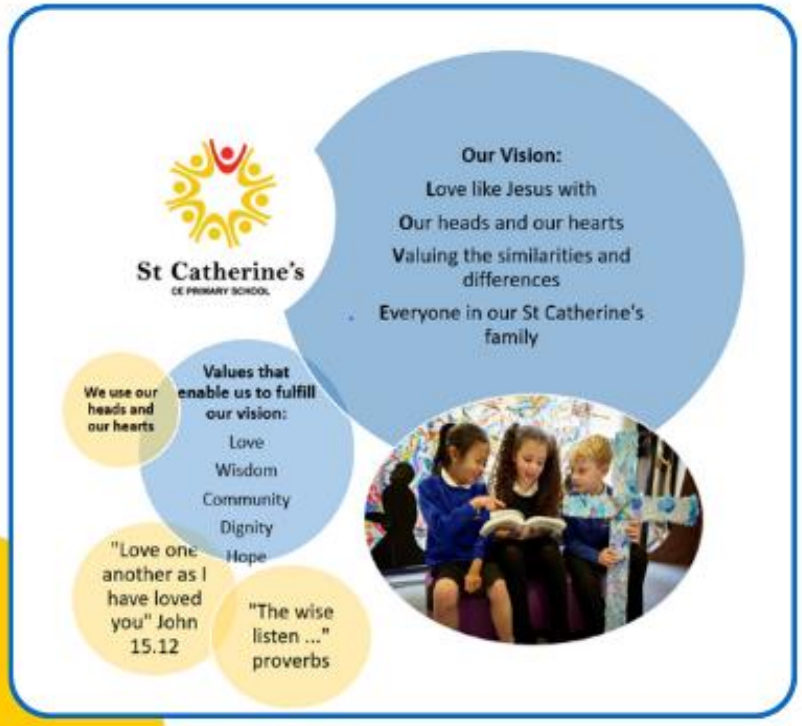
ST CATHERINE'S CE PRIMARY SCHOOL
ART CURRICULUM PROGRESSION



At St Catherine's, our vision to *"love like Jesus with our heads and our hearts"* is deeply embedded in the teaching of Art. Art offers a unique way for children to express their creativity, emotions, and individuality; nurturing both wisdom (head) and love (heart).

Through the Art Express scheme, children explore a rich variety of artistic techniques and styles, developing their skills and understanding (head) while engaging with themes that encourage empathy, reflection, and celebration of diversity (heart). The scheme's structured yet flexible approach allows children to build confidence in their artistic abilities while expressing their own stories, values, and emotions.

Art encourages children to appreciate beauty in the world and in themselves and others, fostering respect and dignity for the uniqueness of every individual. It provides space for children to explore cultural heritage and personal identity, linking to our vision by valuing both similarities and differences within our St Catherine's family.

Moreover, Art nurtures perseverance, patience, and joy in creation; qualities that reflect love in action. Whether through painting, sculpture, or digital media, children are encouraged to take risks, reflect on their work, and celebrate progress, embodying the resilience and kindness taught by Jesus.

In summary, Art at St Catherine's, supported by the Art Express scheme, is a joyful, inclusive journey where children grow in skill, character, and compassion – truly loving with their heads and their hearts.

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	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Vocabulary	near, up, down, next to, big/little, hard/soft, long/short, strong/delicate, straight/curved. **Describing consistency of the paint:** runny, thick, watery, sticky, liquid **Describing lines, patches and patterns:** dots, dashes, zigzag	near, up, down, next to, big/little, hard/soft, long/short, strong/delicate, straight/curved. **Materials:** stone, brick, concrete, wood, metal, plastic. **Describing consistency of the paint:** runny, thick, watery, sticky, liquid **Describing ways of applying paint:** dribble, dab, trail, drip, scrape, splatter. **Primary and secondary colours:** red, blue, yellow, orange, green, purple. **Colour variations:** cool blue, pale green, orangey-red, lemon yellow, lighter blue, pinkish-red, deep purple. **Describing lines, patches and patterns:** dots, dashes, zigzag, swirls, stripes, curly, broken, loopy, regular, horizontal, circular.	**Describing the scale of the marks:** huge, tiny, delicate, chunky. **Describing ways of applying paint to paper:** dabbing, flicking, streaking, splattering, dotting, stroking. **Visual and tactile qualities:** form, shape, texture, colour, pattern. **Descriptive:** smooth, fluffy, twisted, soft, hard, curly. **Positional**: on top, underneath, beside, next to, behind. **Comparative:** taller, shorter, higher, lower, larger, smaller. **Geometric forms:** cuboid, cylinder, cone, cube, sphere. **Sculpture:** model, construct, paper laminate, form, solid, former, recyclable materials.	**Words to describe clay**: leather hard, plastic. **Shades of colour:** pinkish-red, ruby red, raspberry, scarlet, orangey-red, lighter, darker, deeper. **Describing the consistency, strength and application of watercolour paint**: watery, intense, transparent, strong, opaque, wash. **Associated with still-life paintings**: background, foreground, middle grounds. **Associated with the opacity of paint, ways of applying it and changing colours:** watery, translucent, matt, opaque, tone, tint, shade. three-dimensional, cylinder, cone, sphere, cube, cuboid, solid, hollow, malleable, leather-hard, dry, biscuit-fired, glazed, sculptor, sculpture, carving, modelling, casting, constructing, kiln, slip.	motif, repeat, ornamentation, geometric, naturalistic, stylised, abstract, line, dash, dot, mark-making. portrait, past, present, future, appearance, personality, character, occupation. shape, form, surface quality, pattern, texture, tone, weight, speed, pressure	rotation, reflection, symmetrical, asymmetrical, repetition, shape, space, motif, translation complementary colours, contrasting, harmony, highlight, emphasis. printing block, inking up, rotation, symmetry primary, secondary, opaque, pastel, shade, tone, warm, cool, lighter, paler, complementary.	line, tone, shape, texture, colour, pattern, form, space, rhythm, movement, balance, sculpture, construct, model, proportion, viewpoint, structure, armature. illustrate, layout, combine, design template, style elements. self-image, collage, layer, filter
Drawing	Explore mark making using variety of materials	Explore mark making, experiment with drawing lines and use 2D shapes to draw. Use, express and experiment with line for purpose, then use appropriate language to describe lines. Understand what tone is and how to apply this to their own work. Identify, describe and use shape for purpose. KEY FOCUS AREA	Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials. Draw lines with increased skill and confidence. Use line for expression when drawing portraits. Experiment with pencils to create tone. Use tone to create form when drawing.	Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media. Express and describe organic and geometric forms through different types of line. Develop skill and control when using tone. Learn and use simple shading rules. Identify, draw and label shapes within images and objects	Draw from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing Learn and apply symmetry to draw accurate shapes. Analyse and describe how artists use line in their work. Use a variety of tones to create different effects. Understand tone in more depth to create 3D effects. Analyse and describe use of tone in artists' work	Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line. Extend and develop a greater understanding of applying expression when using line. Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone.	Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life. Deepen knowledge and understanding of using line when drawing portraits. Develop greater skill and control. Study and apply the techniques of other artists. Increase awareness of using tone to describe light and shade, contrast, highlight and shadow.

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		Unit - The world around us *This unit offers children the opportunity to:* *collect and share ideas and explore and experiment with materials* *develop the confidence to use a range of marks to draw things they see, know and remember* *develop control over a variety of drawing tools and materials, using them selectively and purposefully* *look at drawings and talk about them to become aware of elements within drawings and try to interpret them.*	Compose geometric designs by adapting the work of other artists to suit their own ideas		Create geometric compositions using mathematical shapes. Analyse and describe the use of shape in artist's work. KEY FOCUS AREA *Unit – Building and Environments* *This unit offers children the opportunity to:* *• Collect and share ideas and explore and experiment with materials.* *• Develop the confidence to use a range of drawing strategies and techniques. • Understand that marks can have meanings.* *• Develop control over a variety of drawing tools and materials, using them selectively and purposefully.* *• Look at different kinds of drawing, talk about them and try to interpret them.*	Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists' use of shape.	Manipulate tone for halo and chiaroscuro techniques. Fluently sketch key shapes of objects when drawing. Create abstract compositions using knowledge of other artists' work. KEY FOCUS AREA *Unit -Digital Media/Drawing* *This unit offers children the opportunity to:* *• Combine digital and traditional techniques.* *• Further develop image-manipulation skills, designing for a purpose* *• Develop an understanding of the creative potential of digital technology* *• Use their understanding to refine, develop, adapt and discuss their own work.*
Painting	○ Explore colour and how colours can be changed ○ Explore what happens when they mix colours. ○ Realise tools can be used for a purpose	Develop skill and control when painting. Paint with expression. Remember the primary colours and how to mix them to create secondary colours. Create shades of a colour and choose and justify colours for purpose. KEY FOCUS AREA *Unit – Water, Water Everywhere* *This unit offers children the opportunity to:* *• Experiment freely with paint in order to learn about what paint is like and how it can be used*	Further improve skill and control when painting. Paint with creativity and expression. Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections	Increase skill and control when painting. Apply greater expression and creativity to own paintings. Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades, for different purposes KEY FOCUS AREA *Unit - Colour and Still Life* *This unit offers children the opportunity to:*	Develop skill and control when painting. Paint with expression. Analyse painting by artists. Analyse and describe colour and painting techniques in artists' work. Manipulate colour for print.	Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression. Select and mix more complex colours to depict thoughts and feelings. KEY FOCUS AREA *Unit – Colour and Still Life* *This unit offers children the opportunity to:* *• Create imaginary and exploratory work, try out different approaches and*	Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work. Mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. Study colours used by Impressionist painters.

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		• *Discover the potential of brushes and other painting implements through experimentation, and investigate the kind of marks that can be made* • *Know more about simple colour mixing and start to develop an appropriate vocabulary to describe colours and how they can be used* • *Work collaboratively, sharing ideas and expressing opinions* • *Start to recognise diverse approaches to painting through looking at artists' work from a range of times and places.*		• *Experiment with different approaches to using and applying paint.* • *Freely explore ideas, working from first-hand experience, memory and imagination.* • *Develop increased confidence in colour mixing and mark-making, working with a wider range of paint and painting tools.* • *Talk about colour and composition in their own and in artists' paintings, expressing opinions with appropriate vocabulary.* • *Adapt and refine their own work, sharing ideas with others.* • *Compare and contrast works of art from different times and places.*		*develop an extended repertoire of ideas.* • *Collect materials and ideas to develop in sketchbooks and explore different starting points.* • *Consolidate and further develop skills in colour mixing, applying paint and selecting appropriate tools and materials for work on different scales and for different purposes.* • *Use increased awareness of painting methods and styles to review and refine their own ideas, making connections with processes used by artists.* • *Understand how particular materials and methods relate to context and articulate their understanding and preferences with an increasingly specialist vocabulary.*	
Printing	○ Understand that different media can be combined to create new effects. ○ Explore and describe the texture of things.	Learn a range of materials and techniques such as clay etching, printing and collage. Understand patterns in nature, design and make patterns in a range of materials.	Use a range of materials to design and make products including craft, weaving and printmaking Learn a range of techniques to make repeating and nonrepeating patterns. Identify natural and man-made patterns. Create patterns of their own. KEY FOCUS AREA *Unit - Introduction to printing* This unit offers children the opportunity to: *Experience the process of printing, experimenting with a*	Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products. Construct a variety of patterns through craft methods. Further develop knowledge and understanding of pattern	Make art from recycled materials, create print using a range of materials. Learn how to display and present work. Create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern. KEY FOCUS AREA *Unit – Textiles and the Rainforest* *This unit offers children the opportunity to:*	Create mixed media art using found and reclaimed materials. Select materials for a purpose Construct patterns through various methods to develop their understanding KEY FOCUS AREA – *Unit – Pattern and Design* *This unit offers children the opportunity to:* • *Use a sketchbook to collect and select*	Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms. Represent feelings and emotions through patterns. Create sophisticated artwork using their knowledge of pattern.

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			range of objects, shapes and patterns. *Start to make ordered or repeated patterns, and recognise and experiment with the effect different variables, such as shape, pressure or colour.* *Develop and use appropriate and relevant vocabulary and make choices as to how they can develop or modify their own printing.* *Develop an awareness of print, pattern and texture in our environment and culture and in other cultures, countries and periods of history.*		*• Explore and comment on different starting points for collage and textile work, using sketchbooks to collect visual stimuli, through drawings, photographs, notes and discussion.* *• Investigate and explore different materials, changing the surface and appearance of paper by adding and layering other media, exploring patterns in fabric, learning to make blocks and using hem to make a range of marks and repeat images on fabric.* *• Develop and use an extended and broad vocabulary to describe collage and textiles, making comparisons and links to other techniques covered in previous years. • Compare and comment on the work of artists, photographers and craftspeople from around the world.*	*materials, to try out alternative ideas and designs before reaching a decision and to develop drawings into ideas for printed images.* *• Design a pattern for a printing block and plan and explore several alternatives before arriving at a final design, if possible using computers or cameras to record ideas.* *• Compare and contrast examples of pattern from different contexts and develop an increased understanding of repetition, rotation and symmetry in printed designs.* *• Recognise how printed pattern has been used historically and culturally in different ways and for different purposes.*	
Sculpture	○ Use various construction materials ○ Manipulate materials to achieve a planned effect ○ Select tools and techniques needed to shape, assemble and join materials they are using.	Learn about form and space through making sculptures and developing language	Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing. KEY FOCUS AREA Unit – Chinese New Year or Animals *This unit offers children the opportunity to:* *Explore ideas by investigating and experimenting with modelling and construction techniques using recycled materials.* *Investigate the nature and qualities of different materials and processes, exercising some*	Further develop their ability to describe 3D form in a range of materials, including drawing. KEY FOCUS AREA Unit - Local Area *This unit offers children the opportunity to:* *• Explore and create by collecting and selecting visual research from first-hand observations and other sources to develop ideas for their work.* *• Investigate and use the qualities of materials and processes to develop practical skills of modelling and construction, extending their control of tools and processes*	Develop their ability to describe and model form in 3D using a range of materials. Analyse and describe how artists use and apply form in their work.	Further extend their ability to describe and model form in 3D using a range of materials.	Express and articulate a personal message through sculpture. Analyse and study artists' use of form. KEY FOCUS AREA *Unit – Figures in Motion* *This unit offers children the opportunity to:* *• Explore and develop ideas about movement by selecting information from visual research* *• Apply their knowledge and understanding of materials and processes, selecting, combining and manipulating them to explore the visual and tactile qualities*

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			control over those they use in their work. *Evaluate their sculptures during the making process and suggest ways in which to solve problems and improve their own work.* *Study sculpture from other cultures in order to develop knowledge and understanding of materials and approaches.*	*and evaluating their suitability for different tasks.* • *Develop critical skills by adapting and refining their own work in line with the limitations and possibilities of materials and processes* • *Develop an understanding of architecture, both local and from other cultures, by comparison of different materials, approaches and technologies over time.*			• *Evaluate and critically review their work, identifying both successful aspects and others needing further development, adapting and improving their own work as it progresses* • *Develop knowledge and understanding by comparing ideas, methods and approaches used by different sculptors, relating this to the time and place in which the work was made, using appropriate vocabulary.*

Our Intention is to ensure that the children at our school:

- **Enjoy it**
- **Believe they can do it**
- **See the purpose in it**
- **Do it confidently**
- **and forever**

Every subject, every cross- curricular theme, every aspect of our work is an 'it'!
Every child has at least one 'it' – we need to find it!