



Great oaks from little

acorns grow

St Pauls Primary school

Art Curriculum Progression document

Art Curriculum Overview			
Key Concepts: Drawing, Painting, Sculpture/3D Art, Craft and Design, Important Artists and Creators			
	Autumn 1	Spring 1	Summer 1
Year 1	Colour Mixing - Kandinsky Painting	Art and the Environment – Junk Modelling Sculpture/3D Art	Self-Portraits – Andy Warhol Drawing
Year 2	Observational Drawing Drawing	Printing and Pattern – Orla Kiely Craft and Design	Art and the Environment - Antony Gormley Sculpture/3D Art
Year 3/4	Colour Mixing – Georgia O’Keeffe Painting	Art Illusion - Mondrian Drawing	Art and the Environment – Andy Goldsworthy (planbee) Sculpture/3D Art
Year 4/5	Architects and Designers Sculpture/3D Art	Comparing Artists - Van Gogh and Picasso Drawing	Art and the Environment – Peter Thorpe Painting
Year 5/6	Self-Portraits – Frieda Kahlo (planbee) Painting	Graffiti – Banksy Drawing	Art and the Environment – Vivienne Westwood Craft and Design

EYFS relevant links:

Physical Development

- 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 Art and Design

- 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.

Communication and Language ELG: Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Literacy ELG: Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
 - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.