Holy Cross Curriculum Progression

ART

Early Learning Goals Link

Expressive Arts and Design: Creating with Materials

Drawing Skills

• I can experiment with pencils, crayons and other tools to create lines, shapes and marks.

• I can draw familiar people, objects and experiences and begin to add observed details.

Elements of Art

• I can explore colour, line, shape, pattern and texture in different materials.

• I can mix paint and investigate form by rolling, flattening and pinching clay.

Tools and Techniques

• I can use brushes, scissors and modelling tools with increasing confidence.

• I can select, combine and join materials to create pictures and models.

Theoretical Knowledge (Culture and Context)

• I can explore paintings, drawings and sculptures made by different artists and cultures.

• I understand that artists use materials and images to represent ideas and experiences.

Disciplinary Knowledge (Discussing and Evaluating Art)

• I can say what I notice and like in artworks and share how they make me feel.

• I can explain what I made, which tools I used and how I might change my work.

Early Learning Goal — 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.

Year 1 — Drawing, Painting and Sculpture

Monochromatic — Drawing and Mark-Making *Enquiry: What is drawing?*	**Chromatic — Colour, Painting and Collage** *Enquiry: Can abstract art communicate ideas?*	**Sculpture — Clay** *Enquiry: Why do people make sculptures?*
Drawing Skills • I can hold and use a pencil confidently, changing my grip and pressure to make different marks. • I can recognise and create lines and shapes. • I can begin to show light and dark through tonal variation. **Elements of Art** • I can identify line and shape and start to explore how pressure changes tone. **Theoretical Knowledge (Culture and Context)** • I know artists across the world use drawings for different purposes and display them in different places. **Disciplinary Knowledge (Discussing and Evaluating Art)** • I can say why people draw and describe one feature I notice in an artwork.	**Colour, Painting and Collage Skills** • I can name the three primary colours and combine them to make secondary colours. • I can recognise line, shape, colour and space in artwork. • I can identify the main parts of a paintbrush, control my brushstrokes and clean brushes between colours. • I can explore painting with acrylic colours. **Elements of Art** • I can identify colour and space and distinguish abstract images from realistic ones. **Theoretical Knowledge (Culture and Context)** • I can explore how abstract painters communicate ideas through colour and shape. **Disciplinary Knowledge (Discussing and Evaluating Art)** • I can share how a painting makes me feel and compare two examples.	**Clay and Sculpture Skills** • I can explain that clay is a natural material used for modelling and sculpture. • I can form clay into spheres, flattened slabs and rolled coils. • I can press different materials into clay to produce textured surfaces. • I can handle a fine brush to add detail. **Elements of Art** • I can recognise texture on the surface of a three-dimensional artwork. **Theoretical Knowledge (Culture and Context)** • I can explore clay artworks made by craftspeople and sculptors. **Disciplinary Knowledge (Discussing and Evaluating Art)** • I can distinguish a sculpture from a flat image and explain a choice I made.

Artists, works and traditions explored: William Merritt Chase; George Inness; Tariku Shiferaw; Piet Mondrian; Paul Klee; Hilma af Klint; Sonya Wilkins; Sasha Chapliy.

Key vocabulary: line, shape, tone, value, pressure, graphite, abstract, realistic, primary colour, secondary colour, acrylic, brush, clay, sculpture, coil, slab, texture, imprint, gallery

Year 2 — Drawing, Painting and Sculpture

Monochromatic — Drawing and Mark-Making *Enquiry: How can artists use pattern?*	**Chromatic — Colour, Painting and Collage** *Enquiry: How can colour change an artwork?*	**Sculpture — Clay** *Enquiry: How might castles inspire clay artwork?*
Drawing Skills • I can recall the parts of a pencil and handle it with greater accuracy. • I can follow drawing guides to help place lines and shapes. • I can arrange lines and spaces to design repeated patterns. • I can use scissors and glue carefully when creating patterned work. **Elements of Art** • I can use line, shape and space to develop repeated patterns. **Theoretical Knowledge (Culture and Context)** • I can explore how artists and designers use patterns in homes, nature and traditions such as mehndi. **Disciplinary Knowledge (Discussing and Evaluating Art)** • I can compare patterns and explain how I developed my own design.	**Colour, Painting and Collage Skills** • I can identify primary and secondary colours and distinguish warm from cool colours. • I can recognise contrasting and complementary colours and begin to use a colour wheel. • I can assemble a purposeful colour palette. • I can control a paintbrush more precisely and sketch simple guidelines before painting. **Elements of Art** • I can explore warm, cool and complementary colours and create palettes. **Theoretical Knowledge (Culture and Context)** • I know the place an artist lives can affect the colours and subjects they choose. **Disciplinary Knowledge (Discussing and Evaluating Art)** • I can explain how colour can influence our feelings about a painting.	**Clay and Sculpture Skills** • I can prepare clay by kneading or wedging it. • I can connect pieces of clay securely using scoring and slip. • I can make a raised relief surface inspired by architectural features. • I can mix paints to produce grey and brown and use careful brushwork to decorate a model. **Elements of Art** • I can find basic shapes within architectural structures to help me model a relief. **Theoretical Knowledge (Culture and Context)** • I can investigate historic ceramics and how sculpted objects can be useful or decorative. **Disciplinary Knowledge (Discussing and Evaluating Art)** • I can assess how well my relief communicates the features of a building.

Artists, works and traditions explored: Katsushika Hokusai; Ted Harrison; Staffordshire Potteries; Elizabeth Murray; Canaletto; Jan van Goyen.

Key vocabulary: pattern, decorative, geometric, organic, warm colour, cool colour, contrast, complementary, colour wheel, palette, architect, design, relief, wedge, score, slip, form

Year 3 — Drawing, Painting and Sculpture

Monochromatic — Drawing and Mark-Making *Enquiry: How can faces be represented through drawing?*	Chromatic — Colour, Painting and Collage *Enquiry: How do illustrators tell stories?*	Sculpture — Clay *Enquiry: How can local surroundings influence sculpture?*
Drawing Skills • I can adjust my pencil grip to improve control. • I can observe faces and use basic lines and shapes to position features. • I can choose marks to suggest surface texture and use light and dark to add detail. • I can draw objects and people from observation rather than memory alone. **Elements of Art** • I can use line, shape, texture and tone to represent facial features. **Theoretical Knowledge (Culture and Context)** • I understand that artists practise drawing skills and may represent faces in different ways. **Disciplinary Knowledge (Discussing and Evaluating Art)** • I can describe what has worked and suggest a change to improve my portrait.	**Colour, Painting and Collage Skills** • I can recall primary, secondary and complementary colours and blend colours deliberately. • I can recognise brush parts and use controlled brushstrokes. • I can use watercolour and explain how it behaves differently from acrylic paint. • I can draw outline guides and look for underlying shapes when recreating an image. **Elements of Art** • I can use blending and controlled lines and shapes in an illustration. **Theoretical Knowledge (Culture and Context)** • I can explore illustrators and how new technology affects their work. **Disciplinary Knowledge (Discussing and Evaluating Art)** • I can explain how an illustration tells a story or creates an emotional response.	**Clay and Sculpture Skills** • I can hand-build a simple pinch pot and adapt it into a three-dimensional plant form. • I can examine natural objects to identify the shapes they contain. • I can explore several sketches before settling on a design. • I can cut shaped materials for collage and add painted detail accurately. **Elements of Art** • I can identify natural shapes and transform them into three-dimensional forms. **Theoretical Knowledge (Culture and Context)** • I can investigate how Mexican artists and craft makers draw inspiration from their surroundings. **Disciplinary Knowledge (Discussing and Evaluating Art)** • I can respond to a clay artwork and evaluate my own and others' designs.

Artists, works and traditions explored: Maria Sibylla Merian; Nora Sherwood; Dapo Adeola; Walter Crane; Frida Kahlo; Mexican pottery and craft traditions; Berthe Morisot.

Key vocabulary: illustrator, illustration, watercolour, acrylic, blend, observational drawing, portrait, texture, light source, value, pinch pot, mould, pottery, medium

Year 4 — Drawing, Painting and Sculpture

Monochromatic — Drawing and Mark-Making *Enquiry: How can drawing create a sense of distance?*	**Chromatic — Colour, Painting and Collage** *Enquiry: Why do artists develop sketchbooks?*	**Sculpture — Clay** *Enquiry: What can ceramics reveal about earlier societies?*
Drawing Skills • I can create marks with a range of tones and draw simple forms rather than only outlines. • I can use a horizon and vanishing point to construct a basic one-point perspective drawing. • I can explore atmospheric perspective to suggest distance. • I can shade with hatching, cross-hatching and stippling. **Elements of Art** • I can use tone, form and line to show depth and distance. **Theoretical Knowledge (Culture and Context)** • I understand that artists experiment with different ways of portraying perspective. **Disciplinary Knowledge (Discussing and Evaluating Art)** • I can explain whether my perspective techniques are effective and identify refinements.	**Colour, Painting and Collage Skills** • I can plan a composition through preliminary sketches and guidelines. • I can combine photographs with drawing or watercolour to create mixed-media photocollage. • I can experiment with line and arrange cut pieces carefully to form a collage. • I can use a sketchbook to test techniques, annotate decisions and improve an idea. **Elements of Art** • I can combine line, colour, space and texture through mixed media. **Theoretical Knowledge (Culture and Context)** • I understand the role of sketchbooks and how architecture may respond to modern challenges. **Disciplinary Knowledge (Discussing and Evaluating Art)** • I can explain how sketches, annotations and trials improve my final piece.	**Clay and Sculpture Skills** • I can construct a coil pot, beginning with a pinch-pot base. • I can design and shape a lid with an individual decorative feature. • I can join clay pieces neatly and reliably, considering the overall appearance. • I can use precise brushstrokes when finishing a ceramic piece. **Elements of Art** • I can consider form, texture and shape when designing a functional pot. **Theoretical Knowledge (Culture and Context)** • I can use examples of ancient ceramics to investigate beliefs and daily life in the past. **Disciplinary Knowledge (Discussing and Evaluating Art)** • I can compare pottery designs and justify the choices made in my own work.

Artists, works and traditions explored: Kathryn Larsen; Lady Mary Georgina Filmer; Karl Wiener; Paul Gauguin; Katsushika Hokusai; ancient Egyptian, Maya and Roman ceramics.

Key vocabulary: perspective, horizon line, vanishing point, gradient, hatching, cross-hatching, stippling, form, sketchbook, annotate, mixed media, photocollage, coiling, hand-building, context

Year 5 — Drawing, Painting and Sculpture

Monochromatic — Drawing and Mark-Making *Enquiry: How do artists develop a personal drawing style?*	**Chromatic — Colour, Painting and Collage** *Enquiry: Must portraits look realistic?*	**Sculpture — Clay** *Enquiry: How can floral forms inspire sculptors?*
Drawing Skills • I can make detailed observational drawings, beginning with guiding shapes. • I can select grades of pencil for different marks, tones and effects. • I can use proportion and geometric simplification deliberately. • I can combine tone and line to suggest three-dimensional form and develop my own style. **Elements of Art** • I can use line, geometric shape, tone and proportion to develop a personal style. **Theoretical Knowledge (Culture and Context)** • I know artists may have recognisable styles and do not always aim for realism. **Disciplinary Knowledge (Discussing and Evaluating Art)** • I can compare the styles of different artists and explain my own choices.	**Colour, Painting and Collage Skills** • I can mix colours intentionally, including a range of skin tones. • I can select and use watercolour techniques with increasing confidence, recognising differences from acrylic paint. • I can arrange torn-paper collage to create a portrait composition. • I can use measurements and simple shapes to check the position and proportions of facial features. • I can produce preparatory drawings for a small-scale portrait painting. **Elements of Art** • I can make deliberate choices about colour, composition and proportion in portraits. **Theoretical Knowledge (Culture and Context)** • I can explore portraiture across time and cultures, including miniature portraits and collage. **Disciplinary Knowledge (Discussing and Evaluating Art)** • I can discuss how a portrait communicates identity and assess its impact.	**Clay and Sculpture Skills** • I can identify common clay types, including earthenware, stoneware, ball clay and porcelain. • I can shape fine clay details carefully to represent floral forms. • I can mix tints, shades and tones when decorating my work. • I can explore neighbouring (analogous) colours and notice how shape and form occur in flowers. **Elements of Art** • I can explore natural shape and form and apply analogous colours, tints and shades. **Theoretical Knowledge (Culture and Context)** • I can describe how flowers have inspired makers working in different media. **Disciplinary Knowledge (Discussing and Evaluating Art)** • I can explain how my sculptural choices express the features of a flower.

Artists, works and traditions explored: Frida Kahlo; Vincent van Gogh; Amedeo Modigliani; Alexej von Jawlensky; Giovanna Garzoni; Claude Monet; Vanessa Hodge; Kate Malone.

Key vocabulary: proportion, composition, portrait, sitter, miniaturist, opaque, collage, geometric, stylised, tints, shades, tones, analogous colour, malleable, earthenware, stoneware, porcelain

Year 6 — Drawing, Painting and Sculpture

Monochromatic — Drawing and Mark-Making *Enquiry: How can artists improve portraits through revision?*	**Chromatic — Colour, Painting and Collage** *Enquiry: Can visual design promote environmental change?*	**Sculpture — Clay** *Enquiry: How can food inspire three-dimensional art?*
Drawing Skills • I can draw faces through close observation, checking the relationships between features. • I can choose pencils and marks to achieve a desired visual effect. • I can use guiding shapes, tonal range and proportional checks to make convincing forms. • I can recognise common inaccuracies and refine my work using visual references. **Elements of Art** • I can use shape, tonal values and proportion to refine realistic forms. **Theoretical Knowledge (Culture and Context)** • I can learn from different portrait traditions and the use of reference materials. **Disciplinary Knowledge (Discussing and Evaluating Art)** • I can identify inaccuracies, explain revisions and evaluate how my portrait has improved.	**Colour, Painting and Collage Skills** • I can apply collage materials with accuracy and make informed design choices using the elements of art. • I can transfer sketches through rubbing or a measured grid. • I can simplify complex animal imagery into underlying shapes to plan a composition. • I can handle watercolour with control and make thoughtful choices about colour and finish. **Elements of Art** • I can apply the elements of art purposefully to design and collage. **Theoretical Knowledge (Culture and Context)** • I understand how art and design can support environmental and charitable causes. **Disciplinary Knowledge (Discussing and Evaluating Art)** • I can judge how successfully an artwork communicates its message and consider sustainability.	**Clay and Sculpture Skills** • I can plan and make an ambitious clay form, adjusting techniques when challenges arise. • I can consider how a sculptural design might create a particular emotional response. • I can test whether a design will be stable and practical before making it. • I can build larger clay forms around internal supports, such as foil. • I can choose brushes and a range of colours to enhance the finished surface. **Elements of Art** • I can combine form, texture and colour to produce a convincing three-dimensional work. **Theoretical Knowledge (Culture and Context)** • I can explore how food has inspired artists across history and how materials influence meaning. **Disciplinary Knowledge (Discussing and Evaluating Art)** • I can justify my choice of materials, discuss audience and purpose and evaluate the finished sculpture.

Artists, works and traditions explored: Je Hong; Stanley Thomas Clough; Kathryn Larsen; Nick Gentry; Kate Malone; Louise Moillon; Giuseppe Arcimboldo; ancient Roman mosaics.

Key vocabulary: proportion, reference material, portrait, value, form, grid transfer, collage, tertiary colour, complementary colour, sustainability, manipulate, matte, sculpture, design, medium