

Curriculum Skills and Progression Map

Art & Design: 2021 to 22



Nebula
where stars are born



The Art and Design Curriculum and Christian Distinctiveness at Horsford CofE VA Primary School

“Having gifts that differ according to the grace given to us, let us use them,” Romans 12:6

Courage - Through our teaching of Art & Design, we encourage the children to have the courage to try artistic skills and techniques that they may not be familiar with; to create artworks that expose their abilities for all to see and to fearlessly try their best.

Compassion – Children are encouraged to be kind and constructive in their critiques of their own and others’ artistic creations, and to recognise that we all have different gifts and skills, but that our school is a safe space for exploration and experimentation.

Responsibility – At Horsford C.E. V.A. Primary school, we expect the children to take care of the Art & Design resources they use with increasing care and attention; we give the children all the support they need with tackling new artistic challenges, and it is their responsibility to always try the best they can – whatever their initial ability might be.

Our story of ‘The Good Samaritan’ teaches the children to work together and to support each other in their Art & Design learning, even if they would not usually choose to be friends.

‘Spirituality is the bitter-sweet yearning for beauty, truth, love and wonder beyond ourselves. It is a longing we pursue together and a treasure we glimpse in ourselves and one another and seek beyond us into eternity. It is life in all its fullness.’



| ART & DESIGN: AGE RELATED STATUTORY COVERAGE | | |
|---|---|---|
| EYFS LEARNING | KEY STAGE ONE LEARNING | KEY STAGE TWO LEARNING |
| <p>Expressive Art and Design EYFS Statutory Educational Programme: The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Creating with materials ELG - 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;</p> <p>Physical development: Fine Motor Skills ELG - Use a range of small tools, including scissors, paint brushes and cutlery; competently, safely and confidently. -Begin to show accuracy and care when drawing.</p> | <ul style="list-style-type: none"> • Use a range of materials creatively to design and make products. • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • Learn 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. | <ul style="list-style-type: none"> • Develop techniques, including control and use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft and design. • Create sketch books to record their observations and use them to review and revisit ideas • Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • Learn about great artists, architects and designers in history |

| Skills Map – Art & Design | | |
|---|---|---|
| Early Years | | |
| <p>Reception Statements</p> <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. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes & scissors. | | |
| Drawing | Painting | Printing |
| <ul style="list-style-type: none"> • Begin to show some control in drawing, for example, straight, curved or wiggly lines & shapes, & adding colour. | <ul style="list-style-type: none"> • Experiment with paint, using a wide variety of tools (e.g. brushes, sponges, fingers) to apply paint. • Investigate colour mixing. | <ul style="list-style-type: none"> • Make rubbings showing a range of texture & patterns. • Take print from object <i>e.g. leaf, hand, onion, junk, bark, modelling, clay</i>. • Produce simple pictures by printing objects, onto a range of textures <i>e.g. newspaper, card, paper, into clay & dough</i>. |
| 3D | Collage | |
| <ul style="list-style-type: none"> • Explore & select appropriate simple joining techniques. • Create 3D models from their imagination or recreate things they have seen. | <ul style="list-style-type: none"> • Play with combinations of materials to create simple collage effects. • Select materials based on their properties, <i>e.g. shiny, soft</i>. | <p>Evaluating</p> <ul style="list-style-type: none"> • Observe & describe their own artwork and say if they like it or not. |
| | | <p>Greater Depth</p> <ul style="list-style-type: none"> • <i>Can they talk about the ideas and processes which have led them to make their designs or images?</i> |

Skills Map – Art & Design

KS1

- Use a range of materials creatively to design and make products.
 - Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
 - Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- Learn 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.

Year 1

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------|----------|---|--|---|---|--|
| Cycle 1 | | Art: Drawing, Painting & Collage - Fire Pictures Artist Study: A range of Fire of London Art. | Art: Painting and Printing Artist Study: Lichtenstein Pop Art | Art: Painting & Printing 3D Minibeasts Artist Study: Stephanie Kilgast (Happy Bugs) | | |
| Cycle 2 | | | Art: Drawing & Painting - Animal Patterns Artist Study: 'Animals in Art' Tate https://www.tate.org.uk/art/teaching-resource/animals-art | | Art: 3D - Dragon Sculptures Artist Study: Matthew Reeve | Art: Collage - Seaside Art Artist Study: Angelika Heckhausen |

| Drawing | Painting | Printing |
|--|--|--|
| <ul style="list-style-type: none"> • Develop observational skills to look closely and reflect surface texture & pattern through mark-making. | <ul style="list-style-type: none"> • Mix different hues of primary and secondary colours by using different amounts of each starting colour or by adding water. | <ul style="list-style-type: none"> • Create patterns and pictures by printing from objects using more than one colour (link to Klee). • Develop impressed images with some added pencil or decorative detail. • Relief printing – string, card. |
| 3D | Collage | <div style="display: flex; flex-direction: column;"> <div style="background-color: #0070C0; color: white; padding: 5px; writing-mode: vertical-rl; transform: rotate(180deg);">Evaluating</div> <div style="padding: 5px;"> <ul style="list-style-type: none"> • Describe and compare features of their own and other's artwork. </div> </div> |
| <ul style="list-style-type: none"> • Develop understanding of 3D forms to construct and model simple forms using a range of materials. • Begin to collaborate. | <ul style="list-style-type: none"> • Modify chosen collage materials in a range of ways e.g. by cutting, tearing or re-sizing. • Make choices about which materials to use for collage based on colour, texture, shape and pattern. | |
| | | <div style="display: flex; flex-direction: column;"> <div style="background-color: #0070C0; color: white; padding: 5px; writing-mode: vertical-rl; transform: rotate(180deg);">Greater Depth</div> <div style="padding: 5px;"> <ul style="list-style-type: none"> • <i>Can they make links between their own artwork and other artists'?</i> • <i>Can they comment how an artist/designer has used colour, pattern and shape?</i> • <i>Can they plan their art using a range of techniques e.g. sketches, discussion?</i> </div> </div> |

Skills Map – Art & Design

KS1

- Use a range of materials creatively to design and make products.
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 - Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- Learn 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.

Year 2

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------|----------|---|--|---|---|--|
| Cycle 1 | | Art: Drawing, Painting & Collage - Fire Pictures Artist Study: A range of Fire of London Art. | Art: Painting and Printing Artist Study: Lichtenstein Pop Art | Art: Painting & Printing 3D Minibeasts Artist Study: Stephanie Kilgast (Happy Bugs) | | |
| Cycle 2 | | | Art: Drawing & Painting - Animal Patterns Artist Study: 'Animals in Art' Tate https://www.tate.org.uk/art/teaching-resource/animals-art | | Art: 3D - Dragon Sculptures Artist Study: Matthew Reeve | Art: Collage - Seaside Art Artist Study: Angelika Heckhausen |

| Drawing | Painting | Printing | | | | |
|---|--|--|-------------------|--|----------------------|--|
| <ul style="list-style-type: none"> • Begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes. | <ul style="list-style-type: none"> • Begin to develop more control when painting, applying knowledge of different hues and how different media behave <i>e.g. adding water to thin paint.</i> | <ul style="list-style-type: none"> • Create order, symmetry, irregularity. • Extend repeating patterns – overlapping, using two contrasting colours etc. | | | | |
| 3D | Collage | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center; vertical-align: middle;">Evaluating</td> <td> <ul style="list-style-type: none"> • Explain their ideas and opinions about how they and others could improve their artwork, giving reasons. </td> </tr> <tr> <td style="width: 10%; text-align: center; vertical-align: middle;">Greater Depth</td> <td> <ul style="list-style-type: none"> • <i>Can they make comparisons between their own artwork and other artists'?</i> • <i>Can they articulate what they are trying to express in their own artwork?</i> • <i>Can they transfer skills into a different medium e.g. using drawing skills when painting?</i> </td> </tr> </table> | Evaluating | <ul style="list-style-type: none"> • Explain their ideas and opinions about how they and others could improve their artwork, giving reasons. | Greater Depth | <ul style="list-style-type: none"> • <i>Can they make comparisons between their own artwork and other artists'?</i> • <i>Can they articulate what they are trying to express in their own artwork?</i> • <i>Can they transfer skills into a different medium e.g. using drawing skills when painting?</i> |
| Evaluating | <ul style="list-style-type: none"> • Explain their ideas and opinions about how they and others could improve their artwork, giving reasons. | | | | | |
| Greater Depth | <ul style="list-style-type: none"> • <i>Can they make comparisons between their own artwork and other artists'?</i> • <i>Can they articulate what they are trying to express in their own artwork?</i> • <i>Can they transfer skills into a different medium e.g. using drawing skills when painting?</i> | | | | | |
| <ul style="list-style-type: none"> • Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. • Develop basic skills for shaping and joining clay, including exploring surface texture. | <ul style="list-style-type: none"> • Experiment with overlapping and overlying materials to create interesting effects. | | | | | |

Skills Map – Art & Design

KS2

- Develop techniques, including control and use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft and design.
- Create sketch books to record their observations and use them to review and revisit ideas
- Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- Learn about great artists, architects and designers in history

Year 3

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------|---|--|---|----------|---|--|
| Cycle 1 | Art: 3D & Drawing – Manu rock sculpture, Artist Study: Michael Grab & observational sketching. | | Art: Drawing, 3D & Painting - Countries Around the World – Artist Study: Anselm Kiefer, Le Corbusier and Picasso | | Art: Drawing, Painting & Printing - Healthy Eating. Artist Study: Archim Boldo | |
| Cycle 2 | | Art: Drawing (Silhouettes) – Europe Artist Study: Francis Torond Remembrance Day Silhouette | Art: Painting & Printing – Romans Artist Study: A range of Roman art. | | | Art: Collage – Holidays Artist Study: Megan Coyle |

| Drawing | Painting | Printing |
|---|--|---|
| <ul style="list-style-type: none"> • Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion. | <ul style="list-style-type: none"> • Select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task <i>e.g. choosing a fine paintbrush for making detailed marks.</i> | <ul style="list-style-type: none"> • Explores images through mono-printing on a variety of paper. • Explore colour mixing through overlapping colour prints deliberately. |
| <h3 style="text-align: center;">3D</h3> <ul style="list-style-type: none"> • Able to plan and think through the making process to create 3D forms using a range of materials. • Shape materials for a purpose. | <h3 style="text-align: center;">Collage</h3> <ul style="list-style-type: none"> • In sketchbooks, use collage as a means of collecting and adapting ideas. | <div style="display: flex; flex-direction: column;"> <div style="background-color: #0070C0; color: white; padding: 5px; writing-mode: vertical-rl; transform: rotate(180deg);">Evaluating</div> <ul style="list-style-type: none"> • Use sketchbooks as part of the problem-solving process and make changes to improve their work. </div> <div style="display: flex; flex-direction: column;"> <div style="background-color: #0070C0; color: white; padding: 5px; writing-mode: vertical-rl; transform: rotate(180deg);">Greater Depth</div> <ul style="list-style-type: none"> • Evaluate their learning process and make suggestions for improvement in their own and others’ artwork. • Explain why they have selected specific materials for their artwork. • Begin to communicate influences of their artwork e.g. mood boards, artists, objects, nature. </div> |

Skills Map – Art & Design

KS2

- Develop techniques, including control and use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft and design.
 - Create sketch books to record their observations and use them to review and revisit ideas
 - Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- Learn about great artists, architects and designers in history

Year 4

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------|---|---|---|----------|---|--|
| Cycle 1 | Art: 3D & Drawing – Manu rock sculpture, Artist Study: Michael Grab & observational sketching. | | Art: Drawing, 3D & Painting - Countries Around the World – Artist Study: Anselm Kiefer, Le Corbuiser and Picasso | | Art: Drawing, Painting & Printing - Healthy Eating. Artist Study: Archim Boldo | |
| Cycle 2 | | Art: Drawing (Silhouettes) – Europe Artist Study: Francis Torond | Art: Painting & Printing – Romans Artist Study: A range of Roman art. | | | Art: Collage – Holidays Artist Study: Megan Coyle |

| Drawing | Painting | Printing |
|--|--|---|
| <ul style="list-style-type: none"> • Demonstrate greater control over drawing tools to show awareness of proportion and perspective, continuing to develop use of tone and more intricate mark making. | <ul style="list-style-type: none"> • Mix colours with greater accuracy and begin to consider how colours can be used expressively. • Explore contrasting and complimentary colours. | <ul style="list-style-type: none"> • Interpret environmental and manmade patterns and form. • Discuss the nature of effects modify and adapt print as work progresses. |
| 3D | Collage | |
| <ul style="list-style-type: none"> • Use more complex techniques to mould and form malleable materials, such as the coil pot technique in clay and adding detailed surface decoration. • Respond to a stimulus and begin to make choices about materials used to work in 3D. | <ul style="list-style-type: none"> • Work selectively, choosing and adapting collage materials to create contrast and considering overall composition. | Evaluating |
| | | Greater Depth |
| | | <ul style="list-style-type: none"> • Evaluate their work more regularly and independently during the planning and making process. • Use a range of sources e.g. books, internet, galleries to influence their ideas. • Experiment with combining different materials and discuss their effectiveness. • Discuss how a range of factors influences art from different cultures. |

Skills Map – Art & Design

KS2

- Develop techniques, including control and use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft and design.
- Create sketch books to record their observations and use them to review and revisit ideas
- Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- Learn about great artists, architects and designers in history

Year 5

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------|---|---|---|----------|--|---|
| Cycle 1 | Art: Victorian Britain - Painting Skills Artist Study: A range of Victorian portrait artists. | Art: Mono Prints Artist Study: William Morris | | | | Art: Sculpture – Mayan clay masks Artist Study: Mayan Art |
| Cycle 2 | Art: Rainforest Drawing & Sketching Artist Study: Henri Rousseau | | Art: Cosmic - Painting Artist Study: Peter Thorpe | | Art: Floodlands Collage – maps Artist Study: Kurt Schwitters | |

| Drawing | Painting | Printing |
|--|---|---|
| <ul style="list-style-type: none"> • To use a broader range of stimulus to draw from, such as architecture, culture and photography. | <ul style="list-style-type: none"> • Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks e.g. <i>making choices about painting surfaces or mixing paint with other materials.</i> | <ul style="list-style-type: none"> • Experienced in producing pictorial and patterned prints. • Designs prints for fabrics, book covers and wallpaper |
| 3D | Collage | |
| <ul style="list-style-type: none"> • Plan a sculpture, developing an idea in 2D into a three-dimensional piece. • Persevere when constructions are challenging and work to problem solve more independently. | <ul style="list-style-type: none"> • Add collage to a painted, printed or drawn background for effect. • Explore how collage can extend original ideas. • Combine digital effects with other media. | <div style="display: flex; flex-direction: column;"> <div style="background-color: #0070C0; color: white; padding: 5px; writing-mode: vertical-rl; transform: rotate(180deg);">Evaluating</div> <ul style="list-style-type: none"> • Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. </div> |
| | | <div style="display: flex; flex-direction: column;"> <div style="background-color: #0070C0; color: white; padding: 5px; writing-mode: vertical-rl; transform: rotate(180deg);">Greater Depth</div> <ul style="list-style-type: none"> • Keep detailed notes, quotes or annotations using advanced vocabulary to explain and reflect on their artistic process? E.g. form, composition, tone • Plan carefully their art, taking into account layout, composition and perspective. • Explain their own style of art and what has influenced their choices? E.g. mood, events, geography, nature, history. </div> |

Skills Map – Art & Design

KS2

- Develop techniques, including control and use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft and design.
- Create sketch books to record their observations and use them to review and revisit ideas
- Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- Learn about great artists, architects and designers in history

Year 6

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------|---|---|---|----------|--|---|
| Cycle 1 | Art: Victorian Britain - Painting Skills Artist Study: A range of Victorian portrait artists. | Art: Mono Prints Artist Study: William Morris | | | | Art: Sculpture – Mayan clay masks Artist Study: Mayan Art |
| Cycle 2 | Art: Rainforest Drawing & Sketching Artist Study: Henri Rousseau | | Art: Cosmic - Painting Artist Study: Peter Thorpe | | Art: Floodlands Collage – maps Artist Study: Kurt Schwitters | |

| Drawing | Painting | Printing | | | | |
|--|---|---|-------------------|--|----------------------|---|
| <ul style="list-style-type: none"> • Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently. | <ul style="list-style-type: none"> • Develop a painting from a drawing or other initial stimulus. • Manipulate paint and painting techniques to suit a purpose, making choices based on their experiences. | <ul style="list-style-type: none"> • Builds up drawings and images of whole or parts of items using various techniques <i>e.g. card relief</i> • Know how to make a positive and a negative print. | | | | |
| 3D | Collage | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center; vertical-align: middle;">Evaluating</td> <td> <ul style="list-style-type: none"> • Give reasoned evaluations of their own and others work which takes account of context and intention. </td> </tr> <tr> <td style="width: 20%; text-align: center; vertical-align: middle;">Greater Depth</td> <td> <ul style="list-style-type: none"> • Demonstrate an understanding of the ‘Creative Process’ by managing their time effectively, practicing skills, and actively enquiring how to make improvements. • Able to work independently, confidently and take creative risks in their work. • Explain their own style of art and identify a range of influences? E.g. mood, events, geography, nature, history. </td> </tr> </table> | Evaluating | <ul style="list-style-type: none"> • Give reasoned evaluations of their own and others work which takes account of context and intention. | Greater Depth | <ul style="list-style-type: none"> • Demonstrate an understanding of the ‘Creative Process’ by managing their time effectively, practicing skills, and actively enquiring how to make improvements. • Able to work independently, confidently and take creative risks in their work. • Explain their own style of art and identify a range of influences? E.g. mood, events, geography, nature, history. |
| Evaluating | <ul style="list-style-type: none"> • Give reasoned evaluations of their own and others work which takes account of context and intention. | | | | | |
| Greater Depth | <ul style="list-style-type: none"> • Demonstrate an understanding of the ‘Creative Process’ by managing their time effectively, practicing skills, and actively enquiring how to make improvements. • Able to work independently, confidently and take creative risks in their work. • Explain their own style of art and identify a range of influences? E.g. mood, events, geography, nature, history. | | | | | |
| <ul style="list-style-type: none"> • Uses personal plans and ideas to design and construct more complex sculptures and 3D forms. • Combine materials and techniques appropriately to fit with ideas • Confidently problem-solve, edit and refine to create desired effects and end results. | <ul style="list-style-type: none"> • Consider materials, scale and techniques when creating collage and other mixed media pieces. • Create collage in response to a stimulus and work collaboratively on a larger scale. | | | | | |

| ART & DESIGN: VOCABULARY MAP | | | | | | |
|------------------------------|-----------------------------|--|---|------------------------------|------------------------------|----------------------|
| | Drawing | Painting | Printing | 3D | Collage | Evaluating |
| EYFS | control lines shapes | tools colour mixing | print rubbings texture | 3D models joining | collage materials | describe |
| Year 1 | texture pattern | hues primary colours secondary colours | patterns impressed images relief printing | 3D forms collaborate | modify texture pattern | compare |
| Year 2 | tone form | media | order symmetry irregularity | malleable surface texture | overlapping overlying | improve |
| Year 3 | tonal shading proportion | painting techniques | mono-printing | purpose | adapting | problem-solving |
| Year 4 | perspective | expressively contrasting complimentary | environmental manmade modify | mould decoration | selectively composition | evaluate |
| Year 5 | stimulus | applying | pictorial patterned | sculpture problem solve | combine media | processes outcome |
| Year 6 | personal style response | purpose | positive print negative print | edit refine | scale mixed media | context intention |

| | EYFS | KS1 | |
|---------------------------------------|--|--|---|
| Examples of Deeper Thinking Questions | <p>Reception</p> <ul style="list-style-type: none"> • What’s going on in this artwork? • How would you describe the colours? • How would you describe the texture? • Close your eyes – what can you remember about the artwork? • If you could hear this artwork, what would it sound like? • What stories does this artwork make you think of? • Can you recreate this artwork with your body? • If this artwork was a person would you like to be their friend? | <p>Year 1</p> <ul style="list-style-type: none"> • What was your first reaction to this artwork? • What do the colours remind you of? • What else has a similar texture? • Close your eyes – what can you remember, what did you forget? • Is art real? • Which adjectives would describe this art? • Can art tell a story? • How does this artwork make you feel? | <p>Year 2</p> <ul style="list-style-type: none"> • Why did you have the reaction you first had to this artwork, and has it changed the more you look at the artwork? • Which area/part of the artwork is the most important? Why? • How would you describe this artwork to someone who has never seen it? • What elements of the artwork seem real? Imaginary? Dreamlike? • Which adjectives would you not use to describe this? • Which song would you play with this artwork? • How do you think this artwork was made? • What story is this art telling/recreating? • How do you think the artist was feeling while creating this? • What title should this artwork have? |
| Cross-Curricular Links | <p><i>See Enhanced Provision for cross-curricular links related to the theme.</i></p> | <p>Cycle 1:</p> <ul style="list-style-type: none"> • A1: Geography – map drawing, D&T – design a wolf trap. • A2: History – looking at artistic representations of the Great Fire of London. • Sp1: History – artwork contemporary to Edith Cavell, D&T – design a cape. • Sp2: Science/Geography – sketch a mini beast. • Su1: D&T – design a treasure chest. • Su2: D&T: Sketch/draw a healthy meal design. <p>Cycle 2:</p> <ul style="list-style-type: none"> • A1: Science – draw your character, History – fairy tale (Brothers Grimm) artwork/illustrations. • A2: D&T – design a rocket crawler. • Sp1: Science – sketch animals, Geography – sketch habitats. • Sp2: Science – sketch plants, Geography – sketch landscapes, look at existing artwork, D&T – design your boat.. • Su1: History – royal portraits, Science – sketch and label a castle. • Su2: Science – sea life sketching, Geography – seaside mapping/sketching. | |
| Suggested Writing Opportunities | <ul style="list-style-type: none"> • <i>Name writing</i> • <i>See Enhanced Provision for other writing opportunities.</i> | <ul style="list-style-type: none"> • Name writing • Evaluation of your/others artwork. | |

| | Years 3 & 4 | | Years 5 & 6 | |
|---------------------------------------|--|---|--|---|
| Examples of Deeper Thinking Questions | <p>Year 3</p> <ul style="list-style-type: none"> • What do you think this piece of art is about? • If you could interview the artist, what would you ask? • Does the title fit the piece of art? What do you like/not like about the artist's style? • What would you do with this piece of art if you owned it? • If you could change one thing about this piece, what would it be? | <p>Year 4</p> <ul style="list-style-type: none"> • What is the subject /theme of the piece? • How would you describe the artist's work/this piece? • Do you have to be able to draw well to be a good artist? What do you like/not like about the artist's style? Why? • In your opinion, what makes some art/pieces/artists better than others? • Is very old art still worth looking at today? Why? | <p>Year 5</p> <ul style="list-style-type: none"> • What impact do you think WW1 art would have had on people back at home? • What do you think the artist is trying to show you? • How does the piece make you feel? • Does the picture direct the viewers eye to the main subject? How? • Which of the artists pieces do you love/hate the most? Why? | <p>Year 6</p> <ul style="list-style-type: none"> • What responsibility did war artists have to people back home? • What do you think the artist is trying to say with this piece? • Do you agree with the artists choice of colours/medium? Why? • What elements of the artist's work did you incorporate in your final piece? • Why might an artist make an ugly piece of art? |
| Cross-Curricular Links | <p>Cycle 1:</p> <ul style="list-style-type: none"> • Sp1: European art and artists – Geography (countries of the world) • Su1: Plants and Flowers – Science (plants topic) <p>Cycle 2:</p> <ul style="list-style-type: none"> • Sp1: Designing Anglo-Saxon shields – History (Anglo-Saxons) | | <p>Cycle 1:</p> <ul style="list-style-type: none"> • Au1&2: William Morris – history (Victorian Britain) & English (Street Child) • Su2: Mayan Artwork – History (Mayan civilisation) <p>Cycle 2:</p> <ul style="list-style-type: none"> • Au1: Rainforest art –English (The Explorer, Discursive texts about human impact on rainforest), Science (living things & habitats), Geography (Rainforests). • Au2: WW1 art and artists – English (War Poets & War Horse), History (WW1), DT (shoebox trenches) • Sp1: Peter Thorpe –English (Cosmic), Science (Space) • Su1: Painting landscapes – English (Foodland), Geography (UK geography), • Su2: Egyptian art – History (Ancient Egyptians), English (Howard Carter's diary, Ancient Egyptian stories) | |
| Suggested Writing Opportunities | | | <p>Cycle 1:</p> <ul style="list-style-type: none"> • Au1&2: William Morris – Art/history (Profile of an artist), (description of Victorian homes and fashions) • Su2: Mayan Artwork – English (descriptive settings within stories), History (descriptions of artefacts) <p>Cycle 2:</p> <ul style="list-style-type: none"> • Au1: Rainforest art – science/geography (description of habitats) • Au2: WW1 art and artists –English/history (diary entry as a war artist, description of WW1 scenes) • Sp1: Peter Thorpe – Art (Profile of an artist) • Su1: Painting landscapes – English (descriptive passages based on paintings) • Su2: Egyptian art – English (description of Egyptian tombs and palaces) | |



Art & Design Long Term Plan

Key Stage One

Years 1 and 2

| Cycle One | | Cycle Two | |
|---|--------------------------------|-------------------------------------|---------------------------|
| Term/Theme enrichment | Coverage – see skills map | Term/Theme enrichment | Coverage – see skills map |
| | | | |
| A2: Art - The Great Fire of London Fire Pictures | Drawing Painting Collage | | |
| Sp1: Art – Superhero Pop Art | Painting Printing | Sp1: Art - Animal patterns | Drawing Painting |
| Sp2: Art - 3D Minibeasts | Painting Printing | | |
| | | Su1: Art - Dragon sculpture. | 3D |
| | | Su2: Art - Seaside art. | Collage |



Art & Design Long Term Plan

Lower Key Stage Two

Years 3 and 4

| Cycle One | | Cycle Two | |
|--|---------------------------------|--|---------------------------|
| Term/Theme enrichment | Coverage – see skills map | Term/Theme enrichment | Coverage – see skills map |
| Au1: Art - Manu Rock Sculpture | 3D Drawing | | |
| | | Au2: Art – Europe (Silhouettes) | Drawing |
| Sp1: Art - Countries Around the World | Drawing 3D Painting | Sp1: Art - Romans | Painting Printing |
| | | | |
| Su1: Art – Healthy Eating | Drawing Painting Printing | | |
| | | Su2: Art - Holidays | Collage |



Art & Design Long Term Plan

Upper Key Stage Two

Years 5 and 6

| Cycle One | | Cycle two | |
|------------------------------------|---------------------------|------------------------|---------------------------|
| Term/Theme Enrichment | Coverage – see skills map | Term/Theme Enrichment | Coverage – see skills map |
| A1: Art – Victorian Britain | Painting | A1: Rainforest | Drawing and sketching |
| A2: Mono Prints | Printing | | |
| | | Sp1: Cosmic | Painting |
| | | | |
| | | Su1: Floodlands | Collage |
| Su2: Mayan clay masks | 3D | | |

Art & Design: Curriculum Skills and Progression Map

| Cumulative Art & Design Skills Progression Ladder | | | | | | |
|---|--|---|--|---|--|--|
| | Drawing | Painting | Printing | 3D | Collage | Evaluate |
| R | <ul style="list-style-type: none"> Begin to show some control in drawing, for example, straight, curved or wiggly lines & shapes, & adding colour. | <ul style="list-style-type: none"> Experiment with paint, using a wide variety of tools (e.g. brushes, sponges, fingers) to apply paint. Investigate colour mixing. | <ul style="list-style-type: none"> Make rubblings showing a range of texture & patterns. Take print from object <i>e.g. leaf, hand, onion, junk, bark, modelling, clay</i>. Produce simple pictures by printing objects, onto a range of textures <i>e.g. newspaper, card, paper, into clay & dough</i>. | <ul style="list-style-type: none"> Explore & select appropriate simple joining techniques. Create 3D models from their imagination or recreate things they have seen. | <ul style="list-style-type: none"> Play with combinations of materials to create simple collage effects. Select materials based on their properties, <i>e.g. shiny, soft</i>. | <ul style="list-style-type: none"> Observe & describe their own artwork and say if they like it or not. |
| 1 | <ul style="list-style-type: none"> Develop observational skills to look closely and reflect surface texture & pattern through mark-making. | <ul style="list-style-type: none"> Mix different hues of primary and secondary colours by using different amounts of each starting colour or by adding water. | <ul style="list-style-type: none"> Create patterns and pictures by printing from objects using more than one colour (link to Klee). Develop impressed images with some added pencil or decorative detail. Relief printing – string, card. | <ul style="list-style-type: none"> Develop understanding of 3D forms to construct and model simple forms using a range of materials. Begin to collaborate. | <ul style="list-style-type: none"> Modify chosen collage materials in a range of ways e.g. by cutting, tearing or re-sizing. Make choices about which materials to use for collage based on colour, texture, shape and pattern. | <ul style="list-style-type: none"> Describe and compare features of their own and other's artwork. |
| 2 | <ul style="list-style-type: none"> Begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes. | <ul style="list-style-type: none"> Begin to develop more control when painting, applying knowledge of different hues and how different media behave <i>e.g. adding water to thin paint</i>. | <ul style="list-style-type: none"> Create order, symmetry, irregularity. Extend repeating patterns – overlapping, using two contrasting colours etc. | <ul style="list-style-type: none"> Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop basic skills for shaping and joining clay, including exploring surface texture. | <ul style="list-style-type: none"> Experiment with overlapping and overlying materials to create interesting effects. | <ul style="list-style-type: none"> Explain their ideas and opinions about how they and others could improve their artwork, giving reasons. |
| 3 | <ul style="list-style-type: none"> Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion. | <ul style="list-style-type: none"> Select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task <i>e.g. choosing a fine paintbrush for making detailed marks</i>. | <ul style="list-style-type: none"> Explores images through mono-printing on a variety of paper. Explore colour mixing through overlapping colour prints deliberately. | <ul style="list-style-type: none"> Able to plan and think through the making process to create 3D forms using a range of materials. Shape materials for a purpose. | <ul style="list-style-type: none"> In sketchbooks, use collage as a means of collecting and adapting ideas. | <ul style="list-style-type: none"> Use sketchbooks as part of the problem-solving process and make changes to improve their work. |
| 4 | <ul style="list-style-type: none"> Demonstrate greater control over drawing tools to show awareness of proportion and perspective, continuing to develop use of tone and more intricate mark making. | <ul style="list-style-type: none"> Mix colours with greater accuracy and begin to consider how colours can be used expressively. Explore contrasting and complimentary colours. | <ul style="list-style-type: none"> Interpret environmental and manmade patterns and form. Discuss the nature of effects modify and adapt print as work progresses. | <ul style="list-style-type: none"> Use more complex techniques to mould and form malleable materials, such as the coil pot technique in clay and adding detailed surface decoration. Respond to a stimulus and begin to make choices about materials used to work in 3D. | <ul style="list-style-type: none"> Work selectively, choosing and adapting collage materials to create contrast and considering overall composition. | <ul style="list-style-type: none"> Evaluate their work more regularly and independently during the planning and making process. |
| 5 | <ul style="list-style-type: none"> To use a broader range of stimulus to draw from, such as architecture, culture and photography. | <ul style="list-style-type: none"> Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks <i>e.g. making choices about painting surfaces or mixing paint with other materials</i>. | <ul style="list-style-type: none"> Experienced in producing pictorial and patterned prints. Designs prints for fabrics, book covers and wallpaper | <ul style="list-style-type: none"> Plan a sculpture, developing an idea in 2D into a three-dimensional piece. Persevere when constructions are challenging and work to problem solve more independently. | <ul style="list-style-type: none"> Add collage to a painted, printed or drawn background for effect. Explore how collage can extend original ideas. Combine digital effects with other media. | <ul style="list-style-type: none"> Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. |
| 6 | <ul style="list-style-type: none"> Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently. | <ul style="list-style-type: none"> Develop a painting from a drawing or other initial stimulus. Manipulate paint and painting techniques to suit a purpose, making choices based on their experiences. | <ul style="list-style-type: none"> Builds up drawings and images of whole or parts of items using various techniques <i>e.g. card relief</i> Know how to make a positive and a negative print. | <ul style="list-style-type: none"> Uses personal plans and ideas to design and construct more complex sculptures and 3D forms. Combine materials and techniques appropriately to fit with ideas Confidently problem-solve, edit and refine to create desired effects and end results. | <ul style="list-style-type: none"> Consider materials, scale and techniques when creating collage and other mixed media pieces. Create collage in response to a stimulus and work collaboratively on a larger scale. | <ul style="list-style-type: none"> Give reasoned evaluations of their own and others work which takes account of context and intention. |