

Curriculum Skills and Progression Map

Art and Design



Nebula
where stars are born



The Nebula Federation

Horsford CE VA Primary School

ART AND DESIGN: AGE RELATED STATUTORY COVERAGE

EYFS LEARNING	KEY STAGE ONE LEARNING	KEY STAGE TWO LEARNING
<ul style="list-style-type: none"> • Explores what happens when they mix colours. • Experiments to create different textures. • Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently and appropriately. • Selects appropriate resources and adapts work where necessary. • Selects tools and techniques needed to shape, assemble and join materials they are using. • Create simple representations of events, people and objects. • Chooses particular colours to use for a purpose. • Plays alongside other children who are engaged in the same theme. • They use and explore a variety of materials, experimenting with colour, design, texture, shape and form • They explore and differentiate between colours, begin to describe the texture of things, and create 3D structures • They represent their own ideas, thoughts and feelings through art and design • Create simple representations of events, people and objects. • Use what they have learned about media and materials in purposeful and original ways. 	<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

Curriculum Skills and Progression Map

ART AND DESIGN: VOCABULARY MAP												
	General		Drawing		Painting		Printing		3D		Collage	
EYFS	<ul style="list-style-type: none"> • Art and design • Adapt work • Colour 	<ul style="list-style-type: none"> • Create Explore • Materials 	<ul style="list-style-type: none"> • Events • Feelings • Ideas • Objects 	<ul style="list-style-type: none"> • People • Representations • Shape • Thoughts 	<ul style="list-style-type: none"> • Events • Feelings • Ideas • Objects • People 	<ul style="list-style-type: none"> • Representations • Shape • Texture • Thoughts 	<ul style="list-style-type: none"> • Design • Media • Shape 	<ul style="list-style-type: none"> • Texture • Thoughts 	<ul style="list-style-type: none"> • Assemble • Construct • Design • Form • Manipulate 	<ul style="list-style-type: none"> • Objects • People • Representations • Thoughts 	<ul style="list-style-type: none"> • Events • Feelings • Ideas • Media • Objects 	<ul style="list-style-type: none"> • People • Representations • Shape • Texture • Thoughts
	<ul style="list-style-type: none"> • Card • Equipment • Glue • Masking tape • Newspaper • Paper 	<ul style="list-style-type: none"> • Safely • Scissors • Sellotape • Stencil • Tools 	<ul style="list-style-type: none"> • Control • Crayon • Drawing • Felt Tip • Line 	<ul style="list-style-type: none"> • Pen • Pencil • Wax crayon 	<ul style="list-style-type: none"> • Colour mixing • Consistency • Darkening • Easel • Lightening 	<ul style="list-style-type: none"> • Paint • Paintbrush • Painting • Palette • Sponge 	<ul style="list-style-type: none"> • Cardboard • Impress • Pattern • Print • Printing • Printmaker 	<ul style="list-style-type: none"> • Repeated pattern • Rubbing • Sponge • String • Surfaces 	<ul style="list-style-type: none"> • 3D • 3D art • Attach • Cardboard • Clay • Dough • Junk model 	<ul style="list-style-type: none"> • Join • Mould • Modelling • Quill • Sculpt • Sculptures 	<ul style="list-style-type: none"> • Collage • Cut • Join • Overlap 	<ul style="list-style-type: none"> • Scrunch • Tear • Newspaper • Catalogue
KS1	<ul style="list-style-type: none"> • Art & Design Techniques • Artists • Colour • Creatively 	<ul style="list-style-type: none"> • Disciplines • Experiences • Ideas • Imagination • Materials • Practises 	<ul style="list-style-type: none"> • Design • Designers • Drawing • Line • Shape 	<ul style="list-style-type: none"> • Line • Painting • Shape 	<ul style="list-style-type: none"> • Craft Makers • Design • Designers 	<ul style="list-style-type: none"> • Make • Pattern • Shape 	<ul style="list-style-type: none"> • Craft Makers • Design • Designers • Form 	<ul style="list-style-type: none"> • Make • Products • Sculpture • Space 	<ul style="list-style-type: none"> • Craft Makers • Design • Designers • Make 	<ul style="list-style-type: none"> • Pattern • Texture 		
	<ul style="list-style-type: none"> • Primary colour • Secondary colour 	<ul style="list-style-type: none"> • Pastel • Charcoal • Chalk • Straight line 	<ul style="list-style-type: none"> • Wavy line • Thick line • Thin line 	<ul style="list-style-type: none"> • Colour spectrum • Predict • Single mounting • Watercolour 	<ul style="list-style-type: none"> • Endpiece • Impressed line • Overlaying • Random pattern • Repeated pattern 	<ul style="list-style-type: none"> • Overlays • Safe • Sculptural form • Shaping • Smooth • Tactile • Visual 	<ul style="list-style-type: none"> • Embellish • Interpret • Tactile • Visual 					
KS2	<ul style="list-style-type: none"> • Art • Art and Design • Artists • Creativity • History 	<ul style="list-style-type: none"> • Mastery • Materials • Observation • Review • Revisit • Techniques 	<ul style="list-style-type: none"> • Charcoal • Control • Design Drawing • Pencil • Sketch 	<ul style="list-style-type: none"> • Control • Experimentation • Paint • Painting 	<ul style="list-style-type: none"> • Craft • Design Designers • Experimentation 	<ul style="list-style-type: none"> • Experimentation • Sculpture 	<ul style="list-style-type: none"> • Architects • Clay • Craft • Design • Designers 	<ul style="list-style-type: none"> • Craft • Design • Experimentation • Materials 				
	<ul style="list-style-type: none"> • Background • Cool colours • Foreground 	<ul style="list-style-type: none"> • Secondary colours • Warm colours 	<ul style="list-style-type: none"> • Ink • Sharp line • Smooth line • Smudged line 	<ul style="list-style-type: none"> • Abstractly • Balanced • Complementary • Harmonising • Mood • Wash 	<ul style="list-style-type: none"> • Final outcome • Negative • Relief • Positive 	<ul style="list-style-type: none"> • Screen printing • Stencil cut • Transfer 	<ul style="list-style-type: none"> • Carving • Decoration • Tactile • Visual 	<ul style="list-style-type: none"> • Abstractly • Mixed media • Mood board • Tactile • Textiles • Visual 				

Curriculum Skills and Progression Map

	EYFS	KS1	
Examples of Deeper Thinking Questions	Reception <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? 	Year 1 <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? 	Year 2 <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"> • Name writing • See Enhanced Provision for other writing opportunities. 	<ul style="list-style-type: none"> • Name writing • Evaluation of your/others artwork. 	

Curriculum Skills and Progression Map

	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) 	

Curriculum Skills and Progression Map

Skills Map – Art		
Early Years – Art		
Drawing	Painting	Printing
<ul style="list-style-type: none"> • They use and explore a variety of materials, experimenting with colour, design ... shape ... • They explore and differentiate between colours ... • They represent their own ideas, thoughts and feelings through art and design • Create simple representations of events, people and objects. • Use what they have learned about media and materials in purposeful and original ways. 	<ul style="list-style-type: none"> • They use and explore a variety of materials, experimenting with colour, design ... shape ... • They explore and differentiate between colours ... • They represent their own ideas, thoughts and feelings through art and design • Create simple representations of events, people and objects. • Use what they have learned about media and materials in purposeful and original ways. 	<ul style="list-style-type: none"> • They use and explore a variety of materials, experimenting with colour, design, texture, shape ... • They explore and differentiate between colours, begin to describe the texture of things ... • They represent their own ideas, thoughts and feelings through art and design • Create simple representations of events, people and objects. • Use what they have learned about media and materials in purposeful and original ways.
<ul style="list-style-type: none"> • Explore simple mark making with a variety of materials (pencil, wax crayon, felt tip, biro etc) using a variety of textured, sized, coloured and shaped papers. • Draw from observation, imagination & experience. • Use colouring pencils etc to develop colouring skills. • Look at how a variety of artists have drawn – Van Gogh, Da Vinci, Moore, Picasso etc. • Draw controlled lines and use the skill to make different shapes • Begin to show some control and refinement in drawing and painting. 	<ul style="list-style-type: none"> • Use and care for equipment correctly. • Use media, mixing, changing colours etc. • Use a brush effectively in different ways? • Develop mark making with a variety of things – fingers/sponges/twigs etc? • Use paint of different consistency? • Explore lightening and darkening colours? • Work in a variety of ways – table/easel/floor etc? • Work in different timescales – prescribed/open-ended? • Work from observation, imagination & experience? • Look at the way different artists have painted – Van Gogh, Matisse etc? • Begin to show some control and refinement in drawing and painting. 	<ul style="list-style-type: none"> • Create rubbings, using wax crayons developing a repertoire of surfaces. • Create finger, hand, foot prints developed into single, repeat and pictures. • Create simple vegetable prints. • Create printed pictures using objects such as leaves, lids, corks, sponges and screwed up paper. • Impress objects into clay and print with it. • Create simple string, cut/torn paper/card prints. • Look at work of printmakers and discuss.
3D	Collage	
<ul style="list-style-type: none"> • They use and explore a variety of materials, experimenting with ... design, texture ... form • They begin to describe the texture of things, and create 3D structures • They represent their own ideas, thoughts and feelings through art and design • Create simple representations of events, people and objects. • Use what they have learned about media and materials in purposeful and original ways. 	<ul style="list-style-type: none"> • They use and explore a variety of materials, experimenting with colour, design, texture, shape ... • They explore and differentiate between colours, begin to describe the texture of things ... • They represent their own ideas, thoughts and feelings through art and design • Create simple representations of events, people and objects. • Use what they have learned about media and materials in purposeful and original ways. 	Evaluating <ul style="list-style-type: none"> • Can they say what they like about their artwork or what they did well? Talk about what they have done • Can they describe what they can see and like in the work of another artist
<ul style="list-style-type: none"> • Be safe in using materials and tools. • Develop and explore simple shape forming and modelling both from observation and imagination. • Develop simple joining techniques. • Mark make into surfaces: playdough, plasticine, clay etc. • Begin to quill paper into coils and pinch simple shapes. • Begin to sculpt with a variety of materials, junk modelling, soap etc. • Begin to work on different scales, individually and as a group. • Explore real-life examples of 3D art or sculpture. 	<ul style="list-style-type: none"> • Cut and tear paper and card for their collages. • Scrunch paper to build an image. 	

Curriculum Skills and Progression Map

Skills Map - Art		
Year 1 – Art		
<p>Drawing– Cycle 1 A2: Fire Pictures Cycle 2 Sp1: Animal Patterns / Explore through provision</p>	<p>Painting – Cycle 1 A2: Fire Pictures / Cycle 1 Sp2: Minibeast Patterns Cycle 2 Sp1: Animal Patterns / Explore through provision</p>	<p>Printing – Cycle 1 Sp2: Minibeast Patterns / Explore through provision</p>
<ul style="list-style-type: none"> • Use a range of materials creatively to design... products. • Use drawing... to develop and share their ideas, experiences and imagination. • Develop a wide range of art and design techniques in using ... pattern, ... line, shape, form and space. 	<ul style="list-style-type: none"> • Use a range of materials creatively to ... make products. • Use ... painting ... to develop and share their ideas, experiences and imagination. • Develop a wide range of art and design techniques in using colour, pattern ... line, shape, form and space. 	<ul style="list-style-type: none"> • Use a range of materials creatively to ... make products. • Use ... painting ... to develop and share their ideas, experiences and imagination. • Develop a wide range of art and design techniques in using colour, pattern, ... line, shape ...
<ul style="list-style-type: none"> • As control improves, develop tonal work using lines. • Expand and revisit materials used, building skills as you use them. • Ensure a balance between drawing stimuli. • Move towards a graduated infilling. • Continue to look at and discuss artists' work, build and expand. • Can they draw lines of different shapes and thickness, using different grades of pencil? • Use some control when drawing and painting 	<ul style="list-style-type: none"> • Develop correct language of colours and groupings, moving towards predicting colours mixed. • Working in and exploring colour spectrums. • Making own black. • Continue to look at and discuss paintings by different artists. • Single mounting own work. • Use some control when drawing and painting • Use primary and secondary colours 	<ul style="list-style-type: none"> • Develop rubbings and finger, hand, foot prints into pictures using more than one colour and overlaying. • Develop more detailed prints. • Develop printing with different types of string and cut and draw into card before printing, work in a second colour over the top. • Look at work of printmakers and discuss.
<p>3D – Cycle 2 Su1: Dragon Sculpture / Explore through provision</p>	<p>Collage – Cycle 1 A2: Fire Pictures Cycle 2 Su2: Seaside Art / Explore through provision</p>	<p>Evaluating</p> <ul style="list-style-type: none"> • Talk about drawings and paintings and say what they feel • Can they describe what they can see and like in the work of another artist/craft maker/designer? • Can they express their feelings about a peer's piece of art? • Respond to ideas • Can they express their feelings about their own piece of art?
<ul style="list-style-type: none"> • Use a range of materials creatively to ... make products. • Use ... sculpture to develop and share their ideas, experiences and imagination. • Develop a wide range of art and design techniques in using colour, ... texture ... form and space. 	<ul style="list-style-type: none"> • Use a range of materials creatively to ... make products. • Develop a wide range of art and design techniques in using colour, pattern, texture ... form and space. 	
<ul style="list-style-type: none"> • Using an expanding range of media – ModRoc etc safely. • Develop more complicated overlays of pattern/raised texture –etc. • Develop pinching into simple pots/sculptures. • Recognise different textures in different surfaces – rubbings etc • Scrunch, roll, shape materials to make a 3D form. • Discuss a variety of products and sculpture that can be seen and touched. • Use and investigate a variety of visual and tactile materials 	<ul style="list-style-type: none"> • Colour sort materials. • Use, combine or overlap materials to create an image with support. • Use and investigate a variety of visual and tactile materials 	<p>Greater Depth</p> <ul style="list-style-type: none"> • Can they make links between their own artwork and other artists'? • Can they evaluate their own and others' artwork and make suggestions for improvement? • Can they comment how an artist/designer has used colour, pattern and shape? • Can they plan their art using a range of techniques e.g. sketches, discussion?

Curriculum Skills and Progression Map

Skills Map – Art		
Year 2 - Art		
<p>Drawing– Cycle 1 A2: Fire Pictures Cycle 2 Sp1: Animal Patterns / Explore through provision</p>	<p>Painting – Cycle 1 A2: Fire Pictures / Cycle 1 Sp2: Minibeast Patterns Cycle 2 Sp1: Animal Patterns / Explore through provision</p>	<p>Printing – Cycle 1 Sp2: Minibeast Patterns / Explore through provision</p>
<ul style="list-style-type: none"> • Use a range of materials creatively to design... products. • Use drawing... to develop and share their ideas, experiences and imagination. • Develop a wide range of art and design techniques in using ... pattern, ... line, shape, form and space. 	<ul style="list-style-type: none"> • Use a range of materials creatively to ... make products. • Use ... painting ... to develop and share their ideas, experiences and imagination. • Develop a wide range of art and design techniques in using colour, pattern ... line, shape, form and space. 	<ul style="list-style-type: none"> • Use a range of materials creatively to ... make products. • Use ... painting ... to develop and share their ideas, experiences and imagination. • Develop a wide range of art and design techniques in using colour, pattern, ... line, shape
<ul style="list-style-type: none"> • <i>Developing intricate patterns/mark making with pencils, able to vary line tone, beginning to use this in work.</i> • <i>Can they understand where they might use different grades of pencil in their drawing and why?</i> • <i>Can they use different shading techniques to create different tones?</i> • <i>Have had an experience of working on a variety of types/colours/shapes and sizes of paper.</i> • <i>Working in a variety of ways: on a table/floor/easel/etc.</i> • <i>Discussing a range of drawings in different media by different artists from a variety of cultures they have visited/learned about.</i> • <i>Can they use a viewfinder to focus on a specific part of an artefact before drawing it?</i> 	<ul style="list-style-type: none"> • <i>Have the correct language for equipment and media they use.</i> • <i>Confident at mixing and predicting colours.</i> • <i>Confident about lightening and darkening colours and confident to make own black.</i> • <i>Confident to work independently, in groups and as a class.</i> • <i>Experiment with watercolour techniques to create different effects.</i> • <i>Selects the best material for the job.</i> 	<ul style="list-style-type: none"> • <i>Can print single, repeat and picture endpieces in more than one colour.</i> • <i>Can use and clear away equipment competently.</i> • <i>Can produce 3 or 4 layer card prints using cutting and impressed line to develop detail.</i> • <i>Has looked at and discussed examples of printmaking and is able to express own view.</i> • <i>Select the best materials for the job</i>
<p>3D – Cycle 2 Su1: Dragon Sculpture / Explore through provision</p>	<p>Collage – Cycle 1 A2: Fire Pictures Cycle 2 Su2: Seaside Art / Explore through provision</p>	
<ul style="list-style-type: none"> • Use a range of materials creatively to ... make products. • Use ... sculpture to develop and share their ideas, experiences and imagination. • Develop a wide range of art and design techniques in using colour, ... texture ... form and space. 	<ul style="list-style-type: none"> • Use a range of materials creatively to ... make products. • Develop a wide range of art and design techniques in using colour, pattern, texture ... form and space. 	<p>Evaluating</p> <ul style="list-style-type: none"> • <i>Talk about their work and explain it</i> • <i>Describe what they think or feel about their own and others' work</i> • <i>Think of ways to adapt and improve own work</i> • <i>Can they make links to an artist to inspire their work?</i> • <i>Can they make topic links to their art?</i> • <i>Can they say how other artist/craft maker/designer have used colour, pattern and shape?</i> • <i>Begin to use ways to improve work Explore ideas and change what they have done to give a better result</i>
<ul style="list-style-type: none"> • <i>Be aware of and put into use safe practise.</i> • <i>Be confident in shaping and modelling materials from both observation and imagination.</i> • <i>Mould, form and shape and bond materials to create a 3D form</i> • <i>Apply a smooth surface to a sculptural form?</i> • <i>Can they create a large scale sculpture piece through class collaboration?</i> 	<ul style="list-style-type: none"> • <i>Independently interpret an object through collage.</i> • <i>Use different kinds of media to embellish and add details on their collage and explain what effect this has.</i> • <i>Create collage with range of materials and textures</i> • <i>Select the best materials for the job</i> 	<p>Greater Depth</p> <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 make suggestions for improvement in their own and others' artwork?</i> • <i>Can they transfer skills into a different medium e.g. using drawing skills when painting?</i>

Curriculum Skills and Progression Map

Skills Map - Art		
Year 3 - Art		
<p>Drawing <i>Cycle 1: Sp1 – European Art and Artists / Su1 - Plants and Flowers</i> <i>Cycle 2: A1 - Portraits/Sp1- Sketching Skills</i></p>	<p>Painting <i>Cycle 1: A2 - Andy Warhol inspired Christmas cards / Sp1 – European Art and Artists / Su1 – Plants and Flowers</i> <i>Cycle 2: A1 – Portraits / Sp1 - Roman Shields</i></p>	<p>Printing <i>Cycle 1:</i> <i>Cycle 2: Sp1 - Roman Shields</i></p>
<ul style="list-style-type: none"> • Develop techniques, including control... with creativity, experimentation and increasing awareness of different kinds of art... and design. • Create sketch books to record their observations and use them to review and revisit ideas • Improve mastery of art ... including drawing... with a range of materials [for example, pencil, charcoal...] • Learn about great artists, architects... in history 	<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... • Improve mastery of art... techniques, including... painting... with a range of materials [for example paint] • Learn about great artists... in history 	<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... and use them to review and revisit ideas • Improve mastery of art and design techniques, including drawing... with a range of materials [for example, pencil, charcoal, paint...] • Learn about great artists... and designers in history
<ul style="list-style-type: none"> • Begin to collect observations and ideas in sketch books. • Begin to use their sketches to develop a final piece of work • Use a range of different materials (e.g. pastels, charcoal, pencil etc) in their drawing. • Show patterns and textures in their work which differentiate tones. • Begin to show perspective and depth in their drawing. • Use drawing as a tool to express and idea. • Create texture by adding dots and lines. • Indicate movement using lines. 	<ul style="list-style-type: none"> • Develop colour mixing and matching skills. • Develop brush control skills and use brushes in different ways. • Use items other than a paintbrush to create different effects (e.g. feathers, fingers, card). • Explore different ways to lighten and darken. • Explore a wider range of paint types and techniques. • Identify what colours work well together. • Create a background using a wash. • Begin to work more abstractly. • Experiment with mood using colour. 	<ul style="list-style-type: none"> • Refine techniques learnt in KS1. • Add layers. • Experiment with layered printing using 2 colours or more. • Understand how printing can be used to make numerous designs. • Transfer a drawing into a print. • Create stencil cut work.
<p>3D <i>Cycle 1:</i> <i>Cycle 2: Su1 - The Greeks</i></p>	<p>Collage <i>Cycle 1: A2 - Andy Warhol inspired Christmas cards</i> <i>Cycle 2:</i></p>	
<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... and use them to review and revisit ideas • Improve mastery of art and design techniques, including... sculpture with a range of materials [for example... clay] • Learn about great... architects... in history 	<ul style="list-style-type: none"> • Develop techniques, including control and use of materials, with creativity, experimentation and increasing awareness of different kinds of... craft and design. • Create sketch books... and use them to review and revisit ideas • Improve mastery of art and design techniques... with a range of materials... • Learn about great artists... and designers in history 	<p>Evaluating</p> <ul style="list-style-type: none"> • Make their own choices • Annotate a sketch book. • Create artwork following an idea or towards a specific purpose. • Make comments on the work of others, including both ideas and techniques • Communicate what they are trying to express in their own work.
<ul style="list-style-type: none"> • Begin to show confidence in modelling forms and structures. • Begin to investigate carving. • Use the correct terminology. • Add layers onto their work to create texture and shape. • Work collaboratively to create a large sculptural form. • Add detail to a piece of work. • Add texture to a piece of work. 	<ul style="list-style-type: none"> • Use collage as a tool to develop a piece in mixed media. • Use collage to create a mood boards of ideas. • Use fabrics to build an image. • Begin to work more abstractly. • Use repeat pattern in design. 	<p>Greater Depth</p> <ul style="list-style-type: none"> • Evaluate their learning process and make suggestions for improvement in their own and others’ artwork. • Adapt or improve their original ideas. • Explain why they have selected specific materials for their artwork. • Begin to communicate influences of their artwork e.g. mood boards, artists, objects, nature.

Curriculum Skills and Progression Map

Skills Map - Art		
Year 4 - Art		
<p>Drawing <i>Cycle 1: Sp1 – European Art and Artists / Su1 - Plants and Flowers</i> <i>Cycle 2: A1 – Portraits / Sp1- Sketching Skills</i></p> <ul style="list-style-type: none"> • Develop techniques, including control... with creativity, experimentation and increasing awareness of different kinds of art... and design. • Create sketch books to record their observations and use them to review and revisit ideas • Improve mastery of art ... including drawing... with a range of materials [for example, pencil, charcoal...] • Learn about great artists, architects... in history 	<p>Painting <i>Cycle 1: A2 - Andy Warhol inspired Christmas cards / Sp1 – European Art and Artists / Su1 – Plants and Flowers</i> <i>Cycle 2: A1 – Portraits / Sp1 - Roman Shields</i></p> <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... • Improve mastery of art... techniques, including... painting... with a range of materials [for example paint] • Learn about great artists... in history 	<p>Printing <i>Cycle 1:</i> <i>Cycle 2: Sp1 - Roman Shields</i></p> <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... and use them to review and revisit ideas • Improve mastery of art and design techniques, including drawing... with a range of materials [for example, pencil, charcoal, paint...] • Learn about great artists... and designers in history
<ul style="list-style-type: none"> • Develop skills in collecting and modifying ideas from observations in their sketchbooks. • Begin to experiment with ideas in their sketch books. • Experiment with choosing materials from a range provided. • Show patterns and textures in their work which differentiate tones and begin to overlay colours. • Show tone and texture using hatching and cross hatching. • Develop use of perspective, distance and depth in their drawing. 	<ul style="list-style-type: none"> • Predict what colour will be mixed and recreate it later. • Purposefully select brush techniques to create different effects. • Predict the effect of the colour/size/texture of paper will have on their painting. • Understand the different properties of different paints. • Create mood in a painting. • Use shade to create depth in a painting. 	<ul style="list-style-type: none"> • Develop the use of layers and overlays (up to 6). • Design and create more complicated stencil work. • Explore a variety of printing techniques. • Create an accurate print design. • Use printmaking as a tool with other medias to develop a final outcome.
<p>3D <i>Cycle 1:</i> <i>Cycle 2: Su1 - The Greeks</i></p> <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... and use them to review and revisit ideas • Improve mastery of art and design techniques, including... sculpture with a range of materials [for example... clay] • Learn about great... architects... in history 	<p>Collage <i>Cycle 1: A2 - Andy Warhol inspired Christmas cards</i> <i>Cycle 2:</i></p> <ul style="list-style-type: none"> • Develop techniques, including control and use of materials, with creativity, experimentation and increasing awareness of different kinds of... craft and design. • Create sketch books... and use them to review and revisit ideas • Improve mastery of art and design techniques... with a range of materials... • Learn about great artists... and designers in history 	<p>Evaluating</p> <ul style="list-style-type: none"> • Plan work carefully before beginning • Experiment with the styles of different artists • Compare others’ work with their own • Appraise the ideas, methods and approaches used in others’ work, using a critical approach • Use the appraisal of others for improvement • Communicate what they are trying to express in their own work.
<ul style="list-style-type: none"> • Choose from and use a range of decoration techniques. • Begin to combine techniques to create finished pieces. • Produce more sophisticated models. • Use correct terminology to express opinions. • Experiment with and combine materials and processes to design and make 3D form. • Take a 2D drawing into a 3D form. • Shape using a variety of mouldable materials. • Combine different materials in different ways. 	<ul style="list-style-type: none"> • Use collage as a tool to independently develop a piece in mixed media. • Use collage to independently create a mood boards of ideas. • Explore a range of textures using textiles. • Use a combination of visual and tactile ideas. • Combine different materials in different ways. 	

Curriculum Skills and Progression Map

kills Map - Art		
Year 5 - Art		
<p>Drawing <i>Cycle 1: A1&2 – William Morris (Victorian Britain)</i> <i>Cycle 2: A1 – Rainforest/Su1 - Floodland</i></p>	<p>Painting <i>Cycle 1: Su2 – Mayan Art</i> <i>Cycle 2: A1 - Rainforest/A2 -WW1/Sp1 - Star Gazers</i></p>	<p>Printing <i>Cycle 1: A1&2 – William Morris (Victorian Britain)</i> <i>Cycle 2: S2 - Ancient Egyptians</i></p>
<ul style="list-style-type: none"> Develop techniques, including control... with creativity, experimentation and increasing awareness of different kinds of art... and design. Create sketch books to record their observations and use them to review and revisit ideas Improve mastery of art ... including drawing... with a range of materials [for example, pencil, charcoal...] Learn about great artists, architects... in history 	<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... Improve mastery of art... techniques, including... painting... with a range of materials [for example paint] Learn about great artists... in history 	<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... and use them to review and revisit ideas Improve mastery of art and design techniques, including drawing... with a range of materials [for example, pencil, charcoal, paint...] Learn about great artists... and designers in history
<ul style="list-style-type: none"> Reflect on and adapt their ideas using a sketch book. Choose their own materials from a range provided to use in their drawings and explain why they selected them. Select their own paper size/scale. Use correct terminology for materials they have selected. Begin to develop their own style. With support can select and mix suitable media within a single piece. Use shading and tone to add depth and shape to their drawings. Use line to create movement in a drawing. Understand how drawing skills can support other medias. Develop a series of drawings that explore a theme. 	<ul style="list-style-type: none"> Select different colour/size/texture of paper to create desired effects. Understand primary and secondary colours and predict colour mixing in their work. Understand the different properties of different paints. Create a range of shades using different kinds of paint. Create mood in a painting. Use shade to create depth in a painting. Identify different painting styles and how these have artists are influenced by these styles over time. Understand how different medias can be combined and work together. 	<ul style="list-style-type: none"> Select suitable printing media for the task. Print using a range of materials. Begin using simple screen printing. Create an accurate print design that reflects a theme or ideas. Make links with printmaking and other medias to help develop their work.
<p>3D <i>Cycle 1:</i> <i>Cycle 2: A2 - WW1/S2 - Ancient Egyptains</i></p>	<p>Collage <i>Cycle 1:</i> <i>Cycle 2: Sp1 - Star Gazers</i></p>	
<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... and use them to review and revisit ideas Improve mastery of art and design techniques, including... sculpture with a range of materials [for example... clay] Learn about great... architects... in history 	<ul style="list-style-type: none"> Develop techniques, including control and use of materials, with creativity, experimentation and increasing awareness of different kinds of... craft and design. Create sketch books... and use them to review and revisit ideas Improve mastery of art and design techniques... with a range of materials... Learn about great artists... and designers in history 	<p>Evaluating</p> <ul style="list-style-type: none"> Keep and use detailed notes in sketch book Evaluate own and others' work, explaining and justifying their reasons Use analysis when commenting on ideas Consider the end point when adapting and improving their work Develop and improve their own style Critique each other's work as a way of developing and supportive each other's ideas. Make and support their own decisions and choices.
<ul style="list-style-type: none"> Transform 2D designs into 3D models. Experiment with and combine materials and processes to design and make 3D form. Shape using a variety of mouldable materials. Interpret an object in a 3D form. Produce work that sometimes can be both visual and tactile. 	<ul style="list-style-type: none"> Experiment with combinations of materials and techniques. Overlap materials to build an image. Use collage as a tool to develop a piece in mixed media. Use collage to create a mood boards of ideas. Combine pattern, tone and shape in collage. Explore a range of textures using textiles. 	<p>Greater Depth</p> <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.

Curriculum Skills and Progression Map

Skills Map - Art		
Year 6 - Art		
<p>Drawing - Cycle 1: A1&2 – William Morris (Victorian Britain) Cycle 2: A1 – Rainforest/Su1 - Floodland</p> <ul style="list-style-type: none"> Develop techniques, including control... with creativity, experimentation and increasing awareness of different kinds of art... and design. Create sketch books to record their observations and use them to review and revisit ideas Improve mastery of art ... including drawing... with a range of materials [for example, pencil, charcoal...] Learn about great artists, architects... in history 	<p>Painting - Cycle 1: Su2 – Mayan Art Cycle 2: A1 - Rainforest/A2 -WW1/Sp1 - Star Gazers</p> <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... Improve mastery of art... techniques, including... painting... with a range of materials [for example paint] Learn about great artists... in history 	<p>Printing - Cycle 1: A1&2 – William Morris (Victorian Britain) Cycle 2: S2 - Ancient Egyptians</p> <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... and use them to review and revisit ideas Improve mastery of art and design techniques, including drawing... with a range of materials [for example, pencil, charcoal, paint...] Learn about great artists... and designers in history
<ul style="list-style-type: none"> Reflect on and adapt their ideas using a sketch book with a focus on the purpose of the piece of artwork being created. Identify and explore the work of other artists within their own drawings. Choose their own materials from a range provided to use in their drawings and justify their selection. Select and mix suitable media within a single piece. Their drawings show a strong understanding of how to use shading techniques to create depth and tone. Begin to use perspective in both abstract and real-life art. 	<ul style="list-style-type: none"> Understand primary, secondary, harmonising and complimentary colours and predict colour mixing in their work. Explain what their own style is. Use a wide range of techniques in their work and explain why they have chosen these techniques. They have a strong understanding of colour theory and how to use it to create a balanced painting. Choose to use a limited range of colour to produce a chosen effect. Begin to use perspective in both abstract and real life art. 	<ul style="list-style-type: none"> Add relief details into their prints Create linked pattern work with up to 8 overlays. Identify different printing methods and make decisions about the effectiveness of their printing methods. They know to make a positive and a negative print.
<p>3D Cycle 1: Cycle 2: A2 - WW1/S2 - Ancient Egyptains</p> <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... and use them to review and revisit ideas Improve mastery of art and design techniques, including... sculpture with a range of materials [for example... clay] Learn about great... architects... in history 	<p>Collage Cycle 1: Cycle 2: Sp1 - Star Gazers</p> <ul style="list-style-type: none"> Develop techniques, including control and use of materials, with creativity, experimentation and increasing awareness of different kinds of... craft and design. Create sketch books... and use them to review and revisit ideas Improve mastery of art and design techniques... with a range of materials... Learn about great artists... and designers in history 	<p>Evaluating</p> <ul style="list-style-type: none"> Evaluate own and others' work, explaining and justifying their reasons. Consider the end point when selecting materials and adapting/improving their work. Analyse and comment on their own and others' ideas, methods and approaches. Make adaptations following their own reflections and the comments of others.
<ul style="list-style-type: none"> Shape and manipulate media. Decorate their 3D forms drawing on a range of different media. Select different finishes. Create models on a range of scales. Create work which is open to interpretation by the audience. Include both visual and tactile elements in their work. They know the properties of a wide range of different sculptural materials and how to use them. 	<ul style="list-style-type: none"> Justify the materials they have chosen. Combine pattern, tone and shape. Use collage as a tool as part of a mixed media project. Express their ideas through collage. 	



Art and 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
A1: Wolf Trap	DT Focus	A1: Cooking and nutrition	DT focus
A2: The Great Fire Of London Fire Pictures	Drawing Painting Collage	A2: Rocket crawler	DT focus
Sp1: How to be a Superhero/Make a cape	DT Focus	Sp1: Dear Zoo Animal patterns.	Drawing Painting
Sp2: Mad about Minibeasts Minibeast Patterns	Painting Printing	Sp2: Make a boat	DT Focus
Su1: Make a treasure chest	DT Focus	Su1: How to catch a Dragon. Dragon sculpture.	3D
Su2: Cooking and nutrition	DT Focus	Su2: At the Beach. Seaside art.	Collage



Art and Design Long Term Plan

Art and Design 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
A1: Cooking	DT Focus	A1: Greeks Greek pots 3D	Drawing Painting
A2: Andy Warhol inspired Christmas cards	Painting Collage	A2: Christmas	DT focus
Sp1: European Art and Artists	Drawing Painting	Sp1: Anglo-Saxons Designing and creating Anglo-Saxon shields	Drawing Painting Printing
Sp2: Stone Age Jewellery	DT focus	Sp2: Cooking and nutrition	Collage
Su1: Plants and Flowers	Drawing Painting	Su1: Portraits	3D
Su2: Cooking	DT Focus	Su2: Roman Mosaics	DT Focus



Art and 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: Victorian Britain William Morris	Drawing Printing	A1: Rainforests Painting/printing leaves Rousseau	Drawing Painting
A1: Victorian Britain William Morris	Drawing Printing	A2: WW1 Creating paintings depicting WW1 battlefields Mixing paints Silhouettes	Painting 3D
Sp1: Structures	DT Focus	Sp1: Peter Thorpe – making space art	Painting Collage
Sp1: Structures	DT Focus	Sp2: Vikings and Anglo Saxons	DT focus
Su1: Cooking	DT Focus	Su1: Floodland Geography of the UK Painting and drawing landscapes	Drawing
Su2: Mayan Art	Painting	Su2: Egyptians Scaled drawings of tombs	Drawing Printing 3D