mould. Antony Gormley made a sculpture called 'Another Place' by casting 100 people in iron. Sculptors can add different colours to their sculptures. Lots of sculptures are made by casting bronze. Different colours on the surface of a bronze are called its patina. Barbara Hepworth made many different sculptures. Giacometti sometimes sculpted in plaster around a wire armature. An armature is a frame to build a sculpture on.	Sometimes artists paint on walls or ceilings. Pieces of art painted onto walls or ceilings are called murals. Murals may tell a story or contain a message. Michelangelo painted a mural on the ceiling of the Sistine Chapel in Vatican City in Rome. The mural is a fresco. Frescoes are murals painted on wet plaster. Michelangelo painted images from the Bible, including the Creation story from the book of Genesis. Painting the ceiling of the Sistine Chapel was very difficult. Murals are pieces of art that everyone can see. We can ask questions about pieces of art. Sometimes it isn't clear what a piece of art is about. A tapestry is a piece of art made from woven threads. People have been making tapestries for a very long time. Sometimes tapestries can tell stories or contain a message. Leonardo da Vinci painted the Last Supper. The Last Supper is a mural but not a fresco. Composition in painting means where an artist chooses to put the shapes, lines and colours in a painting.	Modern architecture means buildings that have been designed and built recently. Modern architecture can look different from traditional architecture using different materials, shapes and lines. The Guggenheim Museum uses curves and is largely made out of metal. An architect considers the function of a building when designing it. The function of a building will affect its design. Miralles thought about the function of the Scottish Parliament when designing the Scottish parliament buildings. Architects use different things to inspire their designs. A new Serpentine Pavilion is designed and built each year in Kensington Palace Gardens. The London Aquatics Centre was inspired by the movement of water. An architect produces drawings and models to design a building. An architect produces architectural drawings to show a builder how to build the building. An architectural drawing shows different views of the building and includes lots of detail. Construction means the act of putting a building up. An engineer works out how a building will stand up safely. The Millau Viaduct is the tallest bridge in the world and is a feat of engineering.	Sewing is making stitches with a needle. Embroidery is the art of making patterns or pictures by sewing stitches directly onto cloth with a needle. Cross-stitch is a stitch made of two stitches crossing over each other. Norman Hartnell was Queen Elizabeth II's designer and designed her coronation dress, which used embroidery. The Duchess of Cambridge's Wedding Dress used embroidery, lace and appliqué. Cross-stitch is one embroidery stitch. There are many other embroidery stitches. Weaving is a way of making fabric by crossing over threads. A warp thread is a length of thread on a loom. A weft thread is a length of thread which under and over a warp thread. A tapestry is a thick piece of fabric, with patterns and sometimes, pictures on it, made by weaving. Charles I commissioned tapestries based on paintings by Raphael. Albers studied weaving at the Bauhaus art school in Germany. She believed textiles were as important as painting and sculpture. She designed and made many abstract, woven textiles.	'Camara obscura' means 'dark room'. The camera obscura was used to create the first photograph. This technique was developed by the French man Daguerre. The daguerreotype was very popular for taking Victorian portraits. George Eastman developed the roll-film in the late 1800s. He developed a small box camera called the Kodak. The Kodak meant photography was more accessible and ordinary people could buy a camera and take pictures. A 'carte-de-visite' was a small photograph on paper which was very popular in Victorian times. A traditional camera records images on film and has a lens and a shutter. Exposing a film means letting light shine on it. A film is developed to produce a negative. A negative is turned into a print. A digital camera doesn't use photographic film but stores photographs electronically on a card, computer or phone. Man Ray developed photography as a means of artistic expression. Dorothea Lange used documentary photography. Photography can be used for different purposes. In his photographs in the series 'Strictly' Jason Evans explores the different purposes of photography and contemporary social issues. Keetman and Siskind are known for taking close-up photographs of objects to create 'abstract' images. Photographers can use different compositional devices when taking photographs such as the rule of thirds, leading lines and negative space.	Statues are examples of 'public' art. A statue of Edward Colston, a slave trader was taken down in 2020 during the Black Lives Matter protests. Marc Quinn/Jen Reid made a sculpture to replace it called "A Surge of Power". Thomas J Price made a sculpture called "Reaching Out" which is only the 3rd statue of a black woman on display in the UK. Picasso was one of the most important and influential artists of the 20th century. Picasso's painting style changed over time. Cubism is a way of painting or drawing where artists show more than one view of something in the same picture. Cubism led to the creation of abstract art. Barbara Hepworth was a British sculptor who lived from 1903-1975. She made abstract sculptures from cast bronze and carved wood. Hepworth sculptures were influenced by the hills in Yorkshire and the coastline in Cornwall. Auerbach was born in Berlin and came to London as a child to escape Nazism. He is known for figurative portraits and city scenes which are painted in very thick paint. Auerbach painted city scenes of London being rebuilt after the second world war in the 1950s. Freud was a figurative painter who painted realistic pictures of people. Later in Freud's life he used thick paint and soft colours to create lots of different skin tones. Bowling is known for his colourful abstract paintings, some of which he made by pouring. Bowling says he doesn't plan his work. Himid was born in Tanzania in Africa and moved to Britain when she was a child. Lots of her paintings are about the contributions of African migrants to European culture. Himid was part of a movement in the 1980s to create opportunities for black artists. Lots of Himid's work is about the strength of black people throughout history.
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Art Curriculum Progression Map

Summer 2							
		Year 1 <u>Sculpture</u>	Year 2 <u>Murals and Tapestries</u>	Year 3 <u>Modern Architecture</u>	Year 4 <u>Needlework, Embroidery and Weaving</u>	Year 5 <u>History of Photography</u>	Year 6 <u>Art in the 20th Century</u>
Disciplinary Knowledge	Paradigms of Art	<u>Modern (1880s-1970s)</u> Degas Hepworth Giacometti Moore <u>Contemporary</u> Gormley	<u>Traditional</u> Michelangelo Leonardo da Vinci <u>Contemporary</u> Banksy Rego	N/A	<u>Traditional</u> Raphael	N/A	<u>Modern (1880s-1970s)</u> Picasso Hepworth Auerbach <u>Contemporary</u> Freud Bowling Himid
	Valuing and Judging Art	How is a sculpture different from a painting? Which do you prefer so far? Why? Why do you think Antony Gormley needed to make a model to plan The Angel of the North? Which of the patinas on Hepworth's sculptures do you like? Why? What can you say about Moore's/Giacometti's style? Do you think that the sculptures look like real people? Why? Why not?	Where are these murals painted? Who will see them? Why were they painted? Why did Michelangelo find painting the Sistine Chapel difficult? What question would you like to ask Paula Rego about her mural? How are tapestries different to murals?	Is St Paul's Cathedral an example of modern or traditional architecture? How about the Guggenheim Museum? Why do you think the Scottish Parliament Buildings were designed with "contemplation spaces"? What would you want space for in your building? What is your building inspired by? Would you display architectural drawings in a frame? Of which buildings?	How did Norman Hartnell show that Queen Elizabeth II was the queen of the United Kingdom in his design for her coronation dress? What would you embroider onto clothing? Why? Do you agree with Anni Albers or disagree? Is textiles as important as painting and sculpture? If you could commission a tapestry based on a painter's work, who would you choose? Why?	What was a 'carte-de-visite'? Why do you think they were popular? What was important about the development of the Kodak camera? How did you edit your photograph? What is successful about your finished edited photograph? What issues do the photographs in the 'Strictly' series by Jason Evans explore?	Do you think the statue of Edward Colston should have been removed? Why? Should we have statues of important people in public places? Why? Who would you like to see a statue of? Why do you think Price's statue isn't of a specific person? What have you chosen to make? How does this relate to your identity? How were the artists/sculptors influenced by things that happened in their lives or the things around them? Why do we use the word figurative to describe Freud's painting? Why do we use the word abstract to describe Bowling's painting?
Key Vocabulary		sculpture, 2d, 3d, material, carve, sculpture, sculptor, material, wax, clay, bronze, iron, patina, maquette, model, sketch, casting, mould, style, armature, plaster	mural, fresco, plaster, National Gallery, discussion, tapestry, weaving, woven, threads, loom, composition	architecture, architect, design, modern, traditional, materials, features, function, innovative, inspiration, process, model, architectural drawing, plan, section, elevation, construct, construction, engineer	needlework, thread, needle, sew, embroidery, stitch, cross-stitch, lace, appliqué, weaving, tapestry, loom, warp thread, weft thread, abstract	camera obscura, daguerreotype, Kodak, roll-film, develop, carte-de-visite, photomontage, lens, shutter, film, exposure, negative, print, digital, documentary, viewfinder, composition, framing, panning, purpose, abstract, composition, zoom, rule of thirds, leading lines, negative space	modernism, abstract, statue, cubism, sculpture, figurative, impasto