

St Augustine's CE Primary School

Art and Design



**Curriculum Progression Map for knowledge, skills and understanding
(1 Year Cycle)**

The International Curriculum Overview: Intent, Implementation and Impact

The International Early Years Curriculum (IEYC) and the International Primary Curriculum (IPC) are curriculum models based on thematic units that cover Nursery to Y6. Today's children face more diverse challenges and opportunities than any other generation before them: climate change, political change, inequality, migration, an accelerating pace of technology and access to more information than ever before are just some of the issues that our children will face in their lives.

The Vision and Philosophy of the International Curriculum

Aim: *the International Curriculum aims to improve learning in schools by supporting teachers and leaders through the provision of internationally researched curriculum materials and engaging units of learning.*

Philosophy: *central to the international curriculum is the belief in, and commitment to, the holistic development of learners through enjoyable academic, personal and international learning that prepares them for opportunities and challenges now and in the future.*

At **St Augustine CE Primary**, the aim and the philosophy of the International Curriculum fits with our own school vision of 'achieving excellence together' where we offer an engaging curriculum where our children can foster a passion for learning and curiosity that will help to develop high aspirations and a lifetime of opportunities.

Seven Foundations of the IPC

The IPC is designed and driven by underpinning foundations that ensure the curriculum remains learning focused and puts the goal of improving learning at the centre of what we do. The following seven underpinning foundations form the structure of the IPC.

- **Foundation 1:** Learner-focused personal, international and subject learning goals
- **Foundation 2:** A progressive pedagogy
- **Foundation 3:** A process to facilitate learning for all
- **Foundation 4:** Globally competent learners
- **Foundation 5:** Knowledge, skills, and understanding are taught, learned and assessed differently
- **Foundation 6:** Connected learning
- **Foundation 7:** Assessment for improving learning

Each of the seven foundations for learning are exemplified below.



Foundation 1: Learner-focused personal, international and subject learning goals

Learning should be at the core of what every good school does, and the overarching question that IPC asks is 'how does this improve learning?' The subject learning goals covered the knowledge, skills and understanding that children should learn across a range of subjects. The eight personal learning goals are integral to the IPC. The aim of the personal learning Goals is to develop character and attitudes rather than knowledge, skills and understanding. The development of an inquisitive mind and a sense of curiosity about the world and its people is essential for international learning. The international learning goals help learners begin the move towards increasing their knowledge and understanding of national, international, global and intercultural perspectives on the world around them whilst developing the capacity to take action and make a difference.

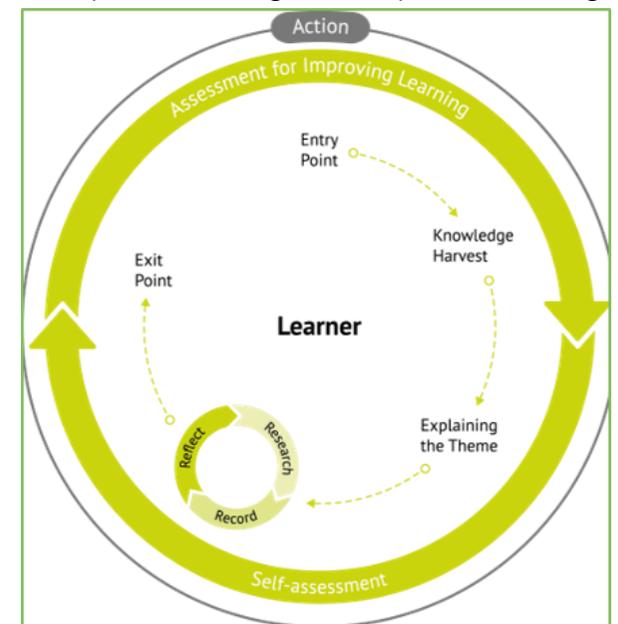


Foundation 2: A progressive pedagogy

A key part of the IPC focuses on brain-based learning. The IPC recognises that we have two types of memory: the working memory and the long-term memory. The IPC units of learning work on the theory of children being able to extract prior learning and apply this to new learning as they complete the units of work across the year groups. The international curriculum has been designed to promote the use of a constructive pedagogy in classrooms whereby learners connect new knowledge to prior knowledge and are actively engaged in constructing their own understanding. The Knowledge Harvest enables children the opportunity to share what they already know about the upcoming learning so that it can be tailored accordingly to their needs. It also supports the strengthening of neuronal connections by helping learners to make links between new and existing learning.

Foundation 3: A process to facilitate learning for all

All IPC units follow the process to facilitate learning with a learner at the centre, which is structured to make sure that children's learning experiences are stimulating and therefore effective. The key parts of the process include: Entry Point, Knowledge Harvest, Explaining the Theme, Research, Record,



Reflect and the Exit Point, all underpinned by assessment for improving learning. The process to facilitate learning is repeated many times through an academic year, providing familiarity and routine to children's learning journeys.

Foundation 4: Globally competent learners



In order for children who learn through the International Curriculum to become engaged globally, competent citizens, it is crucial for them to develop not only a strong interest in their own and others cultures and a deep understanding of multiple perspectives, but also a keen desire to help shape local and global communities through actions that impact positively on society. Being globally aware starts in our own school community before expanding to the local area and then further afield to the UK and more globally. All units within the International Curriculum cover an international dimension to allow the children to reflect, deepen their understanding of the world in which they live.

Foundation 5: Knowledge, skills, and understanding are taught, learned and assessed differently

Across the international curriculum, Knowledge, skills and understanding are all considered valuable. All of the Knowledge Learning Goals start with 'to know', all of the Skills Learning Goals start with 'be able to' and all of the Understanding Learning Goals start with 'understand'. Icons for knowledge, skills, and understanding are shared with children along with the definitions for each.

KNOWLEDGE		Definition: We think of knowledge as 'knowing that'	Characteristics of knowledge: Knowledge can be new or consolidated. Knowledge is continually expanding and can change as new discoveries are made.
SKILLS		Definition: We think of skills as 'being able to do something'	Characteristics of skills: Skills are learnt in a practical way; they can be new or consolidated. We define developmental stages of acquiring skills as 'Beginning, Developing, Mastering and Innovating'.
UNDERSTANDING		Definition: We think of understanding as making meaning	Characteristics of understanding: Understanding is personal and connections have to be made actively by the learner in order to make meaning. Multiple opportunities should be offered for learners to develop and demonstrate their understanding. Understanding includes components of knowledge, skills and experience.

Foundation 6: Connected Learning



The international curriculum promotes connected learning in a variety of ways. Learning is interdependent through connecting ideas to subjects and between subjects and prior learning to current learning so that the connections in the brain are reinforced. In the IPC subjects are built independently and interdependently into different thematic units of learning so that learners can engage in dialogue from different viewpoints. This enables children to see the wider context of their learning and to make connections both through and across different subjects.



Foundation 7: Assessment for improving learning

Whilst teachers are expected to plan for assessment opportunities, the reality is that learner performance, interactions and questions provide a constant stream of important information that the teacher should be using on an ongoing basis to inform future planning. Assessment for improving learning involves teachers and learners becoming partners in learning, helping teachers to further develop the knowledge, skills and understanding of their learners. Knowledge is assessed in a range of ways. This might include the Knowledge Harvest, quizzes, question and answer sessions. Skills are assessed through rubrics.

At St Augustine's we encourage our children to develop and master a range of knowledge, skills and understanding in all areas of the curriculum. As a whole school community, we have devised a range of subject characters and knowledge, skills and understanding principles that are specific to each area of the curriculum, to enable the children to identify not only the subject they are learning but also the content. The characters were shared with the children and they generated a list of knowledge, skills and understanding for each area.

In Art and Design, when the children are being artists they:

use a range of materials to creatively design and make products

develop a wide range of art and design techniques

understand how colour, pattern, texture and shape can be used to express emotions and ideas

find out about famous artists and their preferred style

use artist styles to express themselves creatively

improve their mastery in art: drawing, painting, sculpting and sketching,

find out about famous artists, architects and designers through history and their preferred style



In Early Years the Art coverage will include:

Key Vocabulary

Early Years

Art		
Three and Four-Year-Olds	Physical Development	<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils.
	Expressive Arts and Design	<ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing.

cut
paint
draw
colour
model
stick

	Reception	Physical Development		<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, coordination and agility.
		Expressive Arts and Design		<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills.
	ELG	Physical Development	Fine Motor Skills	<ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.
		Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> • 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.

	Units being taught in Nursery	The Big Idea	The learners will be finding out.....	Key Vocabulary
	This is me	<p>We learn and play together, supporting one another as we explore and experience new things every day. We have lots in common, but there are also lots of things about ourselves that make us special. Together, we are going to be learning about ourselves and each other and celebrating what we have learned with our families.</p>	<p>Learning the names of our friends Learning about the parts of our body, head, arm, leg, foot Making a simple portrait Making art with our hands or feet Exploring how we are feeling Exploring what is inside a room in our home, eg kitchen (and what is safe and not safe) Making a room from our own home Finding out about homes/room around the world Finding out about our families Looking at our favourite toys Planning a birthday party Finding out how to wash our hands Finding out how and why we brush our teeth Learning to cross a road safely Learning to be a good friend Learning how to work together</p>	<p>Name parts of the body, head, arm, leg, foot</p>
	Dinosaur Detectives!	<p>A long time ago, before people like you and me lived on the Earth, there were dinosaurs! No one has ever seen a real dinosaur before, but we know lots about them – what they looked like, what they ate and just how big and tall they were. We are going to travel back in time to the land of the dinosaurs to find out more about these amazing creatures. Get ready for an exciting adventure!</p>	<p>Hatching our own dinosaur egg Finding out how big dinosaurs really were Exploring dinosaur opposites Creating our own dinosaur world Making model dinosaurs Finding treasures Digging up dinosaur bones Finding out about fossils Solving a dinosaur mystery Running our own Museum of Dinosaur Wonders Describing a missing dinosaur Going on an adventure to find our missing dinosaurs Finding out what dinosaurs ate Helping our dinosaur friends Finding out what happened to the dinosaurs Moving and dancing like a dinosaur</p>	<p>Hatching, dinosaurs and their names eg tyrannosaurus Treasure, bones, fossil, dig, museum, mystery, costume, swap</p>

		<p>Creating a dinosaur costume</p> <p>Making dinosaur music</p> <p>Getting messy with swamp play</p> <p>Enjoying our own dino party!</p>	
Once Upon A time	<p>When we hear the words 'Once upon a time', we know we are about to be taken on an exciting adventure. Everyone, no matter what their age, has a favourite story that they like to hear, and often we like to enjoy them over and over again. Now, we're going to discover some new stories! By exploring these stories, we will be learning how to become better storytellers, and will create our own amazing worlds of make believe. Shall we begin? 'Once upon a time...'</p>	<p>Exploring pushes and pulls with 'The Enormous Turnip'</p> <p>Buying and selling vegetables at our own market</p> <p>Exploring size with 'The Three Billy Goats Gruff'</p> <p>Building our own bridge for a troll</p> <p>Making a race course for 'The Tortoise and the Hare'</p> <p>Finding out about tortoises and how to look after them</p> <p>Setting our own goals</p> <p>Creating a sports day for different animals</p> <p>Making a character from 'The Gingerbread Man'</p> <p>Baking our own gingerbread</p>	<p>Soil, dig, plant, build, bridge, race, bake, mix</p>
Brilliant Bug Ball	<p>We share our space with thousands and thousands of little visitors – minibeasts that live in the soil, under stones, amongst the plants and grass, in the trees and even in our homes. Minibeasts come in lots of different shapes and sizes, from tiny ants and long wriggly worms to beautiful butterflies with brightly-coloured wings. We are going to be exploring minibeasts in our local area and finding out more about what they look like, how they live and how they move about. And who knows – if the minibeasts like us, perhaps they'll invite us to a special party!</p>	<p>Finding out how to look after a minibeast</p> <p>Seeing how a caterpillar changes into a butterfly</p> <p>Making a wormery</p> <p>Building a home for a minibeast</p> <p>Making a book about minibeasts</p> <p>Sorting minibeasts that walk and fly</p> <p>Counting with a very hungry caterpillar</p> <p>Making butterfly wings</p> <p>Counting with ladybird spots</p> <p>Comparing the size of different insects and animals</p> <p>Making spider webs</p> <p>Finding out about honey bees</p> <p>Working as a team – just like ants!</p> <p>Moving about like pond minibeasts</p> <p>Comparing fast and slow minibeasts</p> <p>Dancing to 'The Ugly Bug Ball'</p> <p>Making minibeast costumes</p> <p>Planning a minibeast party</p>	<p>Minibeast, caterpillar, worm, wormery, butterfly, ladybird, spider, spider-web, insect and names such as honey bee, ants, pond</p>

			Making minibeast party food Creating a minibeast party menu	
Ocean Treasures	Have you ever wondered what you might find under the sea? We're going to be exploring the oceans of the world, investigating forests of swaying seaweed, and diving deep into the darkest depths, to find out more about all the amazing and beautiful animals that make the sea their home. Are we ready to take the plunge and see what we can find?		Making patterns and shapes out of sand Exploring a collection of shells Making art from beach objects Helping a turtle baby reach the sea Creating our own fish school Learning to share with the Rainbow Fish Making a home for a hermit crab Finding out more about animals under the sea Helping a whale to make friends Learning to dive and explore the sea Finding out about the amazing things an octopus can do! Explore light and dark under the sea In Learning to move like waves and paint our own pictures Creating an undersea dance Using music to tell a story Performing our own dolphin show!	Patterns, shells, beach, turtle, sea, fish, hermit crab, whale, octopus, waves, dolphin
Animal Rescuers	We share our world with many different animals – from the pets that we might look after at home to the big wild animals we might see on television or in books. We are going to imagine we are travelling all around the world, to visit some very exciting places and meet the animals that live there. We're also going to help these animals to feel happy and safe. Some might even want to share some amazing stories with us! Are you ready to pack your bags for a fabulous adventure?		Growing our own jungle Following animal footprints Making animal masks and costumes Learning to share with a crocodile! Going on a safari Exploring animal patterns Discovering some African fruit Teaching a giraffe how to dance Building an igloo Finding out why polar bears are white Helping animals stay afloat Exploring friendship with the help of a penguin Making patterns with sand Looking after a camel Making desert snakes Helping animals to feel at home	Pets and names eg. Hamsters, guinea pigs, , wild animals eg. lion, tigers, igloo, polar bear, penguin, snake

	Units being taught in Reception	The Big Idea	The learners will be finding out.....	Key Vocabulary
	<p>This is me</p>	<p>We learn and play together, supporting one another as we explore and experience new things every day. We have lots in common, but there are also lots of things about ourselves that make us special. Together, we are going to be learning about ourselves and each other and celebrating what we have learned with our families.</p>	<p>Learning the names of our friends Learning about the parts of our body Making a portrait Making art with our hands and feet Exploring how we are feeling In Exploring what is inside a home Making our own home Finding out about homes around the world Making a key for a home Sending a letter to a friend Finding out about our families Looking after a baby Looking at our favourite toys Planning a birthday party Finding out what we do when we go to bed and wake up in the morning In Finding out how to wash our hands Finding out how and why we brush our teeth Learning to cross a road safely Learning to be a good friend Learning how to work together</p>	<p>Name parts of the body, on the face Senses, touch, see, smell, taste, hear, fingers</p>
	<p>Blast Off!</p>	<p>At bedtime, the moon and the stars come out. They shine down from the night sky. Have we ever imagined what it might be like to go on a journey to the moon and the stars? What might we find there? Who might be living there? And what is the moon really made of? Perhaps it is time to find out!</p>	<p>Exploring the stars</p> <p>Learning about the planets Training to be an astronaut Building a rocket ship Exploring moon shapes Having a picnic on the moon Playing with moon rocks Making a moon buggy Exploring a new planet Making a home for the Moonbeams Running a space restaurant Having a party with the Moonbeams</p>	<p>Rocket Space Aliens Maps Stars Earth Telescope Shape Size Astronaut Suit Helmet Journey Launch</p>

				Phases of the moon Eclipse Half moon Full moon Craters Moon rocks Take off Landing Planets Moon
Once Upon A time	<p>When we hear the words 'Once upon a time', we know we are about to be taken on an exciting adventure. Everyone, no matter what their age, has a favourite story that they like to hear, and often we like to enjoy them over and over again. Now, we're going to discover some new stories! By exploring these stories, we will be learning how to become better storytellers, and will create our own amazing worlds of make believe. Shall we begin? 'Once upon a time...'</p>	Exploring pushes and pulls with 'The Enormous Turnip' Buying and selling vegetables at our own market Planting and growing our own vegetables Making a delicious vegetable soup! Exploring size with 'The Three Billy Goats Gruff' Building our own bridge for a troll Making sound effects to tell a story Performing a story with props and music. Making a race course for 'The Tortoise and the Hare' Finding out about tortoises and how to look after them Setting our own goals Creating a sports day for different animals Making a character from 'The Gingerbread Man' Baking our own gingerbread Changing the story of 'The Gingerbread Man' Creating a modern-day version of the story	Seed, soil, dig, plant, build, bridge, race, buy, sell, bake, mix	
The World Around Us	<p>Look out of the window and what do you see? We share our world with lots of living things – people, insects, animals, birds, plants and trees. We need to make sure that our world is well</p>	Going on a bear hunt! Exploring stones and pebbles Making a tree friend Meeting a Gruffalo Making food for birds	Tree, birds, vegetables, litter, reduce, reuse, recycle, junkyard, building, place	

		looked after, so that everyone in it can enjoy a healthy and happy life.	<ul style="list-style-type: none"> Finding out about things that grow Exploring fruit and vegetables Tidying up lots of litter Making paper Finding out what happens to our litter Making a junkyard band Making recycled art Building homes Going shopping Exploring the places we like to go Finding out about people who help us 	names, people who help us, eg. Gardeners, farmers, refuse collectors
	Going Places	A journey can start at any time and take you to exciting places. We go on journeys every day, sometimes by car, sometimes by walking – perhaps we might go on a train, or an aeroplane, or a boat setting sail across the sea. There are many ways we can travel and many adventures we can have. Where would you like to go today?	<ul style="list-style-type: none"> Exploring how we travel Going on a car journey Helping a friend in need Becoming bus drivers! Exploring a beach Making a boat Finding a treasure island Taking a trip under the sea! Finding out about things that fly Going on a plane journey Playing with balloons Drawing our own adventure Visiting the North Pole Finding out about different places Having a holiday celebration Tasting foods from around the world 	Travel, journey, island, sea, treasure, adventure, trip, plane, fly, places, celebration
	To The Rescue	Superheroes to the rescue! Superheroes are all around us, using their special super powers to help others in need. We're going to become heroes too, by making our own costumes and imagining the amazing and incredible powers we will use to help ourselves and other people around us. Lots of exciting new adventures await us as we explore and learn about the world of Superheroes!	<ul style="list-style-type: none"> Listening to a story about a superhero Telling the story using puppets and models Exploring the beginning, middle and ending of a story Making our own comic book Imagining being a character in a story Thinking about what makes a superhero Exploring different superhero costumes Making a superhero costume of our own Making a superhero den Training to be a superhero Showing off our costumes with a grand parade 	Models, superhero, names for materials eg. Plastic, den, vehicle, directions, eg. Left, right, fly, freezing, melting, senses, fruit names, eg. Bananas, apples

			Finding out about people who help us Making a vehicle for a superhero Giving directions to our vehicle Making a gift for a hero we look up to Working as a team to help each other in Exploring freezing and melting with ice Exploring how things move Finding out about things that fly Exploring our own super senses – sight, hearing, touch, taste and smell Making a fruit smoothie for a superhero	
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Key stage 1 and 2 NC Purpose of Study for Art

Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Year 1

NC Statutory Programme of Study for Year 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

	Unit being taught	The learners will be finding out...	Key Vocabulary
	People of the Past Significant People	<ul style="list-style-type: none"> • What we can learn about a person from their portrait • How to create a portrait of a friend • About the work of famous artists • How to paint a scene in the style of a famous artist 	Portrait, sketch, charcoal, pastels, shapes, technique, cubist style, Picasso, collage, artist
	Hooray! Let's Go On Holiday Inventions and development	<ul style="list-style-type: none"> • How to create a sand art sculpture • About some of the pictures that are used to record holidays • How we can record our holidays • About the designs of some holiday souvenirs 	Materials, forms, collage, sculpture, photographs, colours, styles, evaluate

NC Statutory Programme of Study for Year 2

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Unit being taught	The learners will be finding out...	Key Vocabulary
<p>Treasure Island Past civilisations</p>	<ul style="list-style-type: none"> • About different coin designs • How to design, create and evaluate our own pirate coins • How to design, create and evaluate a treasure chest 	<p>Materials, evaluate, evaluate, shape, pattern, texture, processes, similarities, differences, collage, design</p>
<p>From A to B Inventions and development</p>	<ul style="list-style-type: none"> • How to create our own futurist painting to capture the speed and movement of transport • How to create a boat collage in the style of Turner and Monet 	<p>Paintings, artist, line, shape, curve, pastels, paint, pencil crayons, collage, evaluate, medium, texture, paint, pencils and</p>

			pencil crayons, digital image
	Flowers and Insects Living things: plants and animals	<ul style="list-style-type: none"> • About paintings of flowers and insects • How to make paintings and models of flowers and insects • How to use symmetry to make paintings of insects • How to create a garden in the classroom 	Materials and processes, famous artists, sculptures, colour, effect, paintings, technique

NC Statutory Programme of Study for Year 3

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Unit being taught	The learners will be finding out...	Key Vocabulary
Explorers and Adventurers Discovering the world	<ul style="list-style-type: none"> • About the artwork of explorer artists • How to draw plants and animals with accuracy • How to draw an imaginary plant or animal 	Artists, materials, self-expression, techniques, Margaret Mee, botanical art, draw, paint, style, medium, scene.
Saving the World Rainforest	<ul style="list-style-type: none"> • About rainforest body art and painting our faces in a similar style • How we can use art to create a rainforest scene 	Painting, Body art, materials, portrait, landscape
Scavengers and Settlers Past Civilisations	<ul style="list-style-type: none"> • How to create our own prehistoric cave paintings • How to make and decorate pottery, based on one of the periods we have explored 	Cave Paintings, Chalk, Materials Techniques, Pots and clay.

NC Statutory Programme of Study for Year 4

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Unit being taught	The learners will be finding out...	Key Vocabulary
<p>Temples, Tombs and Treasures Past Civilisations</p>	<ul style="list-style-type: none"> • How to plan and create our own tomb wall painting • How to make an Ancient Egyptian headdress 	<p>Materials, Techniques, Hieroglyphics, headdress, painting</p>
<p>Island Life Physical Geography</p>	<ul style="list-style-type: none"> • About fabrics from different islands • How to create an island inspired stamp • About artists and architects who have been inspired by islands • How to create an island sunset artwork 	<p>Fabric, Stamp, Artist, Architect, wax-resist dyeing, hand dyed fabric, lamba, texture, form, shape, space, line, contrast</p>
<p>They made a difference Significant People</p>	<ul style="list-style-type: none"> • How artists can influence the way we look at the world • About the work of an important sculptor • How to paint a portrait of someone significant to u 	<p>Medium, style, shape, line, tone, pattern, sculptor, architect, media architecture, mosaic,</p>

NC Statutory Programme of Study for Year 5

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Unit being taught	The learners will be finding out...	Key Vocabulary
<p>The Great, The Bold and The Brave Past Civilisations</p>	<ul style="list-style-type: none"> • About Ancient Greek and Roman art • How to create our own piece of art in a Greek or Roman style 	<p>Visual/tactile expression, Materials, Forms, Techniques, Pigment, pottery, Sculptures, Statues, Busts, Archaic, Classical, Hellenistic, Mosaics, Bayeux Tapestry, Layering</p>

NC Statutory Programme of Study for Year 6

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Unit being taught	The learners will be finding out...	Key Vocabulary
<p>AD 900 Past civilisations</p>	<ul style="list-style-type: none"> • How to make West African masquerade masks and costumes • How to create Islamic art 	<p>Visual/tactile expression, Materials, Forms, Techniques, Pigment, pottery, Sculptures, Statues, Busts, Archaic, Classical, Hellenistic, Mosaics, Bayeux Tapestry, Layering</p>
<p>Earth as an Island Globalisation and economics</p>	<ul style="list-style-type: none"> • How to sketch aerial images of islands • About pop artists such as Andy Warhol, and how they created images • How to create our own simple prints • How to choose, mount and display images that we create 	<p>Bird's-eye view, Scale, Shape, Colour, Line, Value, Texture, Form, Light strokes, Perspective</p>

			Realistic, Contrast, Pop-Art, Lino-printing, Abstract, Etch, Engraved, Evaluate and improve, Foreground, Background, lino print,
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Progression of **Knowledge** within the Art Curriculum

Year Group	By the end of Early Years, the learners will:		
Early Years	To know there are a variety of arts and crafts resources to explore. To know there are a variety of resources to create marks. To talk about marks and patterns. <u>Early Learning Goal</u> - Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.		
Year 1 and 2	By the end of Key Stage One, the learners will:		Unit/s where the knowledge is covered/revisited
		Year 1	Year 2
	Know about some of the forms used by artists in their work	Hooray! Let's go on Holiday People of the Past	From A to B Flowers and Insects
Year 3 and 4	By the end of Lower Key Stage 2, the learners will:		Unit/s where the knowledge is covered/revisited
		Year 3	Year 4
	Know how a number of artists - including some from their home country and the host country - use forms, materials and processes to suit their purpose	Explorers and Adventurers Saving the World Scavengers and Settlers	They made a difference Island Life Temples, tombs and treasures
	Know about some of the work of artists in the host country	Explorers and Adventurers Saving the World	They made a difference
Year 5 and 6	By the end of Upper Key Stage 2, the learners will:		Unit/s where the knowledge is covered/revisited
		Year 5	Year 6
	Know that the study of art is concerned with visual and tactile expression and communication	The Great, The Bold And The Brave	Earth as an Island AD900

	Know how artists, craftspeople and designers from a variety of traditions - including those of their home country and the host country - use materials, forms and techniques to express their emotions, observations and experiences	The Great, The Bold And The Brave	AD900
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Progression of **Skills** within the Art Curriculum

Year Group	By the end of Early Years, the learners will:		
Early Years	Drawing - Using gross motor movements to create large marks. Painting - Exploring paint using a wide variety of tools. Collage - Exploring a range of materials such as pasta, shells, rice, tissue and paper. Sculpture – Be able to handle and investigate a variety of materials and malleable materials, boxes, pots, sticks, salt dough, play dough, Duplo and Lego.		
Year 1 and 2	By the end of Key Stage One, the learners will:		Unit/s where the skill is covered/revisited
		Year 1	Year 2
	Be able to use a variety of materials and processes	Hooray! Let's Go On Holiday People of the Past	From A to B Treasure Island Flowers and Insects
	Be able to suggest ways of improving their own work	Hooray! Let's Go On Holiday People of the Past	From A to B Treasure Island Flowers and Insects
	Be able to comment on works of art	Hooray! Let's Go On Holiday People of the Past	From A to B Flowers and Insects People of the Past
Year 3 and 4	By the end of Lower Key Stage 2, the learners will:		Unit/s where the skill is covered/revisited
		Year 3	Year 4
	Be able to use art as a means of self-expression	Explorers and Adventurers Saving the World	Island Life Temples, tombs and treasures

			They made a difference
	Be able to choose materials and techniques which are appropriate for their task	Explorers and Adventurers Saving the World Scavengers and Settlers	Island Life Temples, tombs and treasures They made a difference
	Be able to explain their own work in terms of what they have done and why	Explorers and Adventurers Saving the World Scavengers and Settlers	Temples, tombs and treasures They made a difference
	Be able to talk about works of art, giving reasons for their opinions	Explorers and Adventurers Saving the World Scavengers and Settlers	Island Life Temples, tombs and treasures They made a difference
Year 5 and 6	By the end of Upper Key Stage 2, the learners will:	Unit/s where the skill is covered/revisited	
		Year 5	Year 6
	Be able to use a wide variety of materials, forms and techniques to express their emotions, observations and experiences	The Great, The Bold And The Brave	Earth as an Island AD900
	Be able to communicate through visual and tactile forms	The Great, The Bold And The Brave	Earth as an Island AD900
	Be able to improve their own work		Earth as an Island AD900
	Be able to make judgements about works of art, showing understanding, appreciation, respect and enjoyment as appropriate	The Great, The Bold And The Brave	AD900
	Be able to consider works of art in terms of meaning, design, materials, technique, place and time	The Great, The Bold And The Brave	Earth as an Island AD900

Progression of **Understanding** within the Art Curriculum

Year Group	By the end of Early Years, the learners will:						
Early Years	To understand that objects leave marks, e.g. hand printing, foot printing, sponges etc. To understand how colours can be changed. To understand that resources can have different textures, colours and shapes.						
Year 1 and 2	By the end of Key Stage One, the learners will:		Unit/s where the understanding is covered/revisited				
Year 1 and 2	Understand that the work of artists can be seen in a wide variety of places and situations		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #1a3d54; color: white;">Year 1</th> <th style="background-color: #1a3d54; color: white;">Year 2</th> </tr> </thead> <tbody> <tr> <td style="background-color: #1a3d54; color: white;">Hooray! Let's Go On Holiday The Circus is Coming to Town</td> <td style="background-color: #1a3d54; color: white;">Hooray! Let's Go On Holiday The Circus is Coming to Town Flowers and Insects</td> </tr> </tbody> </table>	Year 1	Year 2	Hooray! Let's Go On Holiday The Circus is Coming to Town	Hooray! Let's Go On Holiday The Circus is Coming to Town Flowers and Insects
	Year 1	Year 2					
Hooray! Let's Go On Holiday The Circus is Coming to Town	Hooray! Let's Go On Holiday The Circus is Coming to Town Flowers and Insects						
Year 3 and 4	By the end of Lower Key Stage 2, the learners will:		Unit/s where the understanding is covered/revisited				
Year 3 and 4	Understand that the work of artists is influenced by their environment and that artists have an effect on the environment		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #1a3d54; color: white;">Year 3</th> <th style="background-color: #1a3d54; color: white;">Year 4</th> </tr> </thead> <tbody> <tr> <td style="background-color: #1a3d54; color: white;">Explorers and Adventurers Scavengers and Settlers</td> <td style="background-color: #1a3d54; color: white;">Island Life Temples, tombs and treasures They made a difference</td> </tr> </tbody> </table>	Year 3	Year 4	Explorers and Adventurers Scavengers and Settlers	Island Life Temples, tombs and treasures They made a difference
	Year 3	Year 4					
Explorers and Adventurers Scavengers and Settlers	Island Life Temples, tombs and treasures They made a difference						
Year 5	By the end of Upper Key Stage 2, the learners will:		Unit/s where the understanding is covered/revisited				

	Understand that the work of artists is influenced by their environment and that artists have an effect on the environment	What Price Progress?	Earth as an Island AD900
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