






Art and Design at St Thomas's Primary School

Intent	<p>Our intent for Art & Design education at St Thomas has three main aspirations at its centre:</p> <ul style="list-style-type: none"> To provide each child with the space and opportunity to express themselves through a range of Art mediums via cross-curricular lessons and activities aimed at broadening knowledge, understanding and appreciation for different artistic styles, backgrounds and cultures To Inspire, engage and challenge children through a high-quality Art & Design curriculum, equipping them with the knowledge and skills to experiment, invent and create Artwork linked to six fundamental skills (colour, drawing, form, painting, pattern and printing) To give all children the opportunity to identify and study great artists and designers, and give them the space to critically analyse and evaluate creative works, including their own creations
Implement	<p>The teaching and learning of Art and Design is based on the National Curriculum and linked to topics to ensure a well-structured approach to this creative subject. The children are taught Art as a discrete subject, alternating half-termly with Design and Technology. All pupils explore and use a variety of media and material through their Art lessons and skills are taught to build technique progressively. While focussing on key skills such as sketching, painting, colour mixing, sculpture and collage, famous local, national and international artists are explored to enhance the children's learning. The children's learning is further enhanced with whole school 'Experience' days when Art is linked with other subjects to give the children opportunities for collaborative working and exploring different styles and techniques of art.</p>
Impact	<p>Children make progress in art when they build practical theoretical; and disciplinary knowledge and learn the connection between them. They know more and remember more. Through following a clear and comprehensive scheme of work in line with the National Curriculum, it is expected that teaching and learning will show progression across all key stages within the strands of Art and Design. Subsequently, more children will achieve age related expectations in Art at the end of their cohort year and Key Stage. It is our aim that children will retain knowledge and skills taught within each unit of work, remember these and understand how to use and apply these in their own art work, whilst beginning to understand what being in 'artist' means.</p>
Context	<p style="text-align: center;">“I come that they might have life and life in all its fullness.” The Gospel of John 10 v 10</p> <p>We are a school of faith and Christians believe that God created the world. In art and design we can create art to praise Him just as many artists in the past and present have done. Creation is an essential aspect of life because it involves doing, living, and thinking. Creating art gives us the opportunity to share our thoughts, wishes, hopes, and fears and express ourselves.</p> <p style="text-align: center;">'Let your light shine' Matthew 5:16</p>

Learning and Growing in the Sight of God

Learning – Perseverance / Joy	Growing – Community / Passion	Sight of God – Faith / Trust
		
<p>Perseverance: To understand the value of perseverance, the children hold on to their faith and focus. We focus on what matters the most and not give up until we reach our goal and final piece of artwork. We reflect on our learning and the learning of others.</p>	<p>Art motivates us to express our ideas. Sharing and creating artwork with others can help the children feel inspired and give them pleasure and happiness. It can allow the children to grow together.</p>	<p>Our church is at the centre of our community and our school. We link our Christian Values throughout our curriculum and work and learn together in the sight of God. Art can be an expression of our Christian faith.</p>



Art and Design - Concepts Progression Map

Substantive Knowledge

The national curriculum sets out the aims of the subject and an outline of the content children should study, it does not set out the exact range and depth of the concepts and practices that pupils need to learn. At St Thomas we have considered what does high quality art look like in our school and what knowledge do the children need to learn. We have broken the substantive knowledge into 2 sections

Practical Knowledge

Children develop practical knowledge through the art and design curriculum. In the NC it states drawing, painting and sculpture at St Thomas we have created 3 units Drawing, painting and colour, printing and pattern and sculpture and form.

This knowledge is set out in our Art and Design National Curriculum progression

Theoretical knowledge

Theoretical knowledge enables children to make connections between arts past, present and future. In the NC it states that pupils should know about great artists, craft makers and designers. When making art the children need to make decisions based on their own personal experiences and the work of artists they have studied.

Some of this knowledge is set out in our Art and Design National Curriculum progression – Responding to Art

Disciplinary

Disciplinary Knowledge – working as an artist

How is art made?

What is art?

How is art seen?

How does art affect our lives?

To be an artist at St Thomas the children will be:

- Exploring
- Asking questions
- Reflecting
- Thinking critically
- Evaluating
- Using the language of art -practical skill vocab
- Making decisions and explaining why
- Understand the historical and cultural development of art forms – why was that picture created?

Art and Design - Concepts Progression Map



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	All About Me	Celebration Christmas	Frog in Winter Pirates	Space Toys	Fairy Tales	Farm
Reception	All About Me	Celebration Christmas	Frog in Winter Pirates	Space Toys	Fairy Tales	Farm
Year 1	How can you draw a building?	DT	How can you mix shades of one colour?	DT	How can you make the same picture lots of times?	DT
Year 2	How do you make a sculpture move?	DT	How do you mix watercolours for the ocean?	DT	How can I add texture to my work?	DT
Year 3	Can you create a volcano by using collage?	Can you create a cave drawing like the Stone Age? Can you create a Christmas card using pointillism printing?	Can you create a clay Amulet like the Egyptians?	Can you produce a piece of textured art work to show how much plastic we use?	Can you create a drawing in the style of Lowry?	Can you create a painting in the style of Gaudi?
Year 4	How can you design your own Amphora?		How can you make a mosaic clay coaster?	How can you mix colours to make life like scenes?	How can you make a printing block?	
Year 5	How do Artist create different Cityscapes?	DT	How do you mix shades and tones to create a space painting?	DT	How do artists create 3D forms?	DT
Year 6	What impact did WW1 have?	DT		DT		DT

Art and Design - Concepts Progression Map





Art and Design - Concepts Progression Map

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p align="center">Expressive Art and Design is a Specific Area of Learning.</p> <p>Creativity plays a significant role in thinking and understanding across all seven areas of learning. If children's thoughts and feelings are sought and valued and they are encouraged to decide for themselves how best to represent their ideas, explore possibilities, make new connections and solve problems, they are developing the skills for life-long learning and confidence in themselves, both as thinkers and as learners.</p> <p>The characteristics of effective teaching and learning are essential in supporting learning and development in Expressive Arts and Design, empowering children to see themselves as capable, competent and creative learners. To be creative and explore, children need to feel emotionally secure so that they have the confidence to take risks. The quality of children's indoor and outdoor learning environment is of critical importance in promoting their creativity and imagination. Early Years settings can support children by encouraging them to explore and experience a broad, rich range of materials, media, music, stories, technology and design. It is vital that all practitioners value and respect children's processes as these are as important as their end products, their new ideas and different ways of doing things, and their interests, thoughts and feelings.</p>						
Enquiry Question	What makes me me? <i>All about Me</i>	How do we celebrate being me? What makes a perfect Christmas? <i>Celebrations</i>	Are we all warm at winter? <i>Frog in Winter /Pirates</i>	What does an explorer do? <i>Space / Toys</i>	Can we change our choices for a brighter future? <i>Fairy tales / Castles</i>	Is your way, always right? <i>Farm</i>
Substantive Practical Theoretical -Responding to art	Drawing, Painting and colour Printing and pattern Sculpture and form Responding to art	Drawing, Painting and colour Printing and pattern Sculpture and form Responding to art	Drawing, Painting and colour Printing and pattern Sculpture and form Responding to art	Drawing, Painting and colour Printing and pattern Sculpture and form Responding to art	Drawing, Painting and colour Printing and pattern Sculpture and form Responding to art	Drawing, Painting and colour Printing and pattern Sculpture and form Responding to art
Key Vocabulary						
Great artists, craft makers and designers.	Artist images of Jesus Modern and old	Picasso – circles Aaron Douglass – silhouettes	Matisse – The Snail	African prints	David Hockney – A bigger pictures	Antony Gormley – figures
Disciplinary enabling environment	<p>An enabling environment will provide children with:</p> <ul style="list-style-type: none"> • opportunities to experiment with inspiring and accessible media and tools • the freedom to make a mess and mix materials • space to create individually and collaboratively • places for display/labelling or opportunities for taking work home (take photographs of items that children choose to take home) • opportunities to make choices • the right help at the right time; ensure children are given sensitive and appropriate help when they ask or are struggling support to develop mastery in a range of skills, techniques and safety rules • the vocabulary of feelings and opportunities to take part in activities that allow them to express their own feelings and emotions • opportunities to talk about and evaluate their own achievements. 					
Experiential Knowledge						
<ul style="list-style-type: none"> • Our Church /Our Community • Visit / Place / Person 						
Protected Characteristics						

Art and Design - Concepts Progression Map



Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p align="center">Expressive Art and Design is a Specific Area of Learning.</p> <p>Creativity plays a significant role in thinking and understanding across all seven areas of learning. If children's thoughts and feelings are sought and valued and they are encouraged to decide for themselves how best to represent their ideas, explore possibilities, make new connections and solve problems, they are developing the skills for life-long learning and confidence in themselves, both as thinkers and as learners.</p> <p>The characteristics of effective teaching and learning are essential in supporting learning and development in Expressive Arts and Design, empowering children to see themselves as capable, competent and creative learners. To be creative and explore, children need to feel emotionally secure so that they have the confidence to take risks. The quality of children's indoor and outdoor learning environment is of critical importance in promoting their creativity and imagination. Early Years settings can support children by encouraging them to explore and experience a broad, rich range of materials, media, music, stories, technology and design. It is vital that all practitioners value and respect children's processes as these are as important as their end products, their new ideas and different ways of doing things, and their interests, thoughts and feelings.</p>						
Enquiry Question	What makes me me? <i>All about Me</i>	How do we celebrate being me? What makes a perfect Christmas? <i>Celebrations</i>	Are we all warm at winter? <i>Frog in Winter /Pirates</i>	What does an explorer do? <i>Space / Toys</i>	Can we change our choices for a brighter future? <i>Fairy tales / Castles</i>	Is your way, always right? <i>Farm</i>
Substantive Practical Theoretical -Responding to art	Drawing, Painting and colour Printing and pattern Sculpture and form Responding to art	Drawing, Painting and colour Printing and pattern Sculpture and form Responding to art	Drawing, Painting and colour Printing and pattern Sculpture and form Responding to art	Drawing, Painting and colour Printing and pattern Sculpture and form Responding to art	Drawing, Painting and colour Printing and pattern Sculpture and form Responding to art	Drawing, Painting and colour Printing and pattern Sculpture and form Responding to art
Key Vocabulary						
Great artists, craft makers and designers.	Artist images of Jesus Modern and old	Picasso – circles Aaron Douglass – silhouettes	Matisse – The Snail	African prints	David Hockney – A bigger pictures	Antony Gormley – figures
Disciplinary enabling environment	<p>An enabling environment will provide children with:</p> <ul style="list-style-type: none"> • opportunities to experiment with inspiring and accessible media and tools • the freedom to make a mess and mix materials • space to create individually and collaboratively • places for display/labelling or opportunities for taking work home (take photographs of items that children choose to take home) • opportunities to make choices • the right help at the right time; ensure children are given sensitive and appropriate help when they ask or are struggling support to develop mastery in a range of skills, techniques and safety rules • the vocabulary of feelings and opportunities to take part in activities that allow them to express their own feelings and emotions • opportunities to talk about and evaluate their own achievements. 					
Experiential Knowledge	Church		Church Warm centre	Junior site outdoor learning		
<ul style="list-style-type: none"> • Our Church /Our Community • Visit / Place / Person 						
Protected Characteristics	Race age pregnancy disability	Race marriage and pregnancy	Race disability	Sex age race disability	Age sex	Religion belief

Art and Design - Concepts Progression Map



Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		There is no place like home. This is me! This is my home.	There is no place like home. This is where I live.	The Wild World Hot and Cold Animals	The Wild World Into the Woods!	Time Travellers Explorers
Enquiry Question	How can you draw a building?	DT	How can you mix shades of one colour?	DT	How can you make the same picture lots of times?	DT
St Thomas' Life Question	What makes a place a home?	What do you like and not like about our community?	How do we care for our world?	Who would help us if we were lost?	Is it good to leap into the unknown?	Should you always follow the rules?
Substantive Practical Theoretical -Responding to art	Drawing, - houses Painting and colour Printing and pattern Sculpture and form Responding to art	Drawing, Painting and colour Printing and pattern – weaving xmas cards Sculpture and form Responding to art	Drawing, Painting and colour – shades of green woods Printing and pattern Sculpture and form Responding to art	Drawing, Painting and colour Printing and pattern Sculpture and form – clay fossils Responding to art	Drawing, Painting and colour Printing and pattern Sculpture and form Responding to art	Drawing, Painting and colour Printing and pattern Sculpture and form – outdoor sculpture Responding to art
Key Vocabulary	Sketching, light, dark, cross-hatching, horizontal line, vertical line, zig-zag line, diagonal line, curved line, thick pencil, thin pencil.		Primary colour, secondary colour, blending, mixing, lighten, darken, pastels, paints, shades, warm colours, cool colours		printing, block colours, materials, texture, relief printing, mono-printing,	
Great artists, craft makers and designers.	Vincent van Gogh (1853 - 1890), Auvers-sur-Oise,		Shara Hughes—Tipsy Claude Monet—Le Jardin		Patterns in mosques The Great Wave off Kanagawa by Hokusai	Andy Goldsworthy – nature sculpture Ephemeral Works
Disciplinary	-Exploring -Asking questions -Reflecting -Thinking critically -Evaluating -Using the language of art -Making decisions and explaining -Understand the historical and cultural development of art forms	-Exploring -Asking questions -Reflecting -Thinking critically -Evaluating -Using the language of art -Making decisions and explaining -Understand the historical and cultural development of art forms	-Exploring -Asking questions -Reflecting -Thinking critically -Evaluating -Using the language of art -Making decisions and explaining -Understand the historical and cultural development of art forms	-Exploring -Asking questions -Reflecting -Thinking critically -Evaluating -Using the language of art -Making decisions and explaining -Understand the historical and cultural development of art forms	-Exploring -Asking questions -Reflecting -Thinking critically -Evaluating -Using the language of art -Making decisions and explaining -Understand the historical and cultural development of art forms	-Exploring -Asking questions -Reflecting -Thinking critically -Evaluating -Using the language of art -Making decisions and explaining -Understand the historical and cultural development of art forms
Experiential Knowledge	Our local area – links to geography • Our Church /Our Community • Visit / Place / Person		Our school grounds - forest school area		Our church / mosques – what pictures are used?	
Protected Characteristics					Religion and Belief	

Art and Design - Concepts Progression Map



Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Kenya	Kenya	Coastlines	Coastlines	Great Fire of London	Great Fire of London
Enquiry Question	How do you make a sculpture move?	DT	How do you mix watercolours for the ocean?	DT	How can I add texture to my work?	DT
St Thomas' Life Question	How can we make a fairer life for everyone?		What makes us feel safe?		Is there always someone to blame?	
Substantive Practical Theoretical -Responding to art	Painting and colour - shades of a colour Printing and pattern - repeating patterns African Responding to art	Drawing, Painting and colour Printing and pattern Sculpture and form Responding to art	Drawing, Painting and colour - seascapes Responding to art		Drawing, Painting and colour Sculpture /form/ texture Responding to art	Drawing, Painting and colour Printing and pattern Sculpture and form Responding to art
Key Vocabulary						
Great artists, craft makers and designers.	Kenyan prints / fabrics		Laura Wall		Kurt Schwitters – collage Richard Burrell – St Pauls Cathedral	
Disciplinary	-Exploring -Asking questions -Reflecting -Thinking critically -Evaluating -Using the language of art -Making decisions and explaining -Understand the historical and cultural development of art forms	-Exploring -Asking questions -Reflecting -Thinking critically -Evaluating -Using the language of art -Making decisions and explaining -Understand the historical and cultural development of art forms	-Exploring -Asking questions -Reflecting -Thinking critically -Evaluating -Using the language of art -Making decisions and explaining -Understand the historical and cultural development of art forms	-Exploring -Asking questions -Reflecting -Thinking critically -Evaluating -Using the language of art -Making decisions and explaining -Understand the historical and cultural development of art forms	-Exploring -Asking questions -Reflecting -Thinking critically -Evaluating -Using the language of art -Making decisions and explaining -Understand the historical and cultural development of art forms	-Exploring -Asking questions -Reflecting -Thinking critically -Evaluating -Using the language of art -Making decisions and explaining -Understand the historical and cultural development of art forms
Experiential Knowledge						
<ul style="list-style-type: none"> • Our Church /Our Community • Visit / Place / Person 						
Protected Characteristics	Disability		Sex		Religion and Belief	



Art and Design - Concepts Progression Map

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	How extreme can Earth be?	How did Britain change from Stone age to Iron age?	What are the achievements of the earliest civilisations?	How can we reduce our carbon footprint?	What does our local area look like?	Are you ready for a European adventure?
Enquiry Question	Can you create a volcano by using collage?	Can you create a cave drawing like the Stone Age? Can you create a Christmas card using pointillism printing?	Can you create a clay Amulet like the Egyptians?	Can you produce a piece of textured art work to show how much plastic we use?	Can you create a drawing in the style of Lowry?	Can you create a painting in the style of Gaudi?
St Thomas' Life Question	How can we show compassion through the art we produce to those who have been affected by a volcano?	Can you replicate the joy that the Stone Age community feel when they produce a cave painting? How much joy does pointillism printing give to your recipient of a Christmas card?	How is our Christian faith similar to the Egyptian faith and their production of Amulets?	Can we put our trust in the School community to use less plastic after producing our art?	How has our community welcomed L.S Lowry and his art style?	Can we persevere to create the best piece of art work in the style of Gaudi?
Substantive Practical Theoretical -Responding to art	Drawing, Painting and colour Printing and pattern Sculpture and form Responding to art	Drawing, Painting and colour Printing and pattern Sculpture and form Responding to art	Drawing, Painting and colour Printing and pattern Sculpture and form Responding to art	Drawing, Painting and colour Printing and pattern Sculpture and form Responding to art	Drawing, Painting and colour Printing and pattern Sculpture and form Responding to art	Drawing, Painting and colour Printing and pattern Sculpture and form Responding to art
Key Vocabulary	Sculpture, sculptor, collage, materials, Andy Goldsworthy, temporary, contemporary artist, natural materials, man-made materials, joining, carving, environmental, surface patterns, shaping	Primary colour, secondary colour, blending, mixing, background, foreground, lighten, darken, paints, texture, tone, tints, shades, warm colours, cool colours, perspective, dabbing, dashing, realistic, brush types/strokes, dotting, splashing, scratching, 'En plein air', Monet, Impressionism, complementary colours, colour wheel	Sculpture, sculptor, collage, materials, Andy Goldsworthy, temporary, contemporary artist, natural materials, man-made materials, joining, carving, environmental, surface patterns, shaping.	Sculpture, sculptor, collage, materials, Andy Goldsworthy, temporary, contemporary artist, natural materials, man-made materials, joining, carving, environmental, surface patterns, shaping.	HB Scale, pencil grades, patterns, shapes, light, dark, pencil types, charcoal, chalk, detailed patterns, objects, 3D, perspective, texture, scale, proportion, architect, Ictinus, design, sketch, lines, marks, tone,	Primary colour, secondary colour, blending, mixing, background, foreground, lighten, darken, paints, texture, tone, tints, shades, warm colours, cool colours, perspective, dabbing, dashing, realistic, brush types/strokes, dotting, splashing, scratching, 'En plein air', Monet, Impressionism, complementary colours, colour wheel.



Art and Design - Concepts Progression Map

Great artists, craft makers and designers.	Book – Escape from Pompeii.	Artists: Yayoi Kasuma and George Seurat Book – Stone Age Boy			L. S Lowry	Gaudi
Disciplinary	-Exploring -Asking questions -Reflecting -Thinking critically -Evaluating -Using the language of art -Making decisions and explaining -Understand the historical and cultural development of art forms	-Exploring -Asking questions -Reflecting -Thinking critically -Evaluating -Using the language of art -Making decisions and explaining -Understand the historical and cultural development of art forms	-Exploring -Asking questions -Reflecting -Thinking critically -Evaluating -Using the language of art -Making decisions and explaining -Understand the historical and cultural development of art forms	-Exploring -Asking questions -Reflecting -Thinking critically -Evaluating -Using the language of art -Making decisions and explaining -Understand the historical and cultural development of art forms	-Exploring -Asking questions -Reflecting -Thinking critically -Evaluating -Using the language of art -Making decisions and explaining -Understand the historical and cultural development of art forms	-Exploring -Asking questions -Reflecting -Thinking critically -Evaluating -Using the language of art -Making decisions and explaining -Understand the historical and cultural development of art forms
Experiential Knowledge <ul style="list-style-type: none"> • Our Church /Our Community • Visit / Place / Person 	Links to Geography (natural disasters)	Links to History – stone age Stone Age Day	Links to history Egyptians	Links to English – Persuasive write.	Manchester based Artist - Lowry	Links to Geography – Countries, continents, oceans, cities

Art and Design - Concepts Progression Map



Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Question	How can you design your own Amphora?		How can you make a mosaic clay coaster?	How can you mix colours to make life like scenes?	How can you make a printing block?	DT
St Thomas' Life Question	How to show perseverance in our Art work?		How can the process of creating a mosaic clay coaster help us discover joy in small moments.	How to find joy in our everyday lives?	How to build a strong community?	
Substantive Practical Theoretical -Responding to art	Drawing, Painting and colour Printing and pattern Sculpture and form Responding to art	Drawing, Painting and colour Printing and pattern Sculpture and form Responding to art	Drawing, Painting and colour Printing and pattern Sculpture and form Responding to art	Drawing, Painting and colour Printing and pattern Sculpture and form Responding to art	Drawing, Painting and colour Printing and pattern Sculpture and form Responding to art	
Key Vocabulary	HB Scale, pencil grades, patterns, shapes, light, dark, pencil types, charcoal, chalk, detailed patterns, objects, 3D, perspective, texture, scale, proportion, architect, Ictinus, design, sketch, lines, marks, tone,	Relief printing, mono-printing, culture, Pop Art, blotted line technique, Andy Warhol, design, screen printing, overlapping colour prints, visual texture, line, tone, bold and vibrant colours, complementary colours, polystyrene tiles, symmetry, environmental patterns, man-made patterns, symmetry, tessellation, modify, adapt prints.	Sculpture, sculptor, collage, materials, Andy Goldsworthy, temporary, contemporary artist, natural materials, man-made materials, joining, carving, environmental, surface patterns, shaping	Primary colour, secondary colour, blending, mixing, background, foreground, lighten, darken, paints, texture, tone, tints, shades, warm colours, cool colours, perspective, dabbing, dashing, realistic, brush types/strokes, dotting, splashing, scratching, 'En plein air', Monet, Impressionism, complementary colours, colour wheel.	Relief printing, mono-printing, culture, Pop Art, blotted line technique, Andy Warhol, design, screen printing, overlapping colour prints, visual texture, line, tone, bold and vibrant colours, complementary colours, polystyrene tiles, symmetry, environmental patterns, man-made patterns, symmetry, tessellation, modify, adapt prints.	
Great artists, craft makers and designers.		Helen Wells	Sue Kershaw	David Hockney	William Morris	
Disciplinary	-Exploring -Asking questions -Reflecting -Thinking critically -Evaluating -Using the language of art -Making decisions and explaining -Understand the historical and cultural development of art forms	-Exploring -Asking questions -Reflecting -Thinking critically -Evaluating -Using the language of art -Making decisions and explaining -Understand the historical and cultural development of art forms	-Exploring -Asking questions -Reflecting -Thinking critically -Evaluating -Using the language of art -Making decisions and explaining -Understand the historical and cultural development of art forms	-Exploring -Asking questions -Reflecting -Thinking critically -Evaluating -Using the language of art -Making decisions and explaining -Understand the historical and cultural development of art forms	-Exploring -Asking questions -Reflecting -Thinking critically -Evaluating -Using the language of art -Making decisions and explaining -Understand the historical and cultural development of art forms	

Art and Design - Concepts Progression Map



Experiential Knowledge <ul style="list-style-type: none">• Our Church /Our Community• Visit / Place / Person	Links to History – Ancient Greek		Links to History – Romans	Links to Geography – rhythm of the rain Links to Science	Links to Victorians	
Protected Characteristics						

Art and Design - Concepts Progression Map





Art and Design - Concepts Progression Map

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
			Space Is anybody out there?	Space Is anybody out there?		
Enquiry Question	How do Artist create different Cityscapes?	DT	How do you mix shades and tones to create a space painting?	DT	How do artists create 3D forms?	DT
St Thomas' Life Question	What makes a community?		How to discover joy when exploring our imagination?		How to practice perseverance when things get tricky?	
Substantive Practical Theoretical -Responding to art	Drawing, Painting and colour Printing and pattern Sculpture and form Responding to art		Drawing, Painting and colour Printing and pattern Sculpture and form Responding to art		Drawing, Painting and colour Printing and pattern Sculpture and form Responding to art	
Key Vocabulary	Primary colours, secondary colours, , tone, shades, mood, texture in colour, colour for purposes, colour to express feelings, colour to create atmosphere, natural forms, abstract patterns, expression,		Still life, composition, inanimate objects, surface, effect of light, different directions, accuracy, scale, proportion, perspective, interpreting texture, William Kalf, tonal shading, shadows, highlights, successful sketch, shading, hatching, observation, mixed media, single focal point, horizon.		Embellishing, model, join, sculpture, sculptor, large scale, tools, clay, tools, slip, carve, secure, polish, glaze, artmatures, constructed foundations, Henry Moore, preliminary sketch, preparatory work, maquette, pinch, slab, coil, 3D figures, different angles, adapt.	
Great artists, craft makers and designers.	Charles Fazzino Leonid Afremov		Peter Thorpe		Vincent Scarpace	
Disciplinary	-Exploring -Asking questions -Reflecting -Thinking critically -Evaluating -Using the language of art -Making decisions and explaining -Understand the historical and cultural development of art forms		-Exploring -Asking questions -Reflecting -Thinking critically -Evaluating -Using the language of art -Making decisions and explaining -Understand the historical and cultural development of art forms		-Exploring -Asking questions -Reflecting -Thinking critically -Evaluating -Using the language of art -Making decisions and explaining -Understand the historical and cultural development of art forms	

Art and Design - Concepts Progression Map



Experiential Knowledge <ul style="list-style-type: none">• Our Church /Our Community• Visit / Place / Person	Link to geography- South America		Link to Science – Space Links to French - Planets		Links to English text – Flotsam	
Protected Characteristics						

Art and Design - Concepts Progression Map



Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	World War 1	World War 1	Lucy Burgess artwork		Transition	
Enquiry Question	What impact did WW1 have?	DT	How can we add colour to our lives?	DT	What can we take with us from St Thomas'	DT
St Thomas' Life Question	How can we emphasize with people from the past?		How can we celebrate people in our community?		How can we put our faith in God to guide us through our next chapter?	
Substantive Practical Theoretical -Responding to art	Drawing, Painting and colour Printing and pattern Sculpture and form Responding to art		Drawing, Painting and colour Printing and pattern Sculpture and form Responding to art		Drawing, Painting and colour Printing and pattern Sculpture and form Responding to art	
Key Vocabulary	Still life, composition, inanimate objects, surface, effect of light, different directions, accuracy, scale, proportion, perspective, interpreting texture, William Kalf, tonal shading, shadows, highlights, successful sketch, shading, hatching, observation, mixed media, single focal point, horizon. Primary colours, secondary colours, complementary colours, colour wheel, colour wash, watercolours, dabs, hue, tint, tone, shades, mood, texture in colour, colour for purposes, colour to express feelings, colour to create atmosphere, mix and match, tonal contrast, thickened paint, textural effects,		Primary colours, secondary colours, complementary colours, colour wheel, colour wash, watercolours, dabs, hue, tint, tone, shades, mood, texture in colour, colour for purposes, colour to express feelings, colour to create atmosphere, mix and match, tonal contrast, thickened paint, textural effects, Pointillism, Georges Seurat, Post-Impressionism.		Embellishing, model, join, sculpture, sculptor, large scale, tools, clay, tools, slip, carve, secure, polish, glaze, armatures, constructed foundations, Henry Moore, preliminary sketch, preparatory work, maquette, pinch, slab, coil, 3D figures, different angles, adapt.	

Art and Design - Concepts Progression Map



	Pointillism, Georges Seurat, Post-Impressionism.					
Great artists, craft makers and designers.			Lucy Burgess (local artist)			
Disciplinary	-Exploring -Asking questions -Reflecting -Thinking critically -Evaluating -Using the language of art -Making decisions and explaining -Understand the historical and cultural development of art forms		-Exploring -Asking questions -Reflecting -Thinking critically -Evaluating -Using the language of art -Making decisions and explaining -Understand the historical and cultural development of art forms		-Exploring -Asking questions -Reflecting -Thinking critically -Evaluating -Using the language of art -Making decisions and explaining -Understand the historical and cultural development of art forms	
Experiential Knowledge • Our Church /Our Community • Visit / Place / Person	Links to History WW1		Links to Mother's day		Links to PSHE – transition to High School	
Protected Characteristics	Gender, age, ethnicity, race, disability		Gender		Age	